



NORTH ISLAND COLLEGE



# Institutional Accountability Plan & Report

2022 - 2023 REPORTING CYCLE

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KITASOO/XAI'XAIS

NUXALK

HEILTSUK

WUIKINUXV

NORTH ISLAND COLLEGE



**NIC**

INDIGENOUS EDUCATION

GWA'SALA-'NAKWAXDA'XW

DZAWADA'ENUXW

DA'NAXDA'XW

TLATLASIKWALA

Port Hardy

(Mixalakwila Campus)

GWAWAENUK

KWIKWASUT'INUXW HAXWA'MIS

HOMALCO

KWAKIUTL

MAMALILIKULLA-QWE'QWA'SOT'EM

QUATSINO

'NAMGIS

TLOWITSIS

KLAHOOSE

KA:'YU:'K'T'H'/  
CHEK'TLES7ET'H'

EHATTESAHT

WE WAI KAI WEI WAI KUM  
Campbell River Campus

KWIAKAH

NUCHATLAHT

Comox Valley Campus

MOWACHAHT/  
MUCHALAHT

K'ÓMOKS

HESQUIAHT

AHOUSAHT

HUPACASATH

TLA-O-QUI-AHT

Port Alberni Campus

TSESHAHT

UCLUELET

Ucluelet Centre

UCHUCKLESAHT

TOQUAHT

HUU-AY-AHT

DITIDAHT

PACHEEDAHT

# ACCOUNTABILITY STATEMENT

July 7, 2023

Honourable Selina Robinson  
Minister of Post Secondary Education and Future Skills  
Parliament Buildings  
Victoria, British Columbia V8V 1X4



Dear Minister Robinson,

On behalf of North Island College (NIC), we are pleased to present the NIC *Institutional Accountability Plan and Report for the 2022/23 Reporting Cycle* (IAPR) and express our accountability for the results within it.

NIC saw significant growth in 2022/23 as we worked to meet the diverse and changing needs of people, communities and economies across the NIC region. With NIC's strategic plan, *BUILD 2026*, and first Indigenization plan, *Working Together*, now in their second year, NIC is moving quickly in partnership with local First Nations, governments, businesses, industry and communities to widen our program offerings and build healthy and thriving communities, one student at a time. The plans have grown to include *Journeying Together*, Canada's first Indigenizing international plan, which connects international and Indigenous students with communities through learning.

This IAPR details NIC's commitment to meeting Ministry directives and strategic initiatives. It outlines how education and training at NIC align with StrongerBC and support implementation of Skilled Trades Certification and the Province's StrongerBC: Future Ready Action Plan. It also describes NIC's engagement with the Ministry's sexualized violence policy review and funding formula review as well as NIC's contribution to further tech-relevant seat expansion.

Finally, NIC's 2022/23 achievements are measured against the Ministry's Accountability Framework performance indicators in Appendix I, in accordance with the *Accountability Framework Standards and Guidelines Manual for the 2022/23 Reporting Cycle*.

We sincerely thank you and the Ministry team for your ongoing support for NIC, the communities we serve and the provincial post-secondary education system during this extraordinary time.

Sincerely,

A handwritten signature in blue ink that reads "Jane Atherton".

Jane Atherton  
Chair, North Island College Board of Governors

A handwritten signature in black ink that reads "Lisa Domae".

Lisa Domae, PhD, RPP  
President and CEO, North Island College

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# 1. STRATEGIC DIRECTION AND CONTEXT

## 1.1 Institutional Overview

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km<sup>2</sup> of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola. With 169,000 residents in its region, NIC serves the largest population of all B.C. rural colleges.

The college is honoured to acknowledge operations within the traditional and unceded territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

NIC's story is one of innovation, change, challenge and success. Established in 1975 as a distance education institution, the college originally served residents in remote logging camps and coastal communities through a network of 24 learning centres. As the regional population underwent urbanization in the 1990s, NIC moved to a campus-based model at four sites in Campbell River, Comox Valley (main campus and NIC @ St. Joe's at the former St. Joseph's General Hospital), Port Alberni, the Mixalakwila campus in Port Hardy as well as a learning centre in Ucluelet.

Our niche lies in a deeply held commitment to being community-driven and student-centred. Students receive wrap-around services, including educational, financial aid, accessible learning, counseling, student advising and dedicated employment support with work-integrated learning while accessing a full range of education pathways, credentialed programs and short-term skills training.

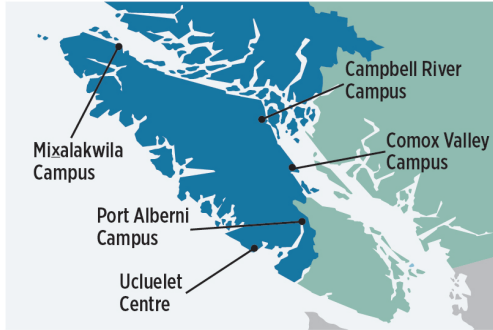
We are grounded in community. In keeping with our access-focused roots, NIC continues to serve students in diverse and geographically dispersed communities through distance and digital learning as well as onsite programming in communities based on the specific needs of local First Nations and community partners.





# NIC North Island College 2022/23 Fast Facts

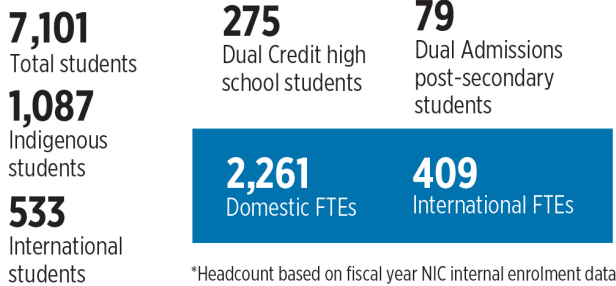
## NIC REGION



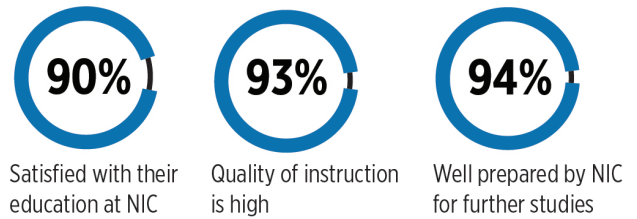
North Island College is a comprehensive community college that focuses on student success. We proudly serve the 169,000 people throughout our 80,000 km<sup>2</sup> service region, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

Dedicated to Indigenization, access and wrap-around student supports, NIC works with local communities, government and industry to build healthy and thriving communities, one student at a time.

### STUDENT ENROLMENT\*

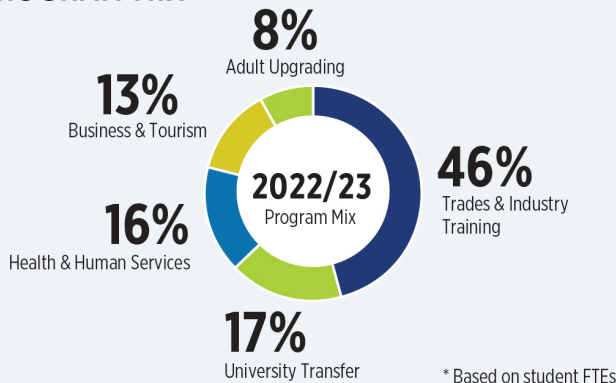


### NIC STUDENTS SAY\*

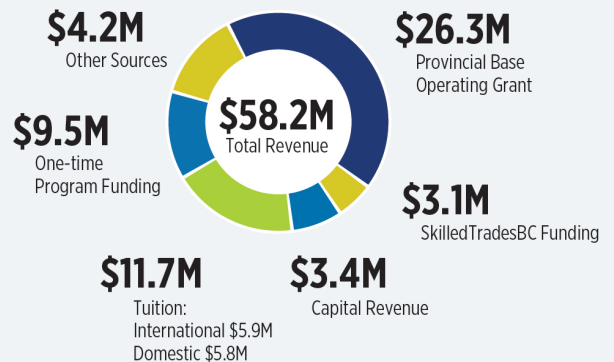


\*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

### PROGRAM MIX\*



### COLLEGE REVENUE

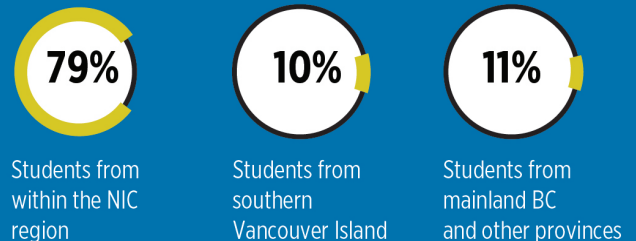


### 2022 AWARDS\*



\*as of September 30, 2022

### DOMESTIC STUDENT ORIGINS



NIC is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories we are situated.



For more information, please contact [communications@nic.bc.ca](mailto:communications@nic.bc.ca) | [www.nic.bc.ca](http://www.nic.bc.ca)



## 1.2 Strategic Direction

### 1.2.1 Integrated Strategic Planning

NIC's strategic plan, *BUILD 2026*,<sup>1</sup> was created in response to community needs. It was first developed during the height of the COVID-19 pandemic with the voices of more than 1,500 students, First Nations representatives, communities, industries, governments and employees.

Under the guidance of the NIC Indigenous Education Council<sup>2</sup> and the NIC community, NIC co-launched *BUILD* with *Working Together – North Island College Indigenization Plan 2021-2026*,<sup>3</sup> the first Indigenous Education Plan in NIC history.

The two plans work in tandem toward lasting and meaningful reconciliation.

*BUILD* and *Working Together* are supported by *Widening our Doorways 2026*,<sup>4</sup> NIC's academic plan and *Journeying Together*,<sup>5</sup> NIC's Indigenous-serving internationalization plan which provides international students with Indigenous knowledge and understandings throughout their studies at NIC.

Together with *CARE*,<sup>6</sup> a student mental health and well-being plan, they represent NIC's continued commitment to keep listening and responding with programs, services and delivery methods that support communities and student learning.

Aligned with provincial priorities, they provide a framework for working with government ministries, communities, employers and industry to implement post-secondary education and skills training programs that serve the needs of students across the region.

A report on performance measure results for year two of *BUILD* can be found in "2. Performance Plan and Report: *BUILD 2026*."

Ongoing engagement on *BUILD* and *Working Together* can be found at <https://engage.nic.bc.ca>.



<sup>1</sup> View *BUILD 2026* online at <https://www.engage.nic.bc.ca/build-2026>.

<sup>2</sup> View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

<sup>3</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf>.

<sup>4</sup> View *Widening our Doorways 2026* online at <https://www.nic.bc.ca/pdf/widening-our-doorways-2026.pdf>.

<sup>5</sup> View *Journeying Together – A transformative approach to Indigenization and internationalization at NIC* online at <https://www.nic.bc.ca/pdf/journeying-together.pdf>.

<sup>6</sup> View NIC's *CARE* plan online at <https://www.nic.bc.ca/pdf/care2-plan.pdf>.

### 1.2.2 Mission

## **Mission**

Working together, NIC builds healthy and thriving communities, one student at a time.

### 1.2.3 Vision

## **Vision**

By 2026, NIC will deliver BC's best individualized education and training experience.

## 1.3 Strategic Context

### 1.3.1 Navigating Change

NIC's fundamental challenge in enhancing our contribution to B.C.'s economic, social and environmental health is the diverse and rapidly shifting needs of the region's people and economies. The NIC region's people are incredibly diverse with a wide array of education and training needs ranging from traditional degree pathways to career, vocational, technology, trades, industry and resource training. The NIC 80,000 km<sup>2</sup> coastal, multi-island and inland service area lies within B.C.'s Vancouver Island/Coast economic region, making up approximately 85% of the region's geographic area and 20% of the population. The Vancouver Island/Coast economic region accounts for about 16% of B.C.'s workers and is forecast to have 176,700 job openings over the next ten years, of which 62% will replace retiring workers.

With the 65+ demographic being the fastest growing segment of the NIC region population, forecasts show that by 2027 there will be three retirees for every five working age people (compared with two retirees for every five working age people for B.C.). Amidst this profound and fast-moving demographic shift, a growing number of domestic NIC students - with an average age of 30 and just over 60% of whom are female - are reskilling and upskilling for second and third careers as economic and labour market conditions continue to shift in the region's primarily service- and resource-based economies. These students, older than the traditional 18-24 post-secondary demographic, illustrate the part-time nature of the learning journey for the majority of NIC students – just under two-thirds of students in NIC's credit programs study part time in addition to the hours spent at work and caring for families. Never has personalized, flexible, affordable and close-to-home access to post-secondary education and training that incorporates an optimal balance of in-person, digital and blended delivery options been more important for people living in the NIC region.

Since the onset of the COVID-19 pandemic, communities have increasingly called for NIC to be front and centre in the execution of regional economic diversification strategies and labour force development plans. In response, we have widened and grown our program offerings to enroll the highest number of trades, tech-relevant, work-integrated learning, dual credit, and short-term and micro-credential program enrolments in the college's history in 2022/23. To do so, we have worked with regional First Nations and community partners to access over \$5.2M in one-time funding to develop and deliver over 30 programs to fill just-in-time labour market needs in rural and remote communities. Importantly, these programs are often offered with low or no tuition, embedded essential skills or upgrading courses, Indigenous supports, and delivery modes and schedules that meet the needs of learners in rural and remote communities. Notably, this programming was one of the major sources of NIC's 7% growth in domestic FTEs in 2022/23 over pre-pandemic 2019/20 enrolment with up to 90% of students in these resource-intensive, in-community programs of self-declared Indigenous identity.

Like B.C. and the rest of Canada, the aging population of the NIC region escalates demand for healthcare professionals, especially in rural and remote communities where people must travel long distances if there are in-community service shortages. People trained in communities where they have put down roots with family and friends tend to stay in those communities, underscoring the importance of local access to health programming offered by NIC. NIC's health programs have grown consistently in number and enrolment over the past decade with student FTEs increasing, on average, by 7% annually over the past three years. In 2022/23, NIC enrolled the second highest number of health program FTEs (including

allied health programs) in its history (309 FTEs) after last year's high of 316 FTEs which was a 14% increase over the previous year. To help meet critical healthcare needs in Indigenous communities, NIC prioritizes admission for Indigenous learners in the Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant and Island Pre-Health Science programs.

NIC has also prioritized Indigenous student admission for the Early Child Care and Education (ECCE) and Human Service Worker programs to help address Indigenous People's workforce priorities in childcare and community care. Enrolment in both program areas remained strong in 2022/23 and, with expanded international ECCE cohorts at the Comox Valley and Port Hardy campuses, ECCE enrolment was the highest in NIC's history, up 23% from last year with 83 FTEs enrolled. To further expand ECCE offerings, NIC partnered with School District 71 during spring 2023 for a dual credit intake of grade 12 students. Early childhood educators and assistants are high-demand occupations for the Vancouver Island/Coast economic region, with just under 1,600 job openings forecast over the next ten years with half replacing workers retiring from the workforce. NIC will continue to collaborate to grow the number of ECCE graduates to help local employers fill job vacancies and parents overcome barriers to work and education.

### 1.3.2 Supporting Local Communities to Build Resilient Economies

NIC's most important contribution to the economic, social and environmental health of British Columbians is our accessible, flexible and responsive approach to learning that increases the participation of people living in the NIC service area in the province's skilled economies. As an active member of B.C.'s public post-secondary system, we fully embrace our purpose as a B.C. college and our role as an anchor institution in the over 50 rural and remote communities, inclusive of 35 First Nations, that we have the privilege of serving.

We are a community college that is passionate about our mandate to provide comprehensive, relevant education and training to the people living in the NIC service area inclusive of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland. Our broad range of affordable, year-round, high-quality offerings are a gateway to business, industry and further post-secondary education. Embedded in community, we bring our resources and knowledge to civic tables that work together to grow the well-being of the people and localities we serve. Our holistic approach to building community well-being weaves economic, social and environmental contributions to the province into our student-centred education and training. We collaborate with First Nations, local governments, businesses, industry and local communities to create high-quality education and training that is culturally relevant, environmentally sustainable and based on regional labour market needs. This practical and relationship-based approach to education and training is essential to the economic health of people living in the NIC service area. Our partners identify prospective programming and prospective students, ensuring that a growing number of local citizens have access to education and training, leading to rewarding careers in high-demand and high-income fields.

Our accessible and comprehensive programming contributes to a resilient and adaptable workforce that keeps rural and remote economies running in a shifting demographic and economic landscape. NIC graduates keep daycares, social service agencies, hospitals, medical clinics and schools open. Our graduates in accounting, office administration, trades, culinary arts, technology, web design and marketing serve the small businesses, trades, forestry operations, mines, aquaculture farms and tourism sector businesses that ground North Island economies. At the same time, NIC's community capacity building extends beyond meeting core labour market needs. Rural and remote people living in the NIC



service area are facing major technological, economic, environmental and regulatory changes in key industries like forestry, mining and aquaculture. NIC supports these transitions with programming that blends social and environmental awareness with the skills that technologization requires. For example, developed at local industry tables, NIC's Coastal Forest Worker Certificate integrates teachings about Indigenous lands and culture and leading environmental practices with hands-on skills acquisition and employability outcomes. The certificate includes the technical, math, engineering, applied technology and data management skills that careers in today's forestry industry require. Our Regenerative Farming Micro-credential supports female entrepreneurship and community resiliency through students' local acquisition of sustainable farming knowledge and skills.

Given the profound changes and rapid shifts in many of the NIC region's key industries, NIC's labour market programming is increasingly oriented towards regional economic diversification. For example, B.C.'s film industry has set new rural production records and is experiencing severe skilled labour shortages. NIC's motion picture micro-credentials, developed with INFilm and offered in partnership with Martini Film Studios, sees students from across rural B.C. learning theory online and gathering in-person for short, applied learning experiences. We also harness the college's growing applied research expertise to advance clean economic diversification through localized innovation activities that improve the province's social and environmental health (see "Fostering innovation across our economy" in Appendix II for a description the work done by NIC's Centre for Applied Research, Technology and Innovation to support the *StrongerBC Economic Plan*<sup>7</sup> in 2022/23). Our students' learning extends beyond the classroom to solve real-world challenges, which embed experiential learning opportunities within social innovation projects. For example, by partnering with small companies like Cascadia Seaweed and local First Nations, NIC's student researchers are increasing the viability of the environmentally sustainable seaweed industry. Economic development and diversification initiatives like these have the revenue potential to provide high-wage jobs in small communities while being sustainable and culturally appropriate.

Innovation in self-directed, flexible learning such as stackable, short-term credentials is an essential and growing strategy for training an adaptable and resilient workforce in the NIC region. Flexible learning with integrated student services offered year-round facilitates access and successful program completion with exit points that fit with learners' life circumstances and goals. For example, NIC's open admission, online, twelve-week Medical Terminology Skills Micro-credential meets Island Health's requirements and provides full credit toward an Office Administration certificate which ladders into our Bachelor of Business Administration. NIC looks forward to continuing to work with Ministry and sector colleagues to ensure that learning achieved through micro-credentials is stackable and transferable. Detailed information on micro-credentials delivered by NIC in 2022/23 can be found in "Micro-credentials" in Appendix II and progress on NIC's strategic priority of delivering customized training and programs can be found in "2.5.3 Self-Directed and Customized Learning."

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<sup>7</sup> View the *StrongerBC Economic Plan* online at [https://news.gov.bc.ca/files/StrongerBC\\_Economic\\_Plan\\_2022.pdf](https://news.gov.bc.ca/files/StrongerBC_Economic_Plan_2022.pdf).

### 1.3.3 Making Space for Reconciliation

NIC recognizes the authority and direction of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions on whose traditional and unceded territories the college campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, we are committed to supporting Indigenous-led education and celebrating Indigenous knowledge. Under their leadership, we promote reconciliation with Indigenous Peoples through our actions and commitments. NIC's commitment to reconciliation is enshrined in our governance model, strategic plan, academic plan, Indigenization plan, global learning plan and operations.

In this work, we are accountable to the NIC Indigenous Education Council (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C., the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's vision, mission and strategic direction. Three regional advisory committees identify local education and training priorities and advise on community and economic development plans.

In 2021, the IEC launched *Working Together – North Island College Indigenization Plan 2021-2026*, the college's first Indigenization plan. The plan adopts B.C.'s Declaration on the Rights of Indigenous People Act as its reconciliation framework and actions the *Colleges and Institutes Canada Indigenous Education Protocol* to bring this framework to life. *Working Together* commits NIC to:

1. Action - Making Indigenous education a priority.
2. Governance - Ensuring governance structures recognize and respect Indigenous Peoples.
3. Teaching and learning - Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches.
4. Understanding and reciprocity - Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples.
5. Employee recruitment - Increasing the number of Indigenous employees, including Indigenous senior administrators.
6. The learning environment - Establishing Indigenous-centred holistic services and learning environments.
7. Building relationships - Being accountable in Indigenous communities in support of self-determination.

NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity. Reporting annually to the NIC community, *Working Together* has advanced key initiatives and operational changes in accordance with these commitments (see "2.5.1 Indigenous-led Education").

We are working to restore balance in NIC's governance structures by increasing the representation of Indigenous Peoples on NIC boards, councils and committees. The NIC Board of Governors and IEC are committed to exploring decolonized, Indigenized decision-making processes. We are currently reviewing policies and operational practices to ensure they recognize Indigenous People's human rights and the equity and inclusion of Indigenous students, faculty, staff and community members. A strategy to

increase the number of Indigenous employees, including in senior leadership positions, will achieve personnel balance in the organization (see “2.7.2 Diversity, Equity and Inclusion”).

NIC will continue to balance programming through curriculum development in all disciplinary areas. Our goal is to ensure all academic programs include at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with that field of study. Program areas named in the *Truth and Reconciliation Commission's Calls to Action*<sup>8</sup> have committed to implementing the education-related Calls to Action as well as the articles related to education in the *United Nations Declaration on the Rights of Indigenous Peoples* (see “2.7.1 Reconciliation” and “Appendix III - Implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples”).

We continue to expand Elder- and Navigator-guided, in-person and digital Indigenous student supports. All NIC students have access to Elders and Indigenous Education Navigators at all four NIC campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related and personal guidance needs. With the support of the NIC Foundation, NIC has also established an Aboriginal Scholars program. Aboriginal scholars work with a Navigator to create an achievement plan based on individual goals. The goals can be academic, spiritual, emotional and/or physical, to support students and provide life skills to help them during their educational journey and beyond. Students work with their Navigator throughout the term to keep on track and access services and support that will help them achieve their goals. At the end of each term, students earn a scholarship based on the successes of their individual achievement plans.

### 1.3.4 Breaking Barriers to Equitable and Inclusive Access

Equitable and inclusive access to post-secondary education and training is at the heart of NIC’s institutional vision, mission and our role in B.C.’s post-secondary education system. Still, NIC continues to serve an underserved regional population with some of B.C.’s lowest levels of post-secondary education and most significant systemic barriers to participation. This includes 14% of the regional population who are of Indigenous ancestry and who are most impacted. The proportion of Indigenous Peoples is highest in rural and remote areas of the NIC service area, ranging up to just under 30% on Northern Vancouver Island and 66% on the Central Coast; by comparison, only 6% of the province’s population is Indigenous. Labour market forecasts indicate that enabling the workforce participation of all British Columbians will be necessary for the province’s future economic health. NIC’s mandate as a B.C. public-sector college includes providing equitable access to the economic and social prosperity that post-secondary education and training affords for all people who live in the NIC service area.

People living on Northern Vancouver Island and the Central Coast have some of the province’s highest needs for post- secondary education and training. The *B.C. Labour Market Outlook: 2022 Edition*<sup>9</sup> predicts that nearly 80% of B.C.’s 1,017,000 job openings in the next decade will require post-secondary education and training; however, only 58% of the working-age population in the NIC region have post-secondary education (compared to 66% provincially). Inequity is apparent in the region’s Indigenous working-age population of which only 43% have a post-secondary credential. People living in rural and remote areas of the NIC region have the lowest levels of post-secondary attainment. On Northern Vancouver Island,

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<sup>8</sup> View the *Truth and Reconciliation Commission of Canada’s Calls to Action* online at [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf).

<sup>9</sup> View the *BC Labour Market Outlook: 2022 Edition* online at <https://www.workbc.ca/media/358/download?inline=>.

for example, only three-in-ten (31%) of the Indigenous working-age population have a post-secondary credential.

The NIC region also includes a higher proportion of people with barriers to post-secondary education than the B.C. average. About one-in-five secondary school students in the region do not graduate from high school, ranging up to 40% on Northern Vancouver Island (compared with 8% for the province). Fourteen percent of working age people living in the NIC region don't have a high school diploma (compared with 10% provincially), ranging up to one-in-four on Northern Vancouver Island and the Central Coast. About one-in-four Indigenous working age people living in the NIC region do not have any credential at all, including a high school diploma (compared to 10% for non-Indigenous working age people); this ranges up to 40% on Northern Vancouver Island. Thirteen percent of NIC's former diploma, associate degree and certificate students surveyed in 2022 took adult basic education upgrading courses during, or prior to, their studies - a comparatively high proportion relative to other B.C. public colleges, institutes and teaching intensive universities as a group at 9%.

NIC's developmental education offerings provide an important pathway to post-secondary education and training given the low levels of high school completion in the regional population. Combined with individualized academic and personal services, they help to increase academic preparedness and post-secondary participation of students from disadvantaged socio-economic circumstances. These students are more likely to live in rural and remote areas of the NIC region where the selection of high school courses can be limited. To expand access, we have grown flexible-intake, digital and blended delivery options with multiple start dates during the year. Nonetheless, some developmental learners benefit most from structured, in-person instruction so maintaining these offerings is essential, especially in rural communities even though class sizes may be small. Important for local labour markets, NIC's suite of adult basic education offerings and services provide high school graduation equivalency, a requirement of many of the major employers in the NIC region. The *BC Labour Market Outlook: 2022 Edition* estimates that there will be just under 197,000 job openings in B.C. over the next ten years requiring high school and/or occupation-specific training.

Twenty-three former youth in care benefited from the B.C. Government's Provincial Tuition Waiver Program at NIC in 2022/23 representing an increase of 21% over last year with just under \$40K distributed. With the B.C. Government's \$19.2M investment to remove the age restriction for the Provincial Tuition Waiver Program in August 2023, former youth in care seeking to attend NIC will have fewer barriers to accessing post-secondary education and training leading to meaningful career opportunities and life-long success. In addition to the tuition waiver, all former youth in care are eligible to receive \$3,500 to offset the costs of books, supplies and computers. To further support former youth in care in 2022/23, NIC expanded outreach to include all in-community contacts working with youth. The connection has created more awareness of barriers faced by youth in care, resulting in efforts to streamline processes for increased access and support from point of entry to completion. Recognizing that Indigenous students are disproportionately represented, and to increase participation, NIC has communicated the tuition waiver program in its Indigenous student newsletter and has sent wrap-around support offers to 40 local contacts including First Nations, band offices, school districts and community support agencies in 2022/23. NIC's Financial Aid/Educational Advisor continues to participate fully in the provincial Campus Navigator Community of Practice on a monthly schedule. Building relationships with Navigators and teams at other institutions promotes sharing of best practices and has led to an expansion of connection points to former youth in care students. Examples include creating monthly newsletters



specific to former youth in care along with regular email communications tailored for former youth in care interests. The Financial Aid/Educational Advisor is the designated contact for former youth in care at NIC, supporting funding as well as educational planning, registration and referral to other services.

Affordable housing is a serious and growing barrier for people seeking post-secondary education and training in B.C. Work is underway to ensure that NIC's first Student Housing Commons, scheduled to open in fall 2025 on the Comox Valley campus, will meet a variety of students' housing needs, from single student to family housing, with a variety of lease lengths to accommodate learners across all NIC programs from weeks-long apprenticeship training to four-year degrees. NIC has identified priority access for both Indigenous and former youth in care students and it is expected that a human rights application and exemption will be complete in 2024/25 prior to applications opening for fall 2025 move-in. Equally important agreements with independently owned childcare centres on campuses in Campbell River and the Comox Valley require prioritized entry for students with families.

To help make education more affordable, NIC also offers several expanding forms of student financial assistance. The North Island College Foundation offered over \$635K in student support in 2022/23, the majority going to students with the highest financial need. Emergency funds are available to students throughout the year through Student Services. Financial need is particularly strong for students who regularly commute from remote areas of the region whose median after-tax household income is well below the B.C. average at \$59K in 2020 compared with \$76K for B.C.

Our low tuition profile opens opportunities for thousands of students across the NIC service area who tell us that rising tuition, housing, transportation and food costs are impacting their ability to earn a credential and they cannot endure a higher cost burden. At \$3,206 per year for arts programs, NIC continued to have the lowest tuition on Vancouver Island in 2022/23. NIC is also among eight public post-secondary institutions of 25 in the province - mostly the rural colleges - that offered tuition under \$3,300 for arts programs, making it one of the most affordable post-secondary institutions in B.C. Tuition-free adult basic education upgrading courses and support services help reduce barriers for some of the region's most underserved learners. Many one-time, customized programs at NIC are also tuition-free, supported by the provincial Community Workforce Response Grant; these programs often embed tuition-free upgrading and cultural supports.

### 1.3.5 Fostering Collaborative Connections

Collaboration forms a necessary part of our core operations at NIC as a principal mechanism for achieving efficiency in expanding affordable, relevant learning opportunities for people living in the NIC region, especially those in rural and remote areas. These partnerships and collaborations are underpinned by a firm commitment to sector and professional organization participation by NIC faculty, staff and administrators. They provide residents of the NIC region with learning opportunities that span the public and private sectors, connecting them with learning institutions across the province and globe.

NIC partners with eight local school districts to jump start local high school students' futures through a wide range of dual credit options that allow students to earn college credit while still in high school. A strategic priority (see "2.4.3 Pathways to Learning"), dual credit headcount enrolment has, on average, grown by 14% annually over the past five years. With 275 students enrolled in 22 programs in 2022/23, dual credit enrolment was the highest in NIC's history, growing by 9% over last year and up almost 90% from 2017/18. NIC's dual credit offerings include traditional university transfer arts and science courses

as well as shorter-term program offerings, including micro-credentials, connected to in-demand jobs in trades, health, human services, technology and business. These school district-funded offerings reduce student costs and ease the transition from high school to the B.C. post-secondary system.

An equally important strategic priority for NIC is collaborating and partnering with local employers to grow community-driven, real-world work experiences and placements that give students the opportunity to apply their theoretical knowledge in practical settings (see “2.5.2 Community-Connected Learning”). Working alongside professionals, students gain insights into industry practices, trends and challenges, enhancing their understanding of the workplace dynamics and expectations. This knowledge helps them make informed career decisions and establish valuable relationships that may lead to future job opportunities or mentorship. NIC enrolled 921 students in 67 work-integrated learning offerings in 2022/23 (excluding trades apprenticeships) - the highest ever – including co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs. Additionally, NIC enrolled the highest number of students ever in trades apprenticeship training offerings in 2022/23 with 574 students enrolled, a 19% increase over the previous year. The apprenticeship training model combines periods of on-the-job training with employers who serve as mentors and periods of classroom instruction where students receive theoretical knowledge and a broader understanding of the principles and concepts underpinning their chosen field.

NIC continues to maintain and expand dual admission and transfer agreements with the University of Victoria (UVic) and Vancouver Island University (VIU) – the two B.C. universities to which NIC students are most mobile – as well as numerous other Canadian and global post-secondary partnership and community agreements. These collaborations benefit both students and partner institutions. NIC students can enter their second or third year of degree programs seamlessly while boosting enrolment at partnership institutions in the latter years of undergraduate degree programs. International partnerships allow NIC students to travel internationally while paying affordable NIC tuition or to stay at home longer, earning lower-cost NIC credentials and transfer credits before moving to more expensive institutions further from home.

Our dual admissions agreement with UVic allows students to be admitted to UVic while taking their first two years of study at NIC. During this dual admission period, students are eligible for scholarships and bursaries from both institutions. UVic is also our partner for an engineering program transfer agreement which allows students to take their first-year courses at NIC and then transfer directly into the second year of UVic’s engineering programs, including biomedical engineering. Our pathway agreement with VIU allows NIC students to take their first two years of study at NIC before completing their Bachelor of Arts or Bachelor of Science at VIU. NIC’s Communication Design Diploma graduates can also transfer their full credits to the VIU Bachelor of Design in Graphic Design. These admission guarantees provide a secure pathway for students who wish to take advantage of the lower-cost, closer to home instruction that NIC provides.

NIC has expanded partnerships and learning pathways beyond the post-secondary sector with learning partnerships with Canada’s military (via the University of Manitoba) and McDonald’s Corporation of Canada. The Supplementary Student Mobility agreement allows NIC to send three students/year who are military service members or former service members to the University of Manitoba for their degree programs in the faculty of arts. Our Credit for Rank program allows advanced standing for military service members in a variety of in-demand NIC programs. This agreement formally recognizes members’ on-the-job learning and allows them to continue their education throughout their postings. This enhances their

readiness for post-service social and economic contributions. A similar program with McDonald's Canada provides McDonald's employees who have completed management training with the restaurateur up to 28 credits in NIC's Bachelor of Applied Business Administration programs. This partnership acknowledges the value of workplace learning and facilitates students' ability to advance in their post-secondary studies while pursuing needed employment.

### 1.3.6 Innovating for Global Learning and Engagement

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and is key to supporting NIC's sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. We value international students' many contributions to the communities we serve and, in the spirit of reconciliation, seek to connect international and Indigenous students with communities through learning. In fall 2022, NIC launched *Journeying Together*, Canada's first ever Indigenizing internationalization plan developed under the guidance of the NIC Indigenous Education Council (IEC), NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. NIC was selected for a national Excellence in Global Engagement bronze award by Colleges and Institutes Canada for *Journeying Together* and the plan is being used as an exemplar by researchers and other educational institutions to explore transforming international education in Canada.

Global learning is a strategic priority for NIC that commits to expanding international enrolment and international partnership agreements while maintaining a high level of international student satisfaction that NIC provides a supportive learning environment (see "2.5.4 Global Learning"). The college's integrated enrolment planning process has identified optimal international student enrolment at 600 FTEs by 2026, or one-fifth of 3,000 total FTEs (i.e., international + domestic). On our way to achieving this target, NIC enrolled 409 international student FTEs in 2022/23 with a healthy recovery after two successive years of decline due to ongoing, wide-ranging global impacts from the COVID-19 pandemic. International student enrolment is expected to continue to grow in 2023/24 with additional intakes at each of NIC's Port Alberni, Comox Valley and Campbell River campuses. New international student cohorts are planned in Early Childhood Care and Education, Health Care Assistant and Culinary Business Operations to help meet local labour market needs in high-demand community care, health care and food and beverage service occupations. It is estimated that new people to Canada will fill 38% of B.C.'s forecast 1,017,000 job openings over the next ten years according to the *BC Labour Market Outlook: 2022 Edition*.

Beyond enrolling international students, NIC's Office of Global Engagement (OGE) connects all members of the NIC community – students, staff and faculty – with study abroad opportunities. OGE granted 45 study abroad scholarships for students participating in either virtual or physical mobility in 2022/23 including field schools in Indigenous Language Revitalization in Hawaii and Advanced Topics in Design in Mexico. OGE also provided Bachelor of Business Administration students with the opportunity to enroll in a double business degree with Université Savoie Mont Blanc/NIC in France and participate in a one-year exchange with Transilvania University of Braşov in Romania. NIC students can study internationally in over 14 countries while benefiting from NIC's low tuition - the lowest on Vancouver Island and one of

the most affordable in B.C. NIC also hosts exchange students from 14 universities across continents whose presence enriches our learning environments across a variety of university transfer programs.

OGE expanded international partnership agreements in 2022/23 by securing a four-year agreement to participate in the Empowerment Through Skills program in Tanzania with Nova Scotia Community College and Saskatchewan Polytechnic as partners. Supported by Colleges and Institutes Canada and the Government of Canada, the program supports the development of community-demand-driven, competency-based, gender and human rights-responsive skills training programs. It aims to increase participation among women and adolescent girls in skills training programs and improve access to business, skills, and gender and human rights training in their communities.



## 2. PERFORMANCE PLAN AND REPORT: BUILD 2026

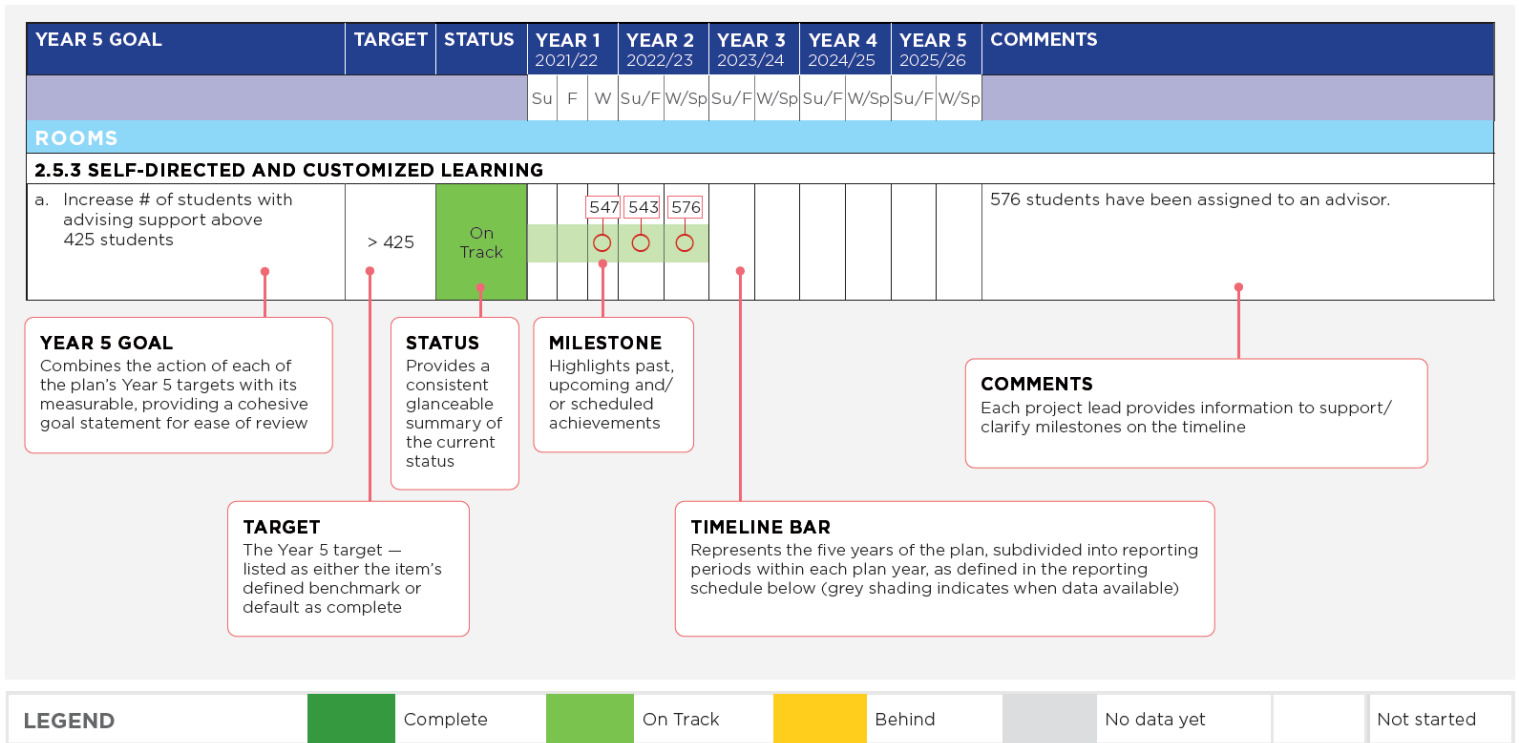
This section provides an overview of priorities, actions and outcomes for *BUILD 2026*, NIC’s 2021-2026 strategic plan, organized by the plan’s main architectural themes. BUILD uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, integrated places of learning that reflect and support the richness of the region, and opens NIC to the communities it serves, creating a welcoming educational home for students and communities to call their own. Additionally, BUILD incorporates a strong commitment to the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone. It is evident in this section as well as in “Appendix II – Implementation of Ministry Directives and Strategic Priorities” and “Appendix III – Implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples” that BUILD is also well-aligned with Ministry mandates and directives for NIC as well as Government’s economic, workforce and climate action plans, StrongerBC, Future Ready Action Plan and CleanBC. A separate report on NIC’s 2022/23 targets, results and assessments for the Ministry of Post-Secondary Education and Future Skills’ Accountability Framework performance measures is provided in “Appendix I – Accountability Framework Performance Measures Results.”

Figures 1 and 2 below illustrate the BUILD architecture and how to interpret the dashboard graphics for the performance measures in the remainder of this section.

Figure 1, BUILD Architecture



Figure 2, How the Dashboard Graphics Work



**BUILD 2026 REPORTING**

Current Report

PLAN YEAR	YEAR 1			YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2021/22			2022/23		2023/24		2024/25		2025/26	
Term	Summer	Fall	Winter	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring
Measurement Period	May to Aug 2021	Sep to Dec 2021	Jan to Apr 2022	July to December 2022	January to June 2023	July to December 2023	January to June 2024	July to December 2024	January to June 2025	July to December 2025	January to June 2026
Reporting Date	Sep 21	Jan 22	Jun 22	February 2023	June 2023	February 2024	June 2024	February 2025	June 2025	February 2026	June 2026

## 2.1 People: Our Commitment to the NIC Community

The power of NIC lies in the strength, commitment and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation. We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

### 2.1.1 Healthy and Productive Workplaces

Positive workplaces are cultivated. Care for our employees' physical and psychological health leads to greater satisfaction, commitment and productivity. A healthy workplace promotes healthy lifestyles, safe physical environments, diverse and culturally safe and supportive work cultures, and strong mental health for employees, and ultimately, the students we serve. We will instill health and wellness more intentionally into college structures and operations.

Outcome: Healthier employees working in safe and supportive workplaces.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>PEOPLE</b>								
<b>2.1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>								
a. Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace	Complete	On Track			Foundational research begins			Research on the National Standard continues. The next step is to engage with the Canadian Mental Health Association (CMHA) and implement the CMHA's <i>Not Myself Today</i> program as a precursor to moving forward with implementing the National Standard.
					Begin implementation of <i>Not Myself Today</i>			

### 2.1.2 People Development

NIC's people are our pillars of strength and our competitive advantage. Professional, dedicated and caring employees are at the heart of our student experience. Excellent people, working together with support and development, will realize our vision and achieve our strategic goals.

Outcome: Thriving, inspired and productive employees.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>PEOPLE</b>								
<b>2.1.2 PEOPLE DEVELOPMENT</b>								
a. Implement People Plan to develop thriving, inspired and productive employees	Complete	On Track			Draft strategy complete			Fulsome, college-wide consultation, conducted between January and March, identified key themes which will be embedded in the first draft of the plan, due this summer. Feedback on the draft plan will inform the finalized plan, to be launched in Fall 2023.
					Final plan complete			

## 2.1.3 Employee Engagement and Collaboration

All NIC employees are valued. The ability to share perspectives with colleagues across college campuses, groups and department areas creates a culture of collaboration that shares knowledge and makes NIC a more positive, engaging place to work. We will empower people to collaborate, inspire and support each other.

Outcome: A culture of collaboration supported by peer networks.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>PEOPLE</b>								
<b>2.1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>								
a. Develop and implement an internal communications strategy	Complete	On Track			Draft strategy complete			Recommendations on a new employee communications strategy have been received and are being shared with those who have provided feedback. Work to integrate some recommendations into the People Plan is underway. Prioritization of the recommendations will begin in Winter and Fall 2024 towards developing a budget for 2024/25.
					Begin implementation			

## 2.2 Foundation: Our Commitment to Strengthening Core Operations

The quality of NIC’s teaching and learning experiences, its financial health, information technology framework, and its campuses and centres are the foundation for the delivery of NIC’s education and training programs. They provide the basis necessary to achieve our vision, mission and mandate. Properly laid, the foundation also withstands the unavoidable pressures on today’s operating environment. We will strengthen our core operations to make NIC more resilient and agile.

### 2.2.1 Teaching and Learning

Exceptional teaching and learning experiences are key to each student’s academic success. While the educational landscape continues to change, we will support students’ learning needs and experiences by encouraging excellence and learning within our faculty groups. We will systemically support and enhance the quality of instruction at NIC through the development of a comprehensive teaching and learning strategy.

Outcome: Teaching excellence.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>FOUNDATION</b>								
<b>2.2.1 TEACHING AND LEARNING</b>								
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs	≥ 90%	On Track		96%	93%			NIC continues to exceed targets set in the Province’s accountability framework.
b. Implement a student learning experience survey	Complete	On Track		Survey complete				The Student Learning Experience Survey will be formally launched college-wide in Fall 2023.
c. Implement combined teaching and learning/digital learning strategy	Complete	On Track			Implement survey institution-wide			Development continues on a holistic strategy, focused on teaching, learning, digital learning and innovation, with a first draft underway in Spring 2024.
					Begin draft combined teaching and learning/digital learning strategy			



## 2.2.2 Finances

NIC has a long history of strong and sound financial management, in keeping with our responsibility to the Province and people of the region. This ensures our sustainability over the long term, giving confidence to students and employees, as we recover from the pandemic and guard against future challenges and threats to our financial security. We will develop a responsive financial model to eliminate the deficit and create fiscal health.

Outcome: Fiscal strength.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			COMMENTS																																																		
			2021/22	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26	2023/24	2024/25	2025/26	2024/25	2025/26	2025/26																																																					
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp																																																			
<b>FOUNDATION</b>																																																																				
<b>2.2.2 FINANCES</b>																																																																				
a. Balanced budget within three years of the pandemic ending	Balanced	On Track																NIC is continuing to recover revenues lost during the pandemic. The actual deficit for 2022/23 is slightly lower than the projected amount, and the Ministry has approved the projected deficit for 2023/24.																																																		
			<table border="1"> <tr> <td>Projected:</td> <td>(\$1.5M)</td> <td>(\$793K)</td> <td>(\$643K)</td> <td>0</td> <td>\$100K</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Actual:</td> <td>\$57K</td> <td>(\$741K)</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															Projected:	(\$1.5M)	(\$793K)	(\$643K)	0	\$100K												Actual:	\$57K	(\$741K)																															
Projected:	(\$1.5M)	(\$793K)	(\$643K)	0	\$100K																																																															
Actual:	\$57K	(\$741K)																																																																		
b. Long-term financial health (positive net asset position)	> \$2.8M	On Track																NIC's net assets remain in a good position, due to the small surplus produced in fiscal year 2021/22 and the lower-than-anticipated deficit in 2022/23. The erosion of NIC's net assets hasn't been as significant as estimated at the beginning of the pandemic, maintaining these funds for future use.																																																		
			<table border="1"> <tr> <td>Projection in 2021:</td> <td>\$3.9M</td> <td>\$2.8M</td> <td>\$2.1M</td> <td>\$2.1M</td> <td>\$2.2M</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Current Projections:</td> <td></td> <td></td> <td>4.1M</td> <td>\$4.1M</td> <td>\$4.2M</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Actual:</td> <td>\$5.4M</td> <td>\$4.7M</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															Projection in 2021:	\$3.9M	\$2.8M	\$2.1M	\$2.1M	\$2.2M												Current Projections:			4.1M	\$4.1M	\$4.2M												Actual:	\$5.4M	\$4.7M														
Projection in 2021:	\$3.9M	\$2.8M	\$2.1M	\$2.1M	\$2.2M																																																															
Current Projections:			4.1M	\$4.1M	\$4.2M																																																															
Actual:	\$5.4M	\$4.7M																																																																		

## 2.2.3 Information Technology

NIC's need for a more robust and effective Information Technology (IT) framework was reinforced throughout the pandemic. A solid network, resilient hardware and an integrated suite of applications and services for students and employees require additional investment to meet 21st-century learning needs. We will actively and intentionally leverage our IT capacity through planning and investment.

Outcome: Resilient, stable and secure IT services with predictable costs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			COMMENTS																	
			2021/22	2022/23	2023/24	2022/23	2023/24	2024/25	2025/26	2023/24	2024/25	2025/26	2024/25	2025/26	2025/26																				
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp																		
<b>FOUNDATION</b>																																			
<b>2.2.3 INFORMATION TECHNOLOGY</b>																																			
a. Implement IT Service Management (ITSM) model*	Complete	On Track																Extended inventory planning/implementation continues, and knowledge base is also progressing. Both efforts have slowed due to core business needs but fundamentally remain on track. Notable progress bringing the HR/Payroll teams onboard with the Service Desk. Upcoming efforts will utilize the ITSM approach and tool to develop an improved change management process.																	
			<table border="1"> <tr> <td>TeamDynamix (ITSM) complete</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															TeamDynamix (ITSM) complete																	
TeamDynamix (ITSM) complete																																			

\* IT Service Management Model (ITSM) is a set of policies, practices and procedures for consistently improving the processes, activities and supports required to deliver customer-service oriented technologies in alignment with business goals.

## 2.2.4 Integrated Enrolment

Integrated enrolment planning is a collaborative, college-wide process to ensure NIC offers, administers and promotes a forward-thinking and relevant mix of program types and student spaces in the region and beyond. Important planning considerations include government priorities, labour market needs and, most importantly, student demand. We will adjust our offerings through data-driven, program-specific, regionally responsive, collaborative enrolment planning and review that responds to student demand and guides our resourcing.

Outcome: Optimum college-wide domestic and international enrolment.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>FOUNDATION</b>								
<b>2.2.4 INTEGRATED ENROLMENT</b>								
a. Define optimum enrolment for NIC	Complete	Complete		Optimum enrolment established				The Education Team continues its work in enrolment planning to meet the College's enrolment targets, set at 3,000 FTEs by 2026. The FTE measure may need to be reconsidered, as Ministry directions for shorter, faster, labour-market-focused programming continue.
b. Implement enrolment targets for all programs	Complete	Complete		Template implemented	Annual process implemented			Annual program targets are in place, and a new Integrated Enrolment planning process has been developed to promote the offering of a forward-thinking, relevant mix of programs and student spaces in the region and beyond.

## 2.2.5 Campuses and Centres

Since 1975, NIC's facilities have changed with the region's needs. Once a collection of 24 regional learning centres, NIC now operates four campuses in Campbell River, Comox Valley, Port Alberni and Mixelakwila (Port Hardy), and the Ucluelet centre. In 2019, we opened the temporary St. Joe's location of the Comox Valley campus to meet burgeoning program needs. We will review the capacity of our teaching locations, re-imagine our places, spaces and programming, and support the development of living-learning communities\* through student housing.

Outcome: Thriving, inspired and integrated campuses and centres.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>FOUNDATION</b>								
<b>2.2.5 CAMPUSES AND CENTRES</b>								
a. Develop Campus Master Planning concepts and share with communities	Complete	On Track		Mixelakwila complete	Comox Valley complete	Port Alberni complete	Campbell River complete	Campus planning continues to support key projects: replacing the Tebo Centre in Port Alberni and the Village portables in Comox Valley and expanding the Campbell River campus. The new Port Alberni Campus Plan was approved by the Board of Governors in February 2023 and presented to the community in March.
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus	Complete	On Track		Tree removal/site clearance	Operational development begins		Housing opens	Under the direction of design-build team, Urban One, the building site was cleared in Winter 2023. Building permits will be reviewed by the City of Courtenay this summer, and construction will begin in Fall 2023. A new Student Housing Manager joined the College in April and is supporting the Student Housing Operations Committee in meeting operating milestones.

\* Living-learning communities are places where students live in a supported environment that directly connects them to peers and supports.

## 2.2.6 Risk Management

Risk is inherent in many aspects of post-secondary operations, and as we cannot eliminate all risk, a coordinated approach to risk management is critical to help us think through what might happen as we position ourselves to harness the present and embrace the future. We will manage risk effectively in order to protect and enhance the value that NIC delivers to the community.

Outcome: Informed decision-making and a proactive risk management culture.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>FOUNDATION</b>																		
<b>2.2.6 RISK MANAGEMENT</b>																		
a. Develop and implement a College-wide risk management program	Complete	On Track																<b>NEW</b> Adding this as a new BUILD goal demonstrates the College's commitment to risk management. Work is underway to develop NIC's risk management program framework and guidelines.

## 2.3 Frame: Our Commitment to Supporting Students

From the moment students enter the college, our services support their learning experiences. With “we are NICE” setting the tone, our learning services integrate with our many and varied courses and programs to ensure students are supported. We will embed caring learning services that support students in their studies.

### 2.3.1 Student Well-Being

Health and wellness begin with knowing students as individuals, treating each student fairly and equitably, and celebrating and learning from their diversity. We will embed student well-being into programming to improve accessibility and build connections between students as they balance their responsibilities.

Outcome: Increased student well-being.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>FRAME</b>																		
<b>2.3.1 STUDENT WELL-BEING</b>																		
a. Develop and implement a Student Mental Health and Well-Being plan	Complete	Complete																The <i>CARE<sup>2</sup> Dashboard</i> will be updated in Summer 2023. Bell Canada awarded NIC a <i>Let's Talk</i> grant of \$100K to support plan goals.

## 2.3.2 Student Support and Persistence

NIC students are never alone on their educational path. While each student’s situation is unique, financial stress, lack of childcare, the wrong learning path, under-developed study skills, learning struggles, interpersonal conflict and feeling a lack of belonging can all factor into their ability to reach their educational goals. We will seamlessly integrate in-class and out-of-class experiences to support students in completing their studies.

Outcome: Retain students with proactive support strategies.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>FRAME</b>								
<b>2.3.2 STUDENT SUPPORT AND PERSISTENCE</b>								
a. Increase first-year student retention (Fall to Fall) above 47%	> 47%	On Track		52% retention (Fall 2021)				The next report will be in Fall 2023. This measure is expected to remain on track.
				57% retention (Fall 2022)				
b. Maintain or increase scholarships, bursaries, awards and emergency funds available to students	≥ \$500K	On Track		≥ \$540K		> \$530K		The 2023 awards program distributed \$545,090 to 450 students. The 2024 awards program is projected to have \$530K-\$540K available for distribution.
				≥ \$635K				
c. Increase # of childcare spaces above 94	>94	On Track		Inventory of seats complete				NIC has secured funding to support 75 new childcare seats at the Comox Valley campus.
				Explore expansion opportunities				

## 2.4 Doorways: Our Commitment to Accessible Education and Training

Learning is a journey towards self-discovery, personal growth and socio-economic prosperity. At NIC, our passionate commitment to lifelong learning ensures we provide relevant and accessible learning opportunities for all. For many students, access also means valuing their life experiences and being able to choose what, how and when they progress through their studies. We will increase the many ways students can access education and training at NIC.

### 2.4.1 Program Entry

At NIC we recognize that learning happens in a variety of ways, both inside and outside traditional classrooms. We will enable more students to achieve their goals through NIC. We will review programs to ensure they support students with multiple access points and provide pathways to learning for under-represented students.

Outcome: Wider access to courses and programs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>DOORWAYS</b>								
<b>2.4.1 PROGRAM ENTRY</b>								
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%	> 40%	On Track		72%	60%			The College continues to source one-time funding opportunities in collaboration with community partners, including Indigenous Nations, to support in-person and digital programming throughout the college region.

\* Full-time Equivalent (FTE) is the metric used to measure enrolment across BC public post-secondary institutions. Full-time students count as one FTE while students taking part-time course loads count as less than one FTE.

\*\* Access includes off-campus, non-traditional credit courses delivered at a time or place that is more available to students. This involves programs delivered off-campus, face-to-face, across the region, Adult Basic Education, Employment Transition, Joy of Lifelong Learning, dual credit and dual admission courses as well as evening and weekend courses.

## 2.4.2 Learning and Services

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments. We will increase access to education and training by offering students flexible learning and service options.

Outcome: Serve more adult students through flexible delivery.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>DOORWAYS</b>																		
<b>2.4.2 LEARNING AND SERVICES</b>																		
a. Increase % of courses with more than one entry point per year above 27%	> 27%	On Track				28%			28%									The College was successful in sourcing funding to support the offering of both credentialed and non-credentialed programs. These were offered throughout the college region with multiple points of entry through the academic year.
b. Increase the % of courses with multiple modes of delivery above 9%	> 9%	On Track				44%			33%									The Centre for Teaching and Learning Innovation (CTLI) continues to support and provide guidance to faculty, successfully delivering courses through multiple modes, including digital, in-person and blended.
c. Develop and implement fully operational digital service strategy	Complete	On Track				Digital service strategy complete												The Digital Service Strategy was approved in April 2023 and will be operationalized in Fall 2023.
						Digital service strategy implementation												

## 2.4.3 Pathways to Learning

NIC links students, community, employers, industry and educational institutions. We welcome students from education institutions on Vancouver Island, across B.C. and around the world. We are a gateway for learning. We will connect students to learning opportunities close to home and across B.C.

Outcome: Seamless transitions to and from NIC.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>DOORWAYS</b>																		
<b>2.4.3 PATHWAYS TO LEARNING</b>																		
a. Maintain dual credit enrolment above 170	> 170	On Track				253 enrolments			275 enrolments									Through the collective efforts of Student Services and the Education Team, the College successfully enrolled 275 students in dual credit courses.
b. Maintain or increase the # of partnership agreements each year, equal to or above 16	≥ 16	On Track				16 partnership agreements			18 partnership agreements									Continued success in this measure is attributed to the combined efforts of Student Services and the Education Team in fostering and formalizing strategic educational agreements with other post-secondary institutions and educational partners.



## 2.5 Rooms: Our Commitment to High-Quality, Relevant and Responsive Programming

Learning is NIC’s reason for being. Our high-quality, relevant and responsive programming draws students from across B.C. and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs. We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.

### 2.5.1 Indigenous-led Education

Serving the unique 35 First Nations of the Nuu-chah-nulth, Kwakwaka’wakw and Coast Salish traditions has strengthened NIC’s programming, spaces and services. With the guidance of Indigenous leadership, Elders, students and employees, we are committed to supporting Indigenous-led education and celebrating Indigenous knowledge. We will work collaboratively with Indigenous communities to develop and deliver unique programming that incorporates Indigenous knowledge, language and culture.

Outcome: Indigenous-led learning.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>ROOMS</b>																		
<b>2.5.1 INDIGENOUS-LED EDUCATION</b>																		
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population	≥ 14%	On Track																Strategies outlined in the <i>Working Together</i> Indigenization Plan are supporting success in this measure. In 2022/23, the College established 10 partnerships and educational agreements with Indigenous communities. Priority admission was renewed for all Health and Human Service programs and added to all Trades programs for the 2023/24 academic year.
b. Maintain or increase % of Indigenous students satisfied with NIC’s help in achieving educational goals, above or equal to 90%	≥ 90%	On Track																The 2023 NIC Indigenous Student Satisfaction Survey will be conducted in November 2023, and data will be included in the January 2024 dashboard.
c. Implement Indigenization Plan recommendations	Complete	On Track																The Year 2 Dashboard of NIC’s Indigenization Plan, <i>Working Together</i> , will be approved by the Indigenous Education Council in Fall 2023.

\* Inclusive of First Nations, Métis, Inuit and their communities, arts, cultures and histories in Canada.

## 2.5.2 Community-Connected Learning

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry. We will enrich student learning through student-centred, community-relevant learning.

Outcome: Place-based learning.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>ROOMS</b>																		
<b>2.5.2 COMMUNITY-CONNECTED LEARNING</b>																		
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants	> 700	On Track																921 students participated in co-ops, practicums, internships and/or work-integrated learning (WIL) in 2022/23. WIL is a powerful form of experiential education, helping students forge new career paths and new networks for success in a rapidly changing world.
b. Implement place-based learning initiatives in program renewal plans	Complete	On Track																Within their renewal plans – which identify and prioritize goals against the benchmarks and targets outlined in <i>Widening Our Doorways</i> and <i>Working Together</i> – program areas continue the strategy to infuse place-based learning. New initiatives include the offering of the Awi'nakola ABE program at the Mixelakwila campus and the first offering of the Island Pre-health diploma program.
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus	Complete	On Track																The Province has committed \$14.2M toward the new \$14.7M Centre of Excellence in Early Learning at the Comox Valley campus. Design plans will be finalized this summer and a builder contracted in Fall 2023. Consultations with Beaufort Children's Centre (the main operator) continue, and NIC is providing operational planning support.

## 2.5.3 Self-Directed and Customized Learning

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies. We will offer individualized and customized education and training to meet the changing needs of students, industry and communities.

Outcome: Individualized advising support and customizable training or programs.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>ROOMS</b>																		
<b>2.5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>																		
a. Increase # of students with advising support above 425 students	> 425	On Track																576 students have been assigned to an advisor.
b. Maintain or increase # of short-term and micro-credential programs above 14	≥ 14	On Track																NIC's Education Team successfully secured one-time funding agreements to develop and deliver 26 short-term, customized micro-credentials and programs throughout the college region.

## 2.5.4 Global Learning

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and supports NIC’s sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. COVID-19 is affecting student mobility worldwide, with many students beginning their studies in their home countries. We value international students’ many contributions to the communities we serve and look forward to connecting international and Indigenous students with communities through learning. We will develop a phased plan to broaden and renew international education at NIC.

Outcome: Revitalize and diversify international engagement at NIC.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			COMMENTS					
			2021/22	2022/23	2023/24	2024/25	2025/26	Su	F	W	Su	F	W	Sp	Su	F	W		Sp	Su	F	W	Sp
<b>ROOMS</b>																							
<b>2.5.4 GLOBAL LEARNING</b>																							
a. Increase # of new international student enrolments each year above 214 new students	> 214	On Track																					304 new international students joined NIC this academic year. September 2023 intake numbers are nearing capacity in all academic, vocational and human services programs, and Winter 2024 intake is looking strong.
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	Complete	Complete																					The Office of Global Engagement (OGE) secured a new international project in Tanzania and granted 45 study-abroad scholarships for students participating either physically or virtually in mobility education in several countries. Faculty were supported to create new programming in Brazil and to develop new virtual exchange programs.
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%	≥ 81%	On Track																					Next survey will be conducted in 2025.



## 2.6 Windows: Our Commitment to Raising Awareness About the Quality and Diversity of Learning at NIC

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 90% of students tell us they are satisfied with their education, say our quality of instruction is high and feel well prepared for further studies.\* Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. We will raise awareness about the quality and diversity of learning at NIC.

### 2.6.1 Brand and Identity

NIC operates in an increasingly crowded post-secondary marketplace, occupied by public and private post-secondary institutions and non-traditional digital providers. We will build on history and culture to establish our distinct place in an increasingly competitive post-secondary landscape.

Outcome: Clearly describe who we are, what we do and for whom we do it.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>WINDOWS</b>								
<b>2.6.1 BRAND AND IDENTITY</b>								
a. Establish brand with better overall role and scope of the College	Complete	On Track		Internal/external audits complete	Tactical plan operative	Brand architecture finalized	Brand strategy complete	Consultant work completed on time, and Marketing and Future Students team is working with the recommendations to refine brand ecosystem for soft launch in Fall 2023 and full brand refresh launch in Winter 2024.
					Consultant recommendations received	Brand strategy consultant secured		

\* Based on BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, survey year 2022, data prepared by BC Stats

### 2.6.2 Marketing & Recruitment

Engaging marketing, relevant recruitment and supportive advising will enable more students to meet their goals. NIC's digital presence must be responsive to a rapidly changing online landscape to effectively empower student recruitment, retention and engagement. We will integrate marketing, recruitment and advising strategies to better serve students.

Outcome: Better coordinate and strengthen how we communicate the value of our programs to prospective students.\*

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>WINDOWS</b>								
<b>2.6.2 MARKETING &amp; RECRUITMENT</b>								
a. Establish a clearly defined student audience profile for all areas of study	Complete	On Track			Audience profiles complete			Guided by brand report recommendations, the Marketing and Future Students team is refining personas in Spring/Summer 2023.
b. Implement annual marketing and recruitment plans	Complete	Complete		2023/24 tactical plan complete		2024/25 under development		In consultation with program-area leads and informed by the 2022/23 campaigns and promotional initiatives, Marketing and Future Students is developing the 2024/25 recruitment and marketing tactical plan for domestic audiences. The plan will retain the current digital-first strategy, offer refined targeting of promotions directed to mature learners and include the January 2024 launch of NIC's refreshed brand. The plan will be accessible to the internal NIC community on the college portal.

\* A person from any demographic or community who has expressed interest in studying at NIC for any amount of time.



## 2.7 Roof: Our Commitment to Accountable Governance and Social Responsibility

Good governance puts values and principles into practice every day. It ensures programs are accountable to the people who fund our work including governments, the public and students, and our social responsibilities to each other and the planet. We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.

### 2.7.1 Reconciliation

Meaningful reconciliation with Indigenous Peoples and communities requires inclusive policies and processes that invite Indigenous participation and perspectives in NIC decision-making. We will include Indigenous worldviews in governance processes across the College.

Outcome: Adoption of the Truth and Reconciliation Commission’s (TRC) Calls to Action for education and the UN Declaration on the Rights of Indigenous Peoples.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>ROOF</b>																		
<b>2.7.1 RECONCILIATION</b>																		
a. 75% of employees complete NIC-specific Indigenous intercultural competency training	≥ 75%	Behind & No data yet																Development continues on the NIC-specific cultural training framework, with four of seven modules complete. The revised completion goal is Fall 2023. Under the direction of our regional Nations, storytelling videos and interviews are being conducted through the summer to integrate into the training.
b. 100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education	Complete	Complete																This measurable has been achieved — all program areas have made commitments to address this goal.

## 2.7.2 Diversity, Equity and Inclusion

Everybody has the right to see themselves respectfully represented in the NIC community and its places. This is a core value, central to our mission and integral to students and employees alike. We will meaningfully foster diversity, equity and inclusion by creating safe learning and workplaces and eliminating the inequities in NIC classrooms, systems and structures.

Outcome: A diverse, equitable and inclusive college that welcomes all.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>ROOF</b>								
<b>2.7.2 DIVERSITY, EQUITY AND INCLUSION</b>								
a. Maintain or increase 88% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	≥ 88%	On Track			Canadian Campus Wellbeing Survey 88%			The Student Affairs team is building on initiatives, including the CARE <sup>2</sup> Plan, Accessibility Plan, new counseling model and revised conduct processes to achieve success in this measure.
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	≥ 88%	On Track			Canadian Campus Wellbeing Survey 88%	Next survey		Through the initiatives noted in 7.2.a., Student Affairs is striving to increase the number of students who feel that NIC values diversity. NIC's People Plan is expected to positively impact success in this measure and help ensure a great student experience for every student. Next survey will be launched in 2025.
c. Implement Diversity, Equity and Inclusion Strategy	Complete	On Track			Draft DEI policy Accessibility Plan finalized	Policy finalized DEI strategy complete		The Accessibility Advisory Committee formed in Spring 2023 was tasked with drafting NIC's first Accessibility Plan by June 2023. The plan will be finalized by the September 2023 legislated deadline and will help inform the development of the broader DEI strategy.

## 2.7.3 Transparency and Accountability

Transparent decision-making builds a culture of trust and respect. We will facilitate open dialogue, collaboration and consultation, to manage risk, achieve our goals and obtain results.

Outcome: Clear, productive and accountable organizational structure that uses a respectful and consultative decision-making framework.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>ROOF</b>								
<b>2.7.3 TRANSPARENCY AND ACCOUNTABILITY</b>								
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs	Complete	Complete			New administrative structure			Being revised as needed.
b. Increase engagement with the North Island Students' Union (NISU)	Complete	Complete			New MOU with NISU			The VP, Students & Community Engagement and the Executive Director, NISU meet regularly to advance integrated planning and collaboration through the Campus Life Advisory Committee. Events include orientations, end-of-term lunches (for students and employees), Thrive events, Black History Month, Pink Shirt Day, Transgender Day of Visibility and Mental Health week. NISU has also increased its participation in administrative selection committees and college-wide committees.

## 2.8 Environment: Our Commitment to Sustaining the Planet for Future Generations

The places where we live, learn, work and play matter. The incredibly biodiverse coastal mountains, ocean and forests which form the landscape we live on are key to our identities, inspire us, and support the health and economies of people. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.

### 2.8.1 Climate and Sustainability

As a forward-focused organization that improves people’s futures through education and training, NIC is grateful to support people in the region in their environmental efforts. This includes the most vulnerable members of society, who disproportionately experience the impacts of climate change. We will combat climate change through education, research and operations.

Outcome: Climate change education and research.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			COMMENTS
			2021/22	2022/23	2023/24	2022/23	2023/24	2024/25	2023/24	2024/25	2025/26	2024/25	2025/26	2025/26	2025/26			
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>ENVIRONMENT</b>																		
<b>2.8.1 CLIMATE AND SUSTAINABILITY</b>																		
a. Reduce greenhouse gas emissions	Complete	On Track																NIC’s greenhouse gas emissions in 2022 were 12% lower than in 2010 (944 tonnes vs. 1,069 tonnes). We are on track to meet CleanBC’s 2025 target of a 16% reduction in emissions, focusing on reducing emissions created through building operations, paper use and transportation..
b. Implement process to track # of courses, research and applied learning initiatives that include sustainability	Complete	On Track																Sustainability outcomes were incorporated in 18 applied-research initiatives, including the study of forage-fish populations in collaboration with Project Watershed, the support of Kwiakah First Nation in assessing wild kelp beds in their territory and the restoration of kelp habitat.
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)	Complete	On Track																The Sustainability Tracking Assessment and Rating System (STARS) is a global standard for higher education. We have met with post-secondary partners to better understand the value of STARS and have conducted a gap analysis to help inform the College’s decision.

## 2.9 Communities: Our Commitment to the People of the NIC Region

Communities come together through NIC. We anchor the region’s communities through education, training, knowledge and innovation. We work with people, industry, Indigenous and not-for-profit organizations to enrich learning. The mutually beneficial exchange of knowledge and resources leads to healthy and thriving people and communities. It also leads to a healthy college. We will serve the social and economic development needs of the people and region.

### 2.9.1 Serving the People of the Region

Each of the communities in the region we serve is unique in their cultures, economies, and access to digital technology and infrastructure. Before the pandemic, fewer people across the region were prepared for further education than the provincial average, and the pandemic may have created new obstacles on their educational path. We believe all students and communities should have access to education. We will serve all communities, including those with barriers to participation in education and the economy.

Outcome: Higher enrolment from within the region.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>COMMUNITIES</b>																		
<b>2.9.1 SERVING THE PEOPLE OF THE REGION</b>																		
a. Increase above 278 the # of students participating in custom regional and in-community programming	> 278	On Track				353		374										Success in this measure has been achieved through the ongoing initiatives set out in <i>Widening Our Doorways 2026</i> .

### 2.9.2 Community Engagement

NIC is a meeting place where communities come together and work to enrich the region’s health and sustainability through education. This is possible only if we are in conversation with those around us, if we are open to hearing a diverse range of voices and if we are committed to work in concert to tackle the issues in front of us. We will support the people and communities we serve through active collaboration and engagement.

Outcome: To be at the heart of civic conversations.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
<b>COMMUNITIES</b>																		
<b>2.9.2 COMMUNITY ENGAGEMENT</b>																		
a. Create community-engagement strategy	Complete	Complete																An Advisory Committee to support strategy operation is being developed.
																		<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid red; padding: 2px;">Consultation complete</div> <div style="border: 1px solid red; padding: 2px;">Draft strategy in development</div> <div style="border: 1px solid red; padding: 2px;">Draft strategy complete</div> <div style="border: 1px solid red; padding: 2px;">Final strategy approved</div> <div style="border: 1px solid red; padding: 2px;">Final strategy shared with external consultees</div> </div>

## 2.9.3 Social and Economic Development Of The Region

NIC is a publicly funded college established by the provincial government to serve the people and communities of the region. In doing so, we support the region’s health and sustainability. We will intentionally use human, financial and physical resources to promote social and economic development.

Outcome: To be a hub for knowledge, service and innovation in the North Island.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
<b>COMMUNITIES</b>								
<b>2.9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>								
a. Create alumni-relations capacity	Complete	On Track		Alumni-relations readiness assessment complete	Capacity plan complete	Alumni Relations established	Alumni Relations Liaison job description approved and posted	The alumni-relations readiness assessment advises that capacity in this area be built prior to the formation of an association. Anticipate successful hire of Alumni Relations Liaison and beginning work on developing the alumni-relations program in Fall 2023.
b. Increase the number of active community partnerships to enhance programming	12	On Track		18 partnerships	31 partnerships			Community Engagement continues to foster dialogue within NIC and throughout the communities we serve, and in fiscal year 2022/23, community partnerships have expanded to 31.
c. Increase # of students involved in research projects to greater than 13 students	> 13	On Track		13 students	28 students	30 students		In 2022/23 fiscal year, 16 NIC students were hired to participate in research projects, and another 14 students participated as part of their course work.



### 3. FINANCIAL INFORMATION

Table 1 below summarizes NIC’s financial results over the past five years. NIC’s revenues have begun to recover from the impacts of the COVID-19 pandemic, although some streams are not back to pre-pandemic levels. The significant inflationary pressures in the last year have negatively impacted the college’s recent financial results and NIC has responded by curtailing non-staff related operating expenses where possible to reduce projected deficits. This will ensure that any incremental new revenues can be earmarked for NIC’s strategic plan, *BUILD 2026*,<sup>10</sup> initiatives.

Table 1, North Island College – Five-Year Financial Statement Summary (Fiscal Year)

	<b>FY 22/23</b>	<b>FY 21/22</b>	<b>FY 20/21</b>	<b>FY 19/20</b>	<b>FY 18/19</b>
Total Revenues	\$58,172,953	\$55,647,837	\$49,206,690	\$51,446,446	\$48,893,904
Total Expenses	\$58,913,715	\$55,590,858	\$50,820,385	\$52,357,861	\$48,838,138
Net Surplus (Deficit)	(\$740,762)	\$56,979	(\$1,613,695)	(\$911,415)	\$55,766
Accumulated Surplus (Net Assets) balance	\$4,742,331	\$5,483,093	\$5,426,114	\$7,039,809	\$7,951,224

NIC’s most recent audited financial statements are available online at <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.

Please see “2.2.2 Finances” for a progress update on NIC’s strategic priorities for strong and sound financial management in 2022/23.

<sup>10</sup> View *BUILD 2026* online at <https://www.engage.nic.bc.ca/build-2026>.

# APPENDIX I – ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

Tables 2 and 3 at the end of this section provide NIC’s 2022/23 performance targets, results and assessments for each performance measure included in the Ministry of Post-Secondary Education and Future Skills’ Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* on the Ministry’s website.<sup>11</sup>

NIC achieved or substantially achieved 23 of the 25 assessed Accountability Framework performance measures in the 2022/23 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC students. NIC achieved targets for all these measures in 2022/23, as in all previous accountability plan reporting years, affirming continued delivery of high-quality, relevant educational programming and training.

NIC also achieved the Total Indigenous Student Spaces target of  $\geq 14\%$  of total domestic student FTEs with 20% Indigenous student FTEs enrolled. Note that the target for this Accountability Framework performance measure is set internally by NIC based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada’s 2021 Census of Population.

Developmental program FTEs were substantially below the target of 256 FTEs with 179 domestic student FTEs enrolled in Adult Basic Education (ABE) courses compared with 214 FTEs last year. ABE domestic student enrolment continued to decline in 2022/23, a continuation of a long-term trend seen in B.C.’s public post-secondary system that began over a decade ago. Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access” for more information on NIC’s strategic context for adult basic education.

The Total Student Spaces performance measure, targeting Ministry funded domestic student FTEs was also not achieved with 1,510 FTEs enrolled toward the 2,373 FTE target. Notably, SkilledTradesBC funded trades and apprenticeship FTEs, international student FTEs and BSN partnership FTEs offered in partnership with VIU - totaling 1,182 FTEs, or 44% of total FTEs - are not counted toward Ministry targets. Please see “1.3 Strategic Context” for a detailed narrative on NIC’s strategies and challenges related to providing post-secondary education and training in the NIC region.

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<sup>11</sup> View AEST’s *Accountability Framework Standards Manual and Guidelines* online at [http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf).

Table 2, Accountability Framework performance measures, 2022/23 reporting cycle

Performance measure <sup>1</sup>	Reporting year					
	2021/22 Actual	2022/23 Target	2022/23 Actual	2022/23 Assessment		
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces (PSFS)	1,653	2,373	1,510	Not Achieved		
Nursing and other allied health programs	266	234	309	Achieved		
Developmental	214	256	179	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	516	≥546	521	Substantially Achieved		
<b>Indigenous student spaces (FTEs)<sup>4</sup></b>						
Total Indigenous student spaces	397	≥14% of total domestic student FTEs	459	Achieved		
Ministry (PSFS)	300		371			
SkilledTradesBC	96		88			
<b>Student satisfaction with education<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.8%	1.5%	≥ 90%	89.7%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	90.8%	4.4%		96.1%	2.9%	Achieved
Former apprenticeship students	95.9%	3.9%		95.5%	3.6%	Achieved
Bachelor degree graduates	N/A	N/A		90.0%	7.1%	Achieved
<b>Student assessment of the quality of instruction<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	96.0%	1.2%	≥ 90%	92.9%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	90.8%	4.4%		100.0%	0.0%	Achieved
Former apprenticeship students	98.0%	2.7%		97.0%	3.0%	Achieved
Bachelor degree graduates	N/A	N/A		90.0%	7.1%	Achieved
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	1.8%	≥ 85%	85.9%	2.5%	Achieved
Trades foundation and trades-related vocational graduates	88.9%	4.3%		91.6%	3.7%	Achieved
Former apprenticeship students	90.2%	5.3%		86.0%	5.4%	Achieved
Bachelor degree graduates	N/A	N/A		89.4%	6.5%	Achieved

Performance measure	Reporting year					
	2021/22 Actual		2022/23 Target	2022/23 Actual		2022/23 Assessment
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.3%	2.7%	≥ 90%	90.4%	2.9%	Achieved
Trades foundation and trades-related vocational graduates	82.5%	7.6%		81.7%	7.5%	Substantially Achieved
Former apprenticeship students	90.5%	6.7%		93.7%	4.5%	Achieved
Bachelor degree graduates	100.0%	0.0%		96.4%	4.8%	Achieved
<b>Unemployment rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	3.4%	1.5%	≤6.6%	3.8%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	18.5%	6.3%		10.3%	5.2%	Achieved
Former apprenticeship students	14.3%	6.9%		0.0%	0.0%	Achieved
Bachelor degree graduates	0.0%	0.0%		3.3%	4.3%	Achieved

Table 3, Accountability Framework performance measures, 2022/23 reporting cycle, Assessment of Skill Development component measures

Performance measure <sup>1</sup>	Reporting year					
	2021/22 Actual		2022/23 Target	2022/23 Actual		2022/23 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.4%	1.8%	≥ 85%	85.9%	2.5%	Achieved
Written communication	91.1%	2.0%		83.1%	2.9%	
Oral communication	89.4%	2.1%		82.7%	2.9%	
Group collaboration	89.3%	2.0%		86.1%	2.6%	
Critical analysis	95.1%	1.3%		91.9%	2.0%	
Problem resolution	87.6%	2.1%		84.8%	2.7%	
Learn on your own	89.6%	1.9%		84.9%	2.6%	
Reading and comprehension	92.4%	1.7%		90.6%	2.1%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	88.9%	4.3%	≥ 85%	91.6%	3.7%	Achieved
Written communication	80.4%	9.3%		76.6%	10.0%	
Oral communication	83.3%	7.7%		85.2%	7.5%	
Group collaboration	86.4%	5.1%		94.6%	3.6%	
Critical analysis	94.3%	3.5%		96.1%	3.0%	
Problem resolution	90.9%	4.3%		96.0%	3.1%	
Learn on your own	88.8%	4.7%		89.5%	4.7%	
Reading and comprehension	94.2%	3.6%		98.6%	1.8%	
<b>Former apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.2%	5.3%	≥ 85%	86.0%	5.4%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	91.5%	5.7%		80.0%	7.7%	
Critical analysis	92.0%	5.2%		95.1%	4.1%	
Problem resolution	89.8%	6.0%		93.8%	4.4%	
Learn on your own	90.0%	5.8%		85.9%	6.3%	
Reading and comprehension	91.7%	5.6%		96.9%	3.1%	



Performance measure	Reporting year					
	2021/22 Actual		2022/23 Target	2022/23 Actual		2022/23 Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	N/A	N/A	≥ 85%	89.4%	6.5%	Achieved
Written communication	N/A	N/A		92.9%	6.6%	
Oral communication	N/A	N/A		88.9%	8.4%	
Group collaboration	N/A	N/A		90.0%	7.1%	
Critical analysis	N/A	N/A		93.1%	6.3%	
Problem resolution	N/A	N/A		83.3%	8.9%	
Learn on your own	N/A	N/A		85.2%	9.5%	
Reading and comprehension	N/A	N/A		89.3%	7.9%	

The Accountability Framework performance measures in the preceding tables are assessed per the scale described below. Note that the margin of error is added to the actual value before assessments are made for “>=” targets and subtracted from the actual value before assessments are made for “<=” targets.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	< 90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

### Notes for Tables 2 and 3

N/A - Not Assessed

TBI - Institutions are required to include their target and assessment.

<sup>1</sup> Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

<sup>2</sup> Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g., results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21 and 2021/22 fiscal years.

<sup>4</sup> For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

<sup>5</sup> Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> As of the 2020/21 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

# APPENDIX II – IMPLEMENTATION OF MINISTRY DIRECTIVES AND STRATEGIC PRIORITIES

## Letter of Direction 2022/23

This section provides specific examples of how NIC has worked toward achieving priorities in NIC’s 2022/23 *Letter of Direction* from the Minister of Post-Secondary Education and Future Skills.

<b>Priority 1</b>
<p>Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:</p> <ul style="list-style-type: none"> <li>• working to align education and skills training to goals of the B.C. Economic Plan; and</li> <li>• supporting the implementation of Skilled Trades Certification.</li> </ul>
<b>Achievements</b>
<p><b>Working to Align Education and Skills Training to Goals of the B.C. Economic Plan</b></p> <p>Education and skills training at NIC are well aligned with the <i>StrongerBC Economic Plan</i> as evidenced below. NIC remains committed to making progress on StrongerBC’s central goals and missions in future years by expanding access to affordable, accessible, inclusive and relevant education and training so British Columbians have the skills they need for the jobs of the future.</p> <p><b>Supporting People and Families</b></p> <ul style="list-style-type: none"> <li>• Please see “1.3.1 Navigating Change”</li> <li>• Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”</li> <li>• Please see “2.1.1 Healthy and Productive Workplaces”</li> <li>• Please see “2.1.2 People Development”</li> <li>• Please see “2.2.4 Integrated Enrolment”</li> <li>• Please see “2.3.1 Student Well-Being”</li> <li>• Please see “2.3.2 Student Support and Persistence”</li> <li>• Please see “2.4.1 Program Entry”</li> <li>• Please see “2.4.2 Learning and Services”</li> <li>• Please see “2.4.3 Pathways to Learning”</li> <li>• Please see “2.5.3 Self-Directed and Customized Learning”</li> <li>• Please see “2.6.2 Marketing &amp; Recruitment”</li> <li>• Please see “2.9.1 Serving the People of the Region”</li> </ul> <p><b>Building Resilient Communities</b></p> <ul style="list-style-type: none"> <li>• Please see “1.3.1 Navigating Change”</li> <li>• Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”</li> <li>• Please see “2.1.3 Employee Engagement and Collaboration”</li> <li>• Please see “2.2.3 Information Technology”</li> <li>• Please see “2.2.5 Campuses and Centres”</li> <li>• Please see “2.5.2 Community-Connected Learning”</li> <li>• Please see “2.5.4 Global Learning”</li> <li>• Please see “2.5.5 Program Response and Renewal”</li> <li>• Please see “2.9.2 Community Engagement”</li> </ul>

- Please see “2.9.3 Social and Economic Development of the Region”

#### **Advancing True, Lasting and Meaningful Reconciliation with Indigenous Peoples**

- Please see “1.3.3 Making Space for Reconciliation”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “2.5.1 Indigenous-led Education”
- Please see “2.7.1 Reconciliation”
- Please see “2.7.2 Diversity, Equity and Inclusion”
- Please see “Anti-racism” in “Ministry’s Strategic Initiatives”
- Please see “Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples”

#### **Meeting B.C.’s Climate Commitments**

- Please see “2.8.1 Climate and Sustainability”

#### **Fostering Innovation Across Our Economy**

- NIC’s Centre for Applied Research, Technology and Innovation (CARTI)<sup>12</sup> connects NIC expert faculty and students with local businesses and organizations to develop innovative solutions to current challenges. Through CARTI, NIC is committed to fostering applied research and social innovation projects as fundamental experiential learning opportunities where students develop transferable skills while increasing the college’s contribution toward the socioeconomic needs of the community. CARTI remains well-aligned with the *StrongerBC Economic Plan*, supporting the plan’s overarching goals of inclusive growth and clean growth across all project areas. With \$1.15M in new research revenue in 2022/23, some highlights of how CARTI served each of StrongerBC’s six missions are provided here:
  - Supporting people and families: Fifteen students were hired as research assistants on CARTI projects enabling them to develop the skills and opportunities to accelerate their careers.
  - Building resilient communities: CARTI’s research projects<sup>13</sup> are designed to meet the unique needs and challenges of local communities by bringing together NIC faculty experts, student researchers and research funding.
  - Advancing true, lasting & meaningful reconciliation with Indigenous Peoples: The vast majority of CARTI projects are Indigenous-led or include meaningful engagement with Indigenous community partners; projects are often initiated at the request of Indigenous partners.
  - Meeting B.C.’s climate commitments: CARTI’s seaweed-focused research continues to investigate opportunities for seaweeds to support reductions in GHG emissions and capture carbon. Virtually all of CARTI’s active projects have a climate or sustainability focus.
  - Leading on environmental and social responsibility: CARTI’s social innovation initiatives are leading in their respective fields. For example, the Walk With Me<sup>14</sup> initiative addressing the stigma associated with the toxic drug crisis is being requested and adapted throughout the province.
  - Fostering innovation across our economy: CARTI’s focus on developing and commercializing the innovation ideas of local business and organizations promotes innovation throughout the NIC region. Student research assistants gain opportunities to develop an innovation and inquiry mindset, which in turn serves the economy in their future careers.

<sup>12</sup> View CARTI’s website at <https://www.nic.bc.ca/about-us/research/carti/>.

<sup>13</sup> View a complete list of CARTI projects online at <https://www.nic.bc.ca/about-us/research/carti/projects/>.

<sup>14</sup> View NIC’s press release on Walk With Me at <https://www.nic.bc.ca/about-us/nic-news/news/walk-with-me/>.

- As CARTI moves into the coming years, innovating in the blue economy and Indigenous-led initiatives will continue to be main pillars for projects in the NIC region.
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”

### Supporting the Implementation of Skilled Trades Certification

- NIC delivered foundation trades and apprenticeship programming with pathways to four of the ten trades currently selected for skilled trades certification in B.C. and is keen to support successive stages of this initiative to support equitable, higher paying, more stable work for skilled trades workers across the province:
  - Steamfitter/Pipefitter,
  - Electrician (construction),
  - Heavy Duty Equipment Technician, and
  - Automotive Service Technician.
- In support of skilled trades certification, NIC is also working to increase opportunities for under-represented and equity-seeking groups in skilled trades careers to “level the playing field.”
  - In the four programs highlighted above, a total of 458 FTEs were enrolled in 2022/23; 9% were female students (42 FTEs) and 12% were self-declared Indigenous students (54 FTEs).
  - NIC also delivered the Women in Construction Trades program in 2022/23 (26 students enrolled) to inspire women interested in pursuing a career in trades. Topics include electrical, automotive, heavy mechanical, welding, fabrication, carpentry and industry certification in WHMIS and forklift training.
  - NIC plans to add priority admission for Indigenous students to all trades programs in 2023/24.
- NIC delivered the Trades Sampler Plus Micro-credential in 2022/23 (30 students enrolled) to provide students with the opportunity to gain an introduction to the trade sector. Topics include introductory theory and applied skills training spanning a number of trades (electrical, plumbing, carpentry and more) to inform planning and decision making in choosing a trade as further education and a career.
- Trades program FTEs (all programs) were the highest in NIC’s history in 2022/23 with 927 FTEs enrolled, growing by 11% over the previous year. Over the past three years, trades FTEs have grown, on average, by 13% annually.

## Priority 2

Contribute to Ministry engagement on upcoming initiatives including:

- the *StrongerBC: Future Ready Action Plan* (formerly known as the *Future Ready Skills for the Jobs of Tomorrow* plan);
- the Ministry's sexualized violence policy review;
- further tech-relevant seat expansions; and
- the funding formula review of provincial operating grants.

## Achievements

### StrongerBC: Future Ready Action Plan

The *BC Labour Market Outlook: 2022 Edition* forecasts 1,017,000 job openings in B.C. over the next ten years, nearly 80% of which will require workers to have post-secondary education and training, and over half of those will require workers with a college-level credential (i.e., certificate, diploma or apprenticeship). The NIC service region lies within B.C.'s Vancouver Island/Coast economic region (VICR) and makes up approximately 85% of the geographic area and approximately 20% of the population. The VICR accounts for about 16% of B.C.'s workers and is forecast to have 176,700 job openings over the next ten years, of which 62% will replace retiring workers. NIC's 50 years of experience serving rural and remote regions of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland, with guidance from the 35 local First Nations on whose traditional and unceded territories the NIC campuses are situated, has shown that training people in place allows them to live and prosper in those places.

The B.C. Government's \$480M commitment to the *StrongerBC: Future Ready Action Plan* is an important investment in the social and economic prosperity of the people and communities served by NIC. NIC was well-aligned with the five pillars of the *StrongerBC: Future Ready Action Plan* in 2022/23 and remains committed to supporting the plan in future years as shown in the following bullets.

#### People Seeking Post-secondary Education

- Please see "1.3.1 Navigating Change"
- Please see "1.3.2 Supporting Local Communities to Build Resilient Economies"
- Please see "1.3.3 Making Space for Reconciliation"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "1.3.5 Fostering Collaborative Connections"
- Please see "1.3.6 Innovating for Global Learning and Engagement"
- Please see "2.4.3 Pathways to learning"
- Please see "2.5.3 Self-Directed and Customized Learning"
- Please see "2.9.1 Serving the People of the Region"
- Please see "2.9.2 Community Engagement"
- Please see "Tech relevant seat expansion" in "Letter of Direction 2022/23"

#### People Looking to Reskill for In-demand Jobs

- Please see "1.3.1 Navigating Change"
- Please see "1.3.2 Supporting Local Communities to Build Resilient Economies"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "Tech-relevant seat expansion" in "Letter of Direction 2022/23"
- Please see "1.3.5 Fostering Collaborative Connections"
- Please see "Micro-credentials" in "Ministry's Strategic Initiatives"



- The StrongerBC future skills grant is open to British Columbians aged 19 years or older – regardless of financial need – and covers up to \$3,500 per person for eligible short-term skills training at B.C. public post-secondary institutions. NIC’s offerings for 2023 fall term can be viewed on EducationPlannerBC’s website.<sup>15</sup> These include B.C. Wildfire Essentials, Principles of Ecosystem Stewardship, Resource Field Safety Skills, Marine Training - Master Ltd (under 60 GT), Motion Picture Craft Services Micro-credential, Marketing in the Digital Economy, Office and Clerical Training, Craft Brewery Operations and Building Service Worker - Comprehensive.

### **People Facing Barriers**

- Please see “1.3.1 Navigating Change”
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “1.3.3 Making Space for Reconciliation”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “2.2.5 Campuses and Centres”
- Please see “2.3.2 Student Support and Persistence”
- Please see “2.3.1 Student Well-Being”
- Please see “2.4.1 Program Entry”
- Please see “2.4.2 Learning and Services
- Please see “2.5.2 Community-Connected Learning”
- Please see “2.7.2 Diversity, Equity and Inclusion”

### **Indigenous Peoples**

- Please see “1.3.3 Making Space for Reconciliation”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “2.5.1 Indigenous-led Education”
- Please see “2.7.1 Reconciliation”
- Please see “2.7.2 Diversity, Equity and Inclusion”
- Please see “Anti-racism” in “Ministry’s Strategic Initiatives”
- Please see “Appendix III – Implementation of the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples”

### **People New to B.C.**

- Please see “1.3.6 Innovating for Global Learning and Engagement”
- Please see “2.5.4 Global Learning”

### **The Ministry’s Sexualized Violence Policy Review**

- NIC’s Sexualized Violence Education Team (SVET) has initiated its biennial review of Policy #3-34 Sexualized Violence Prevention and Response.<sup>16</sup> It is recognized that the Ministry’s sexual violence policy team is reviewing sexual violence policies and that this may inform legislative amendments to B.C.’s Sexual Violence and Misconduct Policy Act; therefore, NIC’s SVET is aware that they may need to revisit the college policy before the next biennial review date.
- Please see “Sexual violence and misconduct prevention and response” in “Ministry’s Strategic Initiatives”

<sup>15</sup> View NIC’s StrongerBC Future Skills Grant programs online at <https://www.educationplannerbc.ca/plan/finance/future-skills-grant>.

<sup>16</sup> View NIC’s Sexualized Violence and Prevention Response policy online at <https://www.nic.bc.ca/pdf/policy-3-34-sexualized-violence-prevention-and-response.pdf>.

### **Tech-relevant Seat Expansion**

- NIC expanded tech-relevant FTEs by 25% in 2022/23 with 103 FTEs enrolled in thirteen digital design and development, computer information systems, and web and mobile application development programs including the Digital Content Production Micro-credential. Tech-relevant FTEs were the highest in NIC's history, having almost tripled since pre-pandemic 2019/20 (2.75x) with the highest number of international students ever enrolled (48 FTEs).
- NIC has received Ministry funding approval for expanded delivery of the Web and Mobile Application Development Diploma that includes an additional 10 FTEs in 2023/24 and 20 FTEs each year thereafter through 2027/28.
- NIC's digital design and development programs have been immensely successful in exposing students to industry, incorporating work-integrated learning and specific in-demand curriculum, and establishing an ethos of creativity and entrepreneurial know-how.

### **Funding Formula Review**

- NIC completed phase one engagement with the Ministry in summer 2022 and NIC's written submission (along with those of other institutions) can be viewed on the Ministry's website.<sup>17</sup>
- NIC will continue to participate collaboratively with government and post-secondary sector organizations to support the Ministry in creating an updated, impartial and modern funding model that will serve the best interests of all British Columbians.

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<sup>17</sup> View NIC's written submission for Funding Formula Review Phase 1 – Post-Secondary Sector Engagement online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/post-secondary-funding-formula-review>.

## Ministry's Strategic Initiatives

This section provides specific examples of how NIC has worked toward achieving long-term strategic priorities of the Ministry of Post-Secondary Education and Future Skills.

### Sexual Violence and Misconduct Prevention and Response

#### Awareness and Prevention Activities

- NIC's Sexualized Violence Education Team worked on the following initiatives in 2022/23 to support sexualized violence prevention and response:
  - an interactive installation art piece created by NIC alumna was showcased on all NIC campuses to raise awareness about sexual assault and initiate conversations about consent, and
  - an educational campaign about intimate partner violence was deployed on all four NIC campuses and paired with the delivery of resource and support material.
- NIC collaborated with College of the Rockies and Selkirk College in 2022/23 to present four workshops for students and employees from all three institutions:
  - Starting a Conversation About Mental Health,
  - Active Bystander,
  - Supporting Survivors, and
  - Starting a Conversation About Suicide.
- NIC is a member of BCcampus's Intersectional Sexualized Violence project group and the Ministry's Sexualized Violence Advisory Group.
- Please see "The Ministry's sexualized violence policy review" in "Letter of Direction 2022/23" for more information.

#### Education or Training Sessions Offered to Students, Staff and/or Faculty

- A sexual violence prevention and response training module for all employees is being prepared for launch; this training will be added to new employee orientation as a mandatory part of on-boarding. A parallel student-focused module is also being developed.
- A series of open education training resources were developed collaboratively by NIC, Selkirk College and College of the Rockies. Open textbooks were created for adoption or adaptation by educators throughout the province on topics that include preventing and responding to sexual violence, consent and sexual training, supporting survivors, accountability and repairing relationships, active bystander intervention and safer campuses for everyone. These resources have been well received by the B.C. post-secondary sector, especially by small institutions where employees may find it challenging to allocate time to develop new resources.

### Former Youth in Care

- Twenty-three former youth in care benefited from the B.C. Government's Provincial Tuition Waiver Program at NIC in 2022/23 representing an increase of 21% over last year with just under \$40K distributed.
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.3 Self-Directed and Customized Learning"

### K-12 Transitions and Dual Credit Programming

- With 275 students enrolled in 22 programs in 2022/23, dual credit enrolment was the highest in NIC’s history, growing by 9% over last year and up almost 90% from 2017/18. Dual credit headcount enrolment has, on average, grown by 14% annually over the past five years.
- To assist with K-12 transitions, just under 50 high school outreach sessions were completed in 2022/23 with almost 2,100 high school students in attendance. These included NIC campus tours, on-campus events (e.g., hosting the North Island regional Skills Canada championships at Campbell River campus), high school tours, high school visits/presentations and information sessions.
- To foster interest in STEM among children aged 9-14 years, NIC delivered 23 STEM-focused Youth Academy summer camps sections in summer 2022 to just over 330 participants. Four all-girls camps were offered as part of an initiative to increase participation by females, who are under-represented in STEM fields. Overall Youth Academy registration increased by nearly 100 seats from 2021.
- Please see “1.3.5 Fostering Collaborative Connections”
- Please see “2.4.3 Pathways to Learning”
- Please see “2.9.1 Serving the People of the Region”

### Micro-credentials

- In response to regional labour market needs, NIC delivered 26 customized short-term and micro-credential programs in 2022/23, enrolling just over 1,280 students (252 FTEs) - the highest FTEs in NIC’s history. Over the past three years, NIC enrolled just under 3,100 students (616 FTEs) in 37 distinct programs including a comprehensive suite of motion picture micro-credentials offered in partnership with INFilm, the Vancouver Island North Film Commission. Other notable programs offered in 2022/23 included Digital Content Production, Digital Elevation Expertise, Indigenous Hospitality, Medical Terminology Skills, Ecosystem Stewardship, Resource Field Assistant and Trades Sampler Plus.
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “2.5.3 Self-Directed and Customized Learning”

### Co-op, Work-Integrated Learning and Career Planning

- NIC enrolled 921 students in 67 work-integrated learning offerings in 2022/23 (excluding trades apprenticeships) - the highest ever – including co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs. Additionally, NIC enrolled the highest number of students ever in trades apprenticeship training offerings in 2022/23 with 574 students enrolled, a 19% increase over the previous year.
- Please see “1.3.5 Fostering Collaborative Connections”
- Please see “2.5.2 Community-Connected Learning”

### Health-Seat Expansion

- NIC enrolled the second highest number of health program FTEs (including allied health programs) in its history in 2022/23 (309 FTEs) after last year’s high of 316 FTEs which was a 14% increase over the previous year; on average, health program FTEs have shown consistent growth over the past decade, increasing by 7% annually over the past three years. Programs offered in 2022/23 included Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant, Activity Assistant, Medical Office Terminology Micro-credential and Hospital Unit Clerk.
- Please see “1.3.1 Navigating Change”

## Anti-racism

- NIC's Indigenization plan, *Working Together – North Island College Indigenization Plan 2021-2026*,<sup>18</sup> defines numerous priorities, goals and actions broadly and specifically committed to anti-racism awareness, prevention and response. Year-one highlights include:
  - Goal 4.1: Develop and incorporate a multi-tiered local core competency training experience.
    - Development of core competency training to increase understanding of reciprocity and insight into the local context and history of First Nations on whose traditional territories NIC's campuses are located is underway.
    - Three of seven modules are complete and, once they are finished, the training will be offered to all employees with multiple entry points throughout the year.
    - The training will be integrated into the orientation package for all new employees and NIC's Indigenous Curriculum Subcommittee will facilitate the integration of the training into college courses and programs.
  - Action 4.5.2: Website to include tools for addressing racism in the classroom.
    - NIC's Indigenization resource website has been launched at <https://nicresources.opened.ca/>. Work on adding anti-racism tools is underway in collaboration with NIC's Centre for Teaching and Learning Innovation.
  - Action 5.1.1: Create process for Indigenous employees to self-identify.
    - NIC's Indigenous Education Team is providing consultation to Human Resources as they work to create this process.
  - Action 6.3.3: Create supports and education around cultural safety, racism and diversity.
    - A joint session of NIC's Leadership Team and NIC's Indigenous Education Team was held in March 2022 to explore racism within the college community.
    - A year-two report is expected in summer 2023.
- NIC continues to use a justice, diversity, equity, and inclusion lens and create Brave Space events for students and employees to inform and engage participants in topics including white privilege, ableism and gender-based violence. Examples include the Breaking the Closet audiobook project, a social media campaign during Black History Month, and the support of engagement and conversations on International Transgender Day of Visibility.
- Please see "1.3.3 Making Space for Reconciliation"
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.1 Indigenous-led Education"
- Please see "2.7.1 Reconciliation"
- Please see "2.7.2 Diversity, Equity and Inclusion"
- Please see "Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples"

<sup>18</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.



<p><b>Indigenization</b></p> <ul style="list-style-type: none"> <li>• Please see “1.3.3 Making Space for Reconciliation”</li> <li>• Please see “1.3.6 Innovating for Global Learning and Engagement”</li> <li>• Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”</li> <li>• Please see “2.5.1 Indigenous-led Education”</li> <li>• Please see “2.7.1 Reconciliation”</li> <li>• Please see “2.7.2 Diversity, Equity and Inclusion”</li> <li>• Please see “Anti-racism” in “Ministry’s Strategic Initiatives”</li> <li>• Please see “Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples”</li> </ul>
<p><b>Climate Action</b></p> <ul style="list-style-type: none"> <li>• Please see “2.8.1 Climate and Sustainability”</li> </ul>
<p><b>Tuition Policy</b></p> <ul style="list-style-type: none"> <li>• NIC complied with the Government’s two percent cap on tuition and mandatory fee increases in 2022/23 to help make sure tuition and fee increases remain low and predictable. NIC will continue to submit annual tuition and mandatory fees data to the Ministry.</li> <li>• Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”</li> </ul>
<p><b>Digital Services</b></p> <p><b>EducationPlannerBC (EPBC)</b></p> <ul style="list-style-type: none"> <li>• NIC has implemented the EPBC XML application and high school transcript exchange services with continued plans to implement new functionality to streamline the application process for students and increase the efficiency of data collection for the college. <ul style="list-style-type: none"> <li>• The EPBC XML application development project and gender identity panel have been implemented.</li> <li>• NIC’s implementation of the EPBC 3.0 application platform is ongoing with a goal for completion in 2023 fall.</li> </ul> </li> </ul> <p><b>Digital Tools for Learning</b></p> <ul style="list-style-type: none"> <li>• Please see “2.4.2 Learning and Services”</li> </ul> <p><b>Enhance Cybersecurity Measures</b></p> <ul style="list-style-type: none"> <li>• NIC’s IT department implemented new cyber security solutions and supporting processes in 2022/23 and maintained existing ones to ensure the college’s information, IT systems and constituents are secure. NIC’s approach to cyber security relies on partnering with vendors, BCNET, CANARIE/CanSSOC and NIC users. Highlights are provided in the following bullets. <ul style="list-style-type: none"> <li>• Implemented Webnames Anycast, amplifying the performance and speed of NIC’s DNS infrastructure, while also increasing resilience against DDoS attacks.</li> <li>• Expanded Manager, IT Infrastructure job description to have a greater focus on leading cyber security efforts at NIC.</li> <li>• Planned development of Cyber Security Awareness program as well as new position focused on cyber security training and information sharing.</li> <li>• Planned cyber security assessment in spring/summer 2023 with KPMG.</li> <li>• Multi-Factor Authentication (MFA) <ul style="list-style-type: none"> <li>• Implemented MFA for all employees.</li> </ul> </li> </ul> </li> </ul>

- Ongoing implementation of MFA for internal enterprise resource planning applications.
- Planned implementation of MFA for all students in spring/summer 2023.
- BCNET
  - Maintained BCNET Security Incident and Event Management as a Service (SIEMaaS). BCNET staff monitor security alerts from NIC infrastructure and business applications and respond to events sector-wide.
  - Implemented BCNET CrowdStrike in EduCloud to protect NIC's web server.
  - Planned implementation of BCNET's Managed Firewall service in summer 2023.
- CANARIE/CanSSOC
  - Maintained Cybersecurity Initiatives Program components.<sup>19</sup>
    - CIRA DNS Firewall - Blocks users from accessing malicious websites, prevents phishing attacks, and stops malware already on NIC's network from accessing the internet.
    - CIRA Anycast DNS – Provides a distributed DNS architecture that improves DNS queries performance, resilience and protects against denial-of-service attacks.
    - CanSSOC Threat Feed - Aggregates and curates threat intelligence from public and private cybersecurity threat feeds into a single block/allow list that is deployed directly to NIC's Juniper NGFWs.
    - Intrusion Detection System - Tracks suspicious network behaviour and finds new threats as they emerge.
    - CUCCIO Cybersecurity Benchmarking - Assesses and compares higher education organizations' cybersecurity processes and performance to promote evidence-based best practices.
    - National Cybersecurity Assessment - An annual, comprehensive assessment of cybersecurity capabilities and capacities against the NIST Cybersecurity Framework.<sup>20</sup>
  - Maintained Canadian Access Federation trust framework for managing digital identities in higher ed & research.
  - Maintained eduroam, a secure wi-fi service for the global research and higher education community.
  - Maintained Federated Identity Management to securely connect students, staff and faculty to global resources using a single, secure digital identity.
- Enhanced cybersecurity measures to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services.<sup>21</sup>
  - Staff attend monthly Information Sharing Conference Call meetings.
  - Staff attend monthly CanSSOC Canadian Higher Education Security Session meetings.
  - Staff attend weekly BCNET/CanSSOC Weekly meetings.
  - Subscribed to vulnerability notifications from CanSSOC/CANARIE/BCNET.
- Please see "2.2.3 Information Technology"

<sup>19</sup> View a list of CANARIE initiatives online at <https://www.canarie.ca/cybersecurity/cip/initiatives/>.

<sup>20</sup> View the NIST Cybersecurity Framework online at <https://www.nist.gov/cyberframework>.

<sup>21</sup> View a list of External Security Services available online at <https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/security-services>.

## APPENDIX III – IMPLEMENTATION OF THE TRC CALLS TO ACTION AND THE UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

This section reports on NIC’s progress toward implementing the Truth and Reconciliation Commission of Canada’s education-related Calls to Action as well as the articles related to education in the *United Nations Declaration on the Rights of Indigenous Peoples*.

TRC CALLS TO ACTION <sup>22</sup> AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> <li>• New<sup>23</sup></li> <li>• Planned / In Progress / Implemented or Ongoing</li> </ul>	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required. If there is no relevant program/initiative show as N/A.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing Ongoing Ongoing Ongoing New   In Progress	<ul style="list-style-type: none"> <li>• Content on the history and impact of residential schools on Indigenous people is included in NIC’s social work programs.</li> <li>• All students are gifted with <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> <li>• Reserved seating and priority admission for students of Indigenous ancestry.</li> <li>• Access to Indigenous Navigators for academic advising and personal counselling needs.</li> <li>• Funding has been secured to offer a reconciliation training workshop for faculty and community partners delivered by Ladders to Kindness Training.</li> </ul>
12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<b>Culturally Appropriate Curriculum</b> <ul style="list-style-type: none"> <li>• Curriculum continues to be based on the B.C. Early Learning Framework, the Indigenous Early Learning and Child Care Framework, and the First Peoples Principles of Teaching and Learning.</li> </ul>

<sup>22</sup> "..." represents omitted text not related to post-secondary education from the original Call to Action.

<sup>23</sup> New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	<ul style="list-style-type: none"> <li>• First Nations Health Authority resources for determinants of health, nutrition, wellness and spiritual health continue to be embedded in curriculum.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Culturally appropriate ways of knowing and being continue to be embedded in learning outcomes and assessments.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Indigenous pedagogical processes such as discussion circles, ceremony, and land-based and immersion learning experiences continue to be incorporated into course revisions.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• Funding has been secured for a second faculty pedagogist position from the Early Childhood Pedagogy Network, an initiative within ChildCareBC’s strategy to support early childhood educators. The position will provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honoring children’s knowledge and skills within their local contexts and times. <a href="https://www.ecpn.ca/">https://www.ecpn.ca/</a></li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Collaborated with the First Nations Pedagogies Network through its partnership with the BC Aboriginal Child Care Society and Metis Nation of British Columbia who are dedicated to the cultural continuance and revitalization of early childhood education with First Nations children, families, cultures and communities. <a href="https://fnpn.ca/">https://fnpn.ca/</a></li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• <i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• All students are gifted with <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• More intention placed on the inclusion of Indigenous authors’ and artists’ perspectives in required readings.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Added a collection of children’s books and resources to the student lending library on racism and the diversity of families.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Moved to the <i>Science of Early Childhood Education</i>, a free “living textbook” for development and guidance courses, for Indigenous and Canadian content not found in traditional textbooks. <a href="https://content.scienceofecd.com/bcaccess/">https://content.scienceofecd.com/bcaccess/</a></li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Increased orientation to Indigenous infant development, speech and language, and supported child development programs and resources.</li> </ul>
	<p><b>Student Supports</b></p>
Ongoing	<ul style="list-style-type: none"> <li>• Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous. <a href="https://www.ecebc.ca/ece-education-support-fund">https://www.ecebc.ca/ece-education-support-fund</a></li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Strengthened work-integrated learning options to support student practice in home communities.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Work-based practicums created to support students staying in early learning employment while completing credential.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Increased Indigenous practicum placement opportunities.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Elders in Residence and Indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Reserved seating and priority admission for students of Indigenous ancestry.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Access to Indigenous Navigators for academic advising and personal counselling needs.</li> </ul>
	<p><b>Cultural Awareness Workshops</b></p>
New   Implemented	<ul style="list-style-type: none"> <li>• Partnered with the Nuyumbalees Cultural Centre on Cape Mudge, Quathiaski Cove. <a href="https://www.museumatcapemudge.com/">https://www.museumatcapemudge.com/</a></li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Faculty attended Sharing Metis Culture workshops and integrated resources into teaching.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Domestic and International students and faculty attended Indigenous language learning sessions during International Development Week.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Faculty attended cedar weaving sessions during International Development Week.</li> </ul>

New   Implemented	<ul style="list-style-type: none"> <li>Faculty attended First Nations Pedagogy Network workshops. <a href="https://fnpn.ca/fnfn-online-workshops/">https://fnpn.ca/fnfn-online-workshops/</a></li> </ul>
Ongoing	<p><b>Faculty Supports</b></p> <ul style="list-style-type: none"> <li>Membership in Early Childhood Educators of BC a requirement for faculty.</li> <li>Membership in the British Columbia Aboriginal Child Care Society a requirement for faculty.</li> <li>Faculty engage in professional development in First Nations history, culture and traditions including the use of the open textbook, <i>Pulling Together - A Guide for Indigenization of Post-Secondary Institutions</i>, by BCcampus.</li> <li>Professional development topics focus on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.</li> <li>Added equity literacy as a lens of support.</li> <li>Guided on advancing innovative pathways and weaving Indigenous-serving approaches into practice through NIC’s new, and Canada’s first, Indigenizing internationalization plan, <i>Journeying Together</i>. <a href="https://www.nic.bc.ca/pdf/journeying-together.pdf">https://www.nic.bc.ca/pdf/journeying-together.pdf</a></li> <li>Participation on Early Years Community Tables now includes opportunities and resources for Indigenization applied to the terms of references, meeting structures and agendas.</li> </ul>
Ongoing	
Ongoing	
Ongoing	
New   Implemented	
New   Implemented	
New   Implemented	

### 16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<ul style="list-style-type: none"> <li>Over 160 students enrolled in Indigenous language offerings in 2022/23 in the following intakes:               <ul style="list-style-type: none"> <li>Indigenous Language Fluency Certificate in Nuu-chah-nulth language was offered in partnership with Ehattesaht First Nation and Quuquuatsa Language Society via digital delivery and completed in fall 2022.</li> <li>Indigenous Language Fluency Certificate in Kwak’wala language was offered in partnership with Kwakiutl First Nation via digital delivery and completed in summer 2022.</li> <li>Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ehattesaht First Nation and Tla-o-qui-aht First Nation via digital delivery started in fall 2022 with an expected completion date in fall 2023.</li> <li>over 100 students enrolled in ABE-level Nuu-chah-nulth and Kwak’wala language courses in both digital and on-campus formats.</li> <li>Access to Indigenous Navigators for academic advising and personal counselling needs.</li> <li>A cohort of Indigenous Language Fluency Certificate in Nuu-chah-nulth language in partnership with Ehattesaht First Nation and Ahousaht First Nation is planned for fall 2023.</li> <li>Development of two ABE-level courses in Ayajuthem language underway in collaboration with Homalco, K’ómoks, Klahoose and Tla’amin Nations.</li> </ul> </li> </ul>
Implemented	
Implemented	
In Progress	
In Progress	
Ongoing	
Planned	
New   In Progress	

## 23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<ul style="list-style-type: none"> <li>In collaboration with the Practical Nursing Program, a cohort of Health Care Assistant (HCA) program students and faculty participated in a cultural day at the Campbell River campus gathering space for a full day of listening, learning and dialogue. The event was facilitated by an Elder in Residence with highlights provided in the following bullets:               <ul style="list-style-type: none"> <li>A land acknowledgement, followed by an introduction to the TRC Calls to Action and a discussion of the history of the residential school system.</li> <li>A smudging ceremony in which each student was able to partake in a ceremonial cleanse.</li> <li>A video sharing the lived experience of Indigenous Peoples accessing healthcare at Westcoast General Hospital in Port Alberni. The video summarized an equity-based research initiative to develop an action plan for addressing barriers to accessing healthcare. Students discussed how they can work to prevent mistreatment and stigmas in B.C.'s healthcare system. Finally, each student was gifted with an It Starts with Me pledge feather from the B.C. First Nations Health Authority representing commitment to anti-racism, cultural safety and humility.</li> </ul> </li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Students and faculty participated in Walk with Me events at the Comox Valley campus, walking and listening to recordings of personal lived experiences of individuals affected by the opioid crisis. Participants shared personal responses and new perspectives with the option to have their words included in the research project results.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Students and faculty met with an educator of Indigenous ancestry who provided relevant and personal dialogue including discussion of the impacts of colonialism and residential schools.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Students and faculty from two HCA cohorts participated in the Blanket Exercise, an online learning experience presented by KAIROS.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>HCA faculty continue to maintain currency of education on approaching and incorporating cultural sensitivity and perspective in health care and teaching. Faculty completed cultural safety modules by the University of Victoria, Indigenous Canada modules from the University of Alberta and a webinar with the Canadian Association of Schools of Nursing on implementing the TRC Calls to Action in nursing education. Curriculum focused on person-centred care, cultural diversity, and providing compassionate and culturally sensitive care.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>All students are gifted with Truth &amp; Reconciliation: Calls to Action by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>The HCA program has reserved seating and priority admission for students of Indigenous ancestry.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous Education Navigators for academic advising and personal counselling needs.</li> </ul>



**24: MEDICAL AND NURSING SCHOOLS**

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>Content related to Indigenous health and wellness, Indigenous ways of knowing and cultural safety is weaved throughout all courses in the Bachelor of Science in Nursing (BSN) program, particularly in the relational practice courses.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>First- and third-year students in the BSN program attend the Building Bridges through Understanding the Village workshop hosted at the K'ómoks Big House.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Third-year BSN students research national, provincial and local responses to the TRC Calls to Action.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Third-year BSN students take NUR-318, Global Health, which has a significant focus on the TRC Calls to Action and anti-racism.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Third-year BSN students participated in a collaborative, online international learning initiative, delivering a presentation on the history of colonization and the work related to reconciliation in Canada.</li> </ul>
New   Planned	<ul style="list-style-type: none"> <li>BSN faculty members will attend the Canadian Association of Schools of Nursing conference in spring 2023 where the focus will be anti-discriminatory pedagogy in nursing education. NIC's faculty will deliver two presentations on: 1) health and wellness in First Nations communities and 2) critical race theory as an approach to support the TRC Calls to Action for nursing education.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>BSN and Practical Nursing students are gifted with Truth &amp; Reconciliation: Calls to Action by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Reserved seating and priority admission for students of Indigenous ancestry in BSN and Practical Nursing programs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous Navigators for academic advising and personal counselling needs.</li> </ul>

**28: LAW SCHOOLS**

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

**57: PUBLIC SERVANTS**

We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<ul style="list-style-type: none"> <li>Offered a series of truth and reconciliation dialogues focused on systemic racism and white privilege to allow for staff, faculty and administration to gain a better understanding of each other’s perspectives, encourage critical thinking and learn from each other. The goal was to create spaces for constructive conversation centered around reconciliation and reconciliation, and support collective and individual commitment to action items.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC’s campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as supports and services for students.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Developing an Indigenous education resource website to support faculty with Indigenizing their courses, curriculum and practices. The website will also house truth and reconciliation resources.</li> </ul>

**62: TEACHER EDUCATION**

We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

## 86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

## 92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• ENG-166 focuses on the oral and written communication skills required for administrator and leadership positions within Indigenous organizations and communities. This course is added to the business curriculum, and students can choose this course (or ENG-160) to enhance their effective organizational writing/communications skills.</li> <li>• ENG-116 introduces university-level research and writing in the humanities, social sciences, and/or natural sciences, specifically focusing on contemporary Indigenous issues in Canada.</li> <li>• Students take three elective credits from the following list of courses focusing on Indigenous studies:               <ul style="list-style-type: none"> <li>• ABG-100 Histories and Impacts of Colonization</li> <li>• ABG-102 Governance and Organizational Structures</li> <li>• ABG-103 Vision, Values, Philosophies and Ethics</li> <li>• ABG-105 Politics, Policy and Practice</li> <li>• ABG-110 Community Development &amp; Planning</li> <li>• ABG-111 Economic Development</li> <li>• ANT-250 Ethnology of North America</li> <li>• ENG-127 Indigenous Literatures in Canada</li> <li>• FNS-160 First Nations Education: Traditional and Contemporary</li> <li>• GLS-140 Fishing, Indigeneity and the Asia Pacific I</li> <li>• GLS-240 Fishing, Indigeneity and the Asia Pacific II</li> <li>• GLS-241 Field School: Fishing, Indigeneity and the Asia Pacific</li> <li>• HIS-246 Domination and Resistance: A History of Imperialism and Colonialism</li> <li>• SOC-130 First Nations Sociology</li> </ul> </li> </ul>

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous Peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

### Article 14

1. Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

### Article 15

1. Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

### Article 21

Indigenous Peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p>NIC works with Indigenous communities, regional advisory committees and the Indigenous Education Council to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC's programming priorities.</p> <p><b>Indigenous Education Council (IEC)</b></p> <ul style="list-style-type: none"> <li>• The IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction to the NIC community in all matters relating to NIC's vision, mission and strategic directions, namely:               <ul style="list-style-type: none"> <li>• guidance in developing and implementing the Aboriginal Service Plan, including the finalized plan and priority approval;</li> <li>• responsive curriculum;</li> <li>• student access, retention and success;</li> <li>• in-community programming transition support;</li> <li>• being an active community partner;</li> <li>• developing, strengthening and expanding strategic partnerships;</li> <li>• raising awareness about post-secondary education throughout the region; and,</li> <li>• strengthening NIC employees' skills to support the <i>Colleges and Institutes Canada Indigenous Education Protocol</i>.</li> </ul> </li> </ul>
Ongoing	<p><b>Regional Advisory Committees</b></p> <ul style="list-style-type: none"> <li>• NIC has three regional advisory committees (Northern, Central and West Coast) with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to:               <ul style="list-style-type: none"> <li>• identify local education and training priorities, and</li> <li>• advise on local community development and economic development plans.</li> </ul> </li> </ul>

Ongoing	<p><b>Indigenous Employees</b></p> <ul style="list-style-type: none"> <li>• NIC maintains its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>• Executive Director of Indigenous Education,</li> <li>• Indigenous Education Navigators,</li> <li>• Elders in Residence,</li> <li>• faculty in Indigenous programming,</li> <li>• Indigenous Counsellor and</li> <li>• Manager of Indigenous and Regional Partnerships.</li> </ul> </li> </ul>
Ongoing	<p><b>Working Together: NIC's Indigenization Plan</b></p> <ul style="list-style-type: none"> <li>• NIC's first ever Indigenization plan, <i>Working Together – North Island College Indigenization Plan 2021-2026</i>, was approved by the IEC in June 2021 and launched on June 21st in recognition of National Indigenous Day. Working Together signifies NIC's commitment to become more Indigenous serving, laying out steps to answer the education-related TRC Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples, and building on the vision of the <i>Colleges and Institutes Canada Indigenous Education Protocol</i> signed by NIC in 2015. A year-one dashboard report was published on NIC's Engage website (<a href="https://www.engage.nic.bc.ca/">https://www.engage.nic.bc.ca/</a>) in June 2022 and a year-two dashboard will be published in June 2023.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Please see "1.3.3 Making Space for Reconciliation" for more information on Working Together as well as NIC's strategy to increase the number of Indigenous employees, Indigenize curriculum and expand Indigenous student supports.</li> </ul>
New   In Progress	<p><b>Journeying Together: NIC's Indigenizing Internationalization Plan</b></p> <ul style="list-style-type: none"> <li>• In fall 2022, NIC launched <i>Journeying Together</i>, Canada's first ever Indigenizing internationalization plan developed under the guidance of the IEC, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. NIC was selected for a national Excellence in Global Engagement bronze award by Colleges and Institutes Canada for <i>Journeying Together</i> and the plan is being used as an exemplar by researchers and other educational institutions to explore transforming international education in Canada.</li> </ul>
	<p><b>First Nations Partnership Programs</b></p>
Implemented	<ul style="list-style-type: none"> <li>• Indigenous Hospitality Front Office Operation developed in collaboration with HUU-ay-aht First Nations and HUU-ay-aht Group of Businesses.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• Digital Elevation Expertise Program &amp; Business Management delivered in partnership with Community Futures of Central Interior First Nations.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• Fisheries ABE Pathway developed and delivered in partnership with Ehattesaht.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• Completion of the first cohort of Indigenous Language Fluency Certificate in partnership with Ehattesaht.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• Delivery of the second cohort of Indigenous Language Fluency Certificate in partnership with Ehattesaht.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• Delivery of a digital offering of the Aboriginal Leadership Certificate.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• Development of Awi'nakola land-based ABE.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>• Delivery of Guardian Program in partnership with Homalco.</li> </ul>

Implemented	<ul style="list-style-type: none"> <li>Development of Ayajuthem language courses in collaboration with the Homalco, K'ómoks, Klahoose and Tla'amin Nations.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Supported Entry Carpentry Level 1 with the Nuu-chah-nulth Employment &amp; Training Program.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Delivery of Early Childhood Education pathway in partnership with Kwakiutl, Gwa'sala-'Nakwaxda'xw Nations and Quatsino First Nation at Mixalakwila campus.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Delivery of Facilities Maintenance program in partnership with Tseshaht First Nation.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Delivery of Awi'nakola language at Mixalakwila campus.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Delivery of Early Childhood Education certificate in partnership with Kwakiutl, Gwa'sala-'Nakwaxda'xw Nations and Quatsino First Nation.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Delivery of Pathways to Nursing ABE courses in partnership with Nuu-chah-nulth Tribal Council.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Delivery of Education Assistant/Community Support certificate in partnership with the Nuu-chah-nulth Tribal Council.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Delivery of Trades Sampler in partnership with Tla-o-qui-aht.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Delivery of Facilities Maintenance program in partnership with Nuchatlaht.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Delivery of Indigenous Language Fluency Certificate in partnership with Ehattesaht and Ahousaht.</li> </ul>
Planned	<ul style="list-style-type: none"> <li>Delivery of Carpentry Level 1 in partnership with Mowachaht-Muchalaht.</li> </ul>
	<p><b>Breaking Barriers to Equitable and Inclusive Access</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”</li> </ul>
	<p><b>Indigenous-led Education</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see “2.5.1 Indigenous-led Education”</li> </ul>
	<p><b>Reconciliation</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see “2.7.1 Reconciliation”</li> </ul>
	<p><b>Diversity, Equity and Inclusion</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see “2.7.2 Diversity, Equity and Inclusion”</li> </ul>
	<p><b>Anti-racism</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see “Anti-racism” in “Ministry’s Strategic Initiatives” in “Appendix II – Implementation of Ministry Directives and Strategic Priorities”</li> </ul>



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NORTH ISLAND COLLEGE



## **Institutional Accountability Plan & Report**

2022 - 2023 REPORTING CYCLE

### **About the cover**

Vanessa Gallick (left) and Simone Johnston (right) were among 13 students in NIC's Carpentry Apprenticeship program who helped build the new Walyaqil tiny home village to address the needs of people experiencing homelessness in downtown Port Alberni. The students gained skills and apprenticeship hours toward their Level 1 (Red Seal) certification, while supporting the community. NIC delivered the program in partnership with the Nuuchahnulth First Nation Employment Training Program (NETP) and the Port Alberni Friendship Centre.