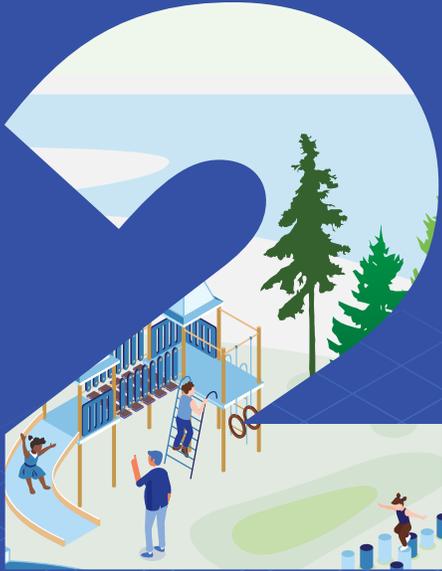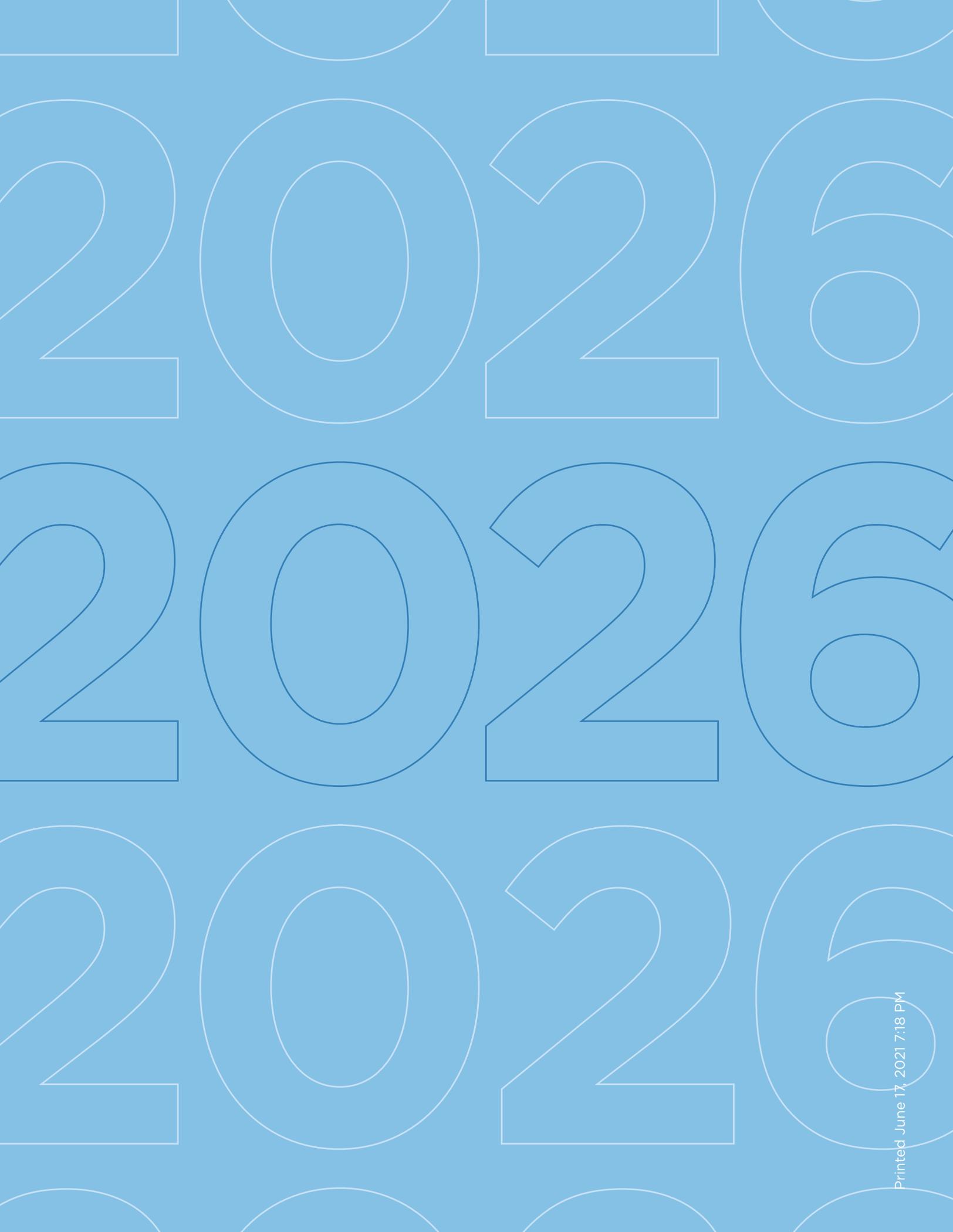# BUILD

2026

• **EDUCATION AND TRAINING BUILT FOR YOU** •

North Island College Strategic Plan 2021-2026

North Island College is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish peoples, on whose traditional and unceded territories the College's campuses are situated.

The *BUILD 2026* **vision** uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, more integrated places of learning that reflect and support the richness of the region. It opens the College to the communities we serve, creating a welcoming educational home for students and communities to call their own.

(7) A **roof**, or values of governance, that promotes resiliency and creates a safe place where all students and employees belong.

(6) **Windows** that allow the world to see who we are.

(2)(3) A solid **foundation** and **frame** that supports students and employees and provides a basis to build upon.

(1) A team of dedicated **people**, or employees, who are supported and committed to the work ahead.

(4)(5) Accessible **doorways** and **rooms**, or programs, that are open to all, making education more attainable and responsive for everyone.

Communities that connect us and provide opportunities to engage, learn, and collaborate.

⑨

TABLE OF CONTENTS

A sustainable **environment**, vital to local cultures, economies, and people.

⑧

Look for the *Working Together* symbol to see how *BUILD 2026* supports and works with NIC's Indigenization Plan.

WELCOME

This strategic plan is founded in our passionate belief that learning empowers people and builds healthier and more resilient communities.

BUILD 2026 is North Island College's commitment to ensure students are at the centre of everything we do. It is our promise to support unique people and communities through individualized learning.

MISSION

WORKING TOGETHER, NIC BUILDS HEALTHY AND THRIVING COMMUNITIES, ONE STUDENT AT A TIME.

In many ways, *BUILD 2026* represents a strengthening of our commitment to the many and diverse communities we serve. It is about us raising our ambitions together, with community. In many ways, we are putting our roots down and we are asking you to join us.

NIC has never been a traditional, one-size-fits-all college, NIC began in 1975 as an innovative experiment to bring education and training to people in every corner of the vast 80,000-square km region we serve. While we now operate campuses in the Comox Valley, Campbell River, Port Alberni, the Mix̱alakwila campus in Port Hardy, a regional learning centre in Ucluelet, as well as a temporary location at St. Joe's in Comox, we also serve an increasing number of students from across BC and around the world. We have adapted many times to students' changing personal, professional, and educational needs.

During our short history, we have evolved from tutors visiting logging camps and remote coastal communities in school buses and a former whaling boat, to mobile training units, to four campuses and digital learning technologies that sustain our in-community program delivery and regional learning. Though our delivery methods and programs have changed, our commitment to student-centred learning and the communities we serve has never wavered.

Throughout the next five years, we will take individualized education

Lisa Domae

Eric Mosley

and training further so more people can discover, grow, and transform themselves through education, as they prepare for rewarding careers, participate in shifting economies, and contribute to more diverse and just societies.

Though our vision is ambitious, we are ready. This plan meets the needs of an ever-changing and globalizing world, punctuated most recently by COVID-19. The pandemic has helped to focus our gaze, clarify our strengths and limitations, and renew our sense of purpose.

BUILD 2026 requires us to meet students' and communities' needs now, during the pandemic, and in coming years. It invites us to re-focus every aspect of our operations as we realize our new reality.

We are grateful to align *BUILD 2026* with NIC's first Indigenization Plan. Together, the two plans will guide the

College as we work to meet our obligations to Indigenous peoples across the region.

WHAT IS COMMUNITY? WHAT IS COLLEGE?

Throughout *BUILD 2026*, you will see many references to college and community. And, while these words are at the heart of who we are and what we do, their definitions have never been more complex.

For nearly 50 years, our overarching mandate has been to serve the educational needs of adults from Bamfield on Vancouver Island's West Coast to Bella Coola on the BC Central Coast. We continue to proudly serve the region's people and communities, whose rich cultures, demographics, economies and educational goals are defined by more than geography. Together, we are constantly changing.

We are honoured to live and learn on the territories of 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions. We are committed to Indigenous-led programs and services and we acknowledge education's important role in reconciliation. We pledge to continuously learn as we work to support diverse learning needs across the region together.

VISION
BY 2026, NIC WILL DELIVER BC'S BEST INDIVIDUALIZED EDUCATION AND TRAINING EXPERIENCE.

Our strategy will adapt to place the individual learning needs of people at its core. It will include students who are the first in their family to attend college, workers who are reshaping their careers, high school graduates and non-graduates, university students learning new skills, international students, Indigenous students, and many others who rely on education to realize their goals and dreams.

The students and communities we serve have always driven our program development, services, and delivery. Though we are comparatively small, very few colleges across BC offer the same range or depth of programming as NIC.

More than 1,500 community members shared their educational priorities during our strategic planning consultations before the pandemic. Since then, COVID-19 and the rapid expansion of digital learning have eliminated some geographic barriers for some students while raising new obstacles for many others. Economies are continuing to shift and students and communities have not been affected equally.

BUILD 2026 is our commitment to keep listening and responding with educational programs, services, and delivery methods that meet students and communities where they are now and where they want to be in the future.

Our ambitious vision is to deliver BC's best individualized education and training experience for students. So we need to know, what do you need from NIC now and in future years? How can we work together to deliver this vision for you?

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

Eric Mosley
Chair, North Island College
Board of Governors

Visit **engage.nic.bc.ca** to share your voice as we continue building NIC together.

Working together toward lasting and meaningful reconciliation

Working together with the Indigenous Education Council and the Director of Indigenous Education, **we are grateful to co-launch *BUILD 2026* with the first Indigenization Plan in NIC history.** This plan, called *Working Together*, will guide NIC operations as the College works to meet its obligations to Indigenous peoples across the region. The two plans will work in tandem over the next five years with separate and supported goals, measures and targets that work toward lasting and meaningful reconciliation.

Look for the *Working Together* symbol through-out this document to see how the *BUILD 2026* actions support the goals from NIC's first Indigenization Plan.

From Consultation to Commitments and Action

BUILD 2026 builds on the values and core ideas heard during the strategic planning process in 2019 and 2020 and integrates them into our academic plan, *Widening our Doorways – COVID-19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*, created in the fall of 2020.

Together, they reflect a new COVID-19 informed reality, the understandings of which continue to be enhanced by ongoing discussions with students, Indigenous Nations and organizations, employers, industry, business, not-for profit organizations, alumni, employees and the many demographic communities we serve across the region.

We are thankful for your participation, ideas, insights, and knowledge throughout NIC's strategic planning process. These consultations continue through **engage. nic.bc.ca**, a new online engagement website committed to continuing our conversations together. **We look forward to hearing from you.**

Consultation on *BUILD 2026*
(April and May 2021)

75+

CONSULTATIONS

with Indigenous leaders, local government, school districts and community organizations

1,000

TOTAL VISITS ON ENGAGE.NIC.BC.CA

542

AWARE

(Visited BUILD site or tool)

370

INFORMED

(Downloaded a document, watched a video, etc..)

178

CONTRIBUTED

(Participated in Quick Polls, Question and Answer, Map Your Feedback, Guestbook)

Pre-pandemic
Strategic Planning Consultations

(2019 and 2020)

471 EMPLOYEE IDEAS EXCHANGED

14 CONSULTATIONS WITH LOCAL GOVERNMENTS AND SCHOOL DISTRICTS

Regional Community Forums

4 LOCATIONS

8 INDIGENOUS NATIONS AND ORGANIZATIONS

51 COMMUNITY LEADERS AND ORGANIZATIONS

Survey on College Values

1509 *

PARTICIPANTS

* Some participants identified in more than one category

271 EMPLOYEES

686 EMPLOYERS, COMMUNITY PARTNERS AND ALUMNI

630 STUDENTS

26 Commitments

NIC's commitments were confirmed during the 2019 consultation with employees, students and community members. In 2021, the commitments were further defined, integrated and amended to meet students' changing learning needs.

These commitments inspired our *People* action statements.

ENGAGING PEOPLE
1. Health and Well-being
2. Workplace Excellence
3. Employee Engagement and Collaboration

These commitments inspired our *Frame*, *Doorways* and *Rooms* action statements.

SUPPORTING STUDENTS
Caring and Supportive
4. Student Well-being
5. Student Support and Persistence

Access
6. Program Entry
7. Learning and Services
8. Pathways to Learning

Learning and Programming
9. Indigenous-led Education
10. Community Connected Learning
11. Flexible Learning
12. Global Learning
13. Program Response and Renewal

These commitments inspired our *Foundation*, *Windows* and *Roof* action statements.

STRENGTHENING THE COLLEGE
Enrolment Services
14. Brand and Identity
15. Integrated Enrolment

Infrastructure
16. Teaching and Learning
17. Fiscal Sustainability
18. Information Technology
19. Campuses and Centres

Leadership
20. Reconciliation
21. Diversity, Equity and Inclusion
22. Transparency and Accountability
23. Enrolment Planning

These commitments inspired our *Environment* and *Communities* action statements.

SERVING COMMUNITIES
24. Climate and Sustainability
25. Community Engagement
26. Social and Economic Development of the Region

9 Action Statements

Our vision, while ambitious, will be realized when we turn our commitments into action statements.

People

1. We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

> These action statements were inspired by our *Engaging People* commitments.

Foundation

2. We will strengthen our core operations to make NIC more resilient and agile.

> These action statements were inspired by our *Strengthening the College* commitments.

Frame

3. We will embed caring learning services that support students in their studies.

Doorways

4. We will increase the many ways students can access education and training at NIC.

Rooms

5. We will examine and renew our programs, the types of credentials we offer, and the needs of the unique communities we serve.

> These action statements were inspired by our *Supporting Students* commitments.

Windows

6. We will raise awareness about the quality and diversity of learning at NIC.

Roof

7. We will develop diverse, inclusive, and accountable processes that support college employees and provide new opportunities to contribute.

> These action statements were inspired by our *Strengthening the College* commitments.

Environment

8. 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.

Communities

9. We will serve the social and economic development needs of the people and region.

> These action statements were inspired by our *Serving Communities* commitments.

How the Plan Works

BUILD 2026's success requires a nimble and responsive organization and a clear vision, direction, and scope. It has measurable outcomes and five-year targets. It relies on a number of integrated initiatives to ensure creative and informed people can develop flexible plans and strategies in annual planning processes for a fast-changing educational, economic, and social landscape. The example below shows how we intend to use the plan.

EXAMPLE

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.**

"ACTION" STATEMENT
How will we act on our commitments?

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 our college structures and operations.**

Outcome: Healthier employees working in safe and supportive workplaces

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
National Standard of Canada for Psychological Health and Safety in the Workplace	Establish benchmark	Implementation	• Wellness programming • Mental health strategies • Policy review and consolidation

MEASURABLE(S)
What data or process will we use to track our progress? They will be renewed, revised, and evaluated regularly to ensure they are relevant and we are on track to meet our outcomes.

CURRENT STATE
Where are we now?

YEAR 5 TARGET(S)
Where do we want to be in five years?

INITIATIVE(S)
How will we use to meet our outcomes? These plans and strategies may change in response to the environment.

1

People

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.**

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National Standard of Canada for Psychological Health and Safety in the Workplace	Establish benchmark	Implementation	• Wellness programming • Mental health strategies • Policy review and consolidation

NIC will commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.

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.**

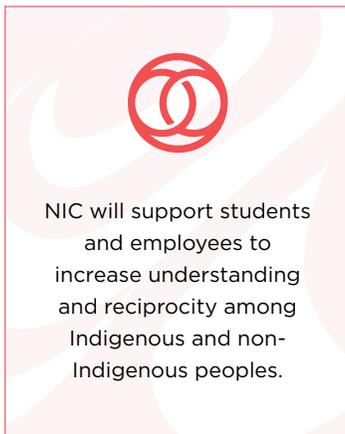**Outcome: Thriving, inspired and productive employees**

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
People Strategy operational	Establish People Strategy 210 employees complete professional development annually (average, 2017/18 to 2019/20)	Implement recommendations for improvements and change	People Strategy

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Employee Engagement Survey results and actions	Establish employee engagement survey schedule	Regularly implement actions and improvements for change	People Strategy

NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

Foundation

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.**

2.1 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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Student assessment of the quality of instruction – % very good or good	2019 data: • Diploma, associates, certificates: 95.2% • Trades: 97.4% • Apprenticeships: 96.1% • Bachelor degree: 86.7%	Maintain or Increase (Ministry target >=90%)	Teaching and Learning Strategy
Teaching and Learning Strategy Operational	Establish processes	• Teaching and Learning feedback processes implemented • Student Learning Experience survey implemented	Teaching and Learning Strategy

NIC will commit to making Indigenous Education a priority.

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 this region. This ensures our sustainability over the long term, giving confidence to students and employees, even 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 our deficit and create fiscal health.**

Outcome: Fiscal strength

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Balanced budget within three years of the pandemic ending	2021 projected deficit $1.56 million	Balanced budget in 2024 (projected)	Multi-year deficit reduction planning
Long-term financial health (positive net asset position)	Net assets declining to cover projected losses	Begin recovery of net asset growth to pre-pandemic levels in fiscal year 2024/25 (projected)	• New, responsive and diversified business models • Provincial Funding Review

2.3 INFORMATION TECHNOLOGY

NIC's need for a more robust and effective Information Technology (IT) frame-work 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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
IT Service Management (ITSM*) model operational	Establish formal ITSM model	• ITSM model implementation • Funded multi-year budget	Widening Our Doorways Academic Plan

* 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.

2.4 CAMPUSES AND CENTRES

Since 1975, NIC's facilities have changed with the region's needs. Once a collection of 27 regional learning centres, NIC now operates four campuses in Campbell River, Comox Valley, Port Alberni and Mixalakwila (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, reimagine our places, spaces and programming, and support the development of living-learning communities through student housing.**

Outcome: Thriving, inspired and integrated campuses and centres

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Optimum enrolment at each location	Establish campus instructional capacity and future needs	Define and implement optimum enrolment at each location	Widening Our Doorways Academic Plan
Campus Master Planning	Review campus learning spaces and environments	Concepts developed and shared with communities	Published campus plans for the Comox Valley, Campbell River, Alberni Valley, and Mixalakwila campuses, as well as the Ucluelet centre
NIC Housing Commons (Comox Valley) operational	NIC Housing Commons business case developed and submitted	Establish a living-learning community* at the Comox Valley campus	NIC Housing Commons Business Case

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

3
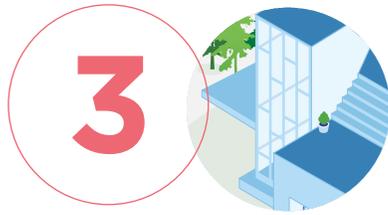
Frame

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.**

3.1 STUDENT WELL-BEING

Health and wellness begins 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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Canadian Campus Wellbeing Survey – overall mental well-being	81% (average or high mental well-being, indexed score, 2020)	Maintain or increase	Supporting Students Strategy
Student Service Customer Satisfaction Survey – overall satisfaction	90% satisfied in services (2019/20)	Maintain or increase	Supporting Students Strategy

NIC will establish Indigenous-centred holistic learning environments for learner success.

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 child care, the wrong learning path, under-developed study skills, learning struggles, inter-personal 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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% first-year student retention (fall to fall)	47% (2020 Fall Term)	Increase	Widening Our Doorways Academic Plan
$ scholarships, bursaries, awards, and emergency funds disbursed to students	$503,785 in scholarships and bursaries (2020)	Maintain or increase	Supporting Students Strategy
# of child care spaces and early childhood care and education program seats	Establish benchmark	Increase	Working with community partners to increase child care seats and programming across the region

Doorways

Learning is a journey towards self-discovery, personal growth, and socio-economic prosperity. At NIC, our passionate commitment to life-long 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.**

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of FTEs* in access** courses and initiatives	40% (2019/20)	Increase	Widening Our Doorways Academic Plan

* 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.

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of courses with more than one entry point/year	27% (2019/20)	Increase	Widening Our Doorways Academic Plan
% of courses with multiple modes of delivery	9% (2019/20)	Increase	Widening Our Doorways Academic Plan
Digital learning strategy developed and operational	Establish strategy	Digital learning strategy implemented	Widening Our Doorways Academic Plan
Digital service strategy developed and operationalized	Establish strategy	Digital service strategy implemented	Supporting Students Strategy

4.3 PATHWAYS TO LEARNING

NIC links students, community, employers, industry, and educational institutions. We welcome students from education institutions around the world; from within BC as part of BC's transfer system, and from Vancouver Island. We are a gateway for learning. **We will connect students to learning opportunities close to home and across BC.**

Outcome: Seamless transitions to and from NIC

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of BC high school students who transition to NIC within two years of graduation	1.09% (2016/17)	Increase	Widening Our Doorways Academic Plan
# students participating in post-secondary pathway agreements	195 (2019/20)	Maintain or Increase	Widening Our Doorways Academic Plan

5 Rooms

Learning is NIC's reason for being. Our high-quality, relevant and responsive programming draws students from across BC 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.**

5.1 INDIGENOUS* 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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of full-time equivalent Indigenous students	18% (2018/19)	Maintain or increase based on 2021 Census data	NIC's Indigenization Plan
% of Indigenous students satisfied with NIC's help in achieving educational goals	95% (2020)	Maintain or increase (Ministry target >=90%)	NIC's Indigenization Plan
# of Indigenization Plan recommendations operational	Establish baseline	# Implemented	NIC's Indigenization Plan

NIC will implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.

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

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# students participating in co-ops, practicums, internships and work-integrated-learning experiences	700 students (2019/20)	Maintain or increase	Widening our Doorways Academic Plan
Place-based learning strategy operational	Establish place-based learning strategy	Implement strategy	Widening our Doorways Academic Plan
Child care and learning facility operational	Comox Valley proposal submitted	Child care and learning facility established	An expanded, integrated child care and learning facility at the Comox Valley campus

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# of students with advising support	425 students	Increase	Widening our Doorways Academic Plan
# of short-term customized micro-credentials and programs	29 micro-credentials, certificates, and shorter programs (2020)	Maintain or increase	Widening our Doorways Academic Plan

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# new international student enrolment each semester	214 new students (2019/20)	Increase through an established, sustainable international enrolment and service model	International Reset, Renew, Reshape Strategy
# of active capacity-building agreements	Establish baseline of existing contracts, projects, cohorts	# of agreements including one international project by 2023 and 20+ students internationally engaged annually	International Reset, Renew, Reshape Strategy
International student agreement that NIC provides a supportive learning environment (agree/ strongly agree)	81% (2020)	Maintain or increase	International Reset, Renew, Reshape Strategy

5.5 PROGRAM RESPONSE AND RENEWAL

NIC's courses and programs must continuously evolve to continue to be responsive to the changing needs of students, communities, businesses, and industries across the region. In a world where there are growing questions about the value and relevancy of post-secondary education, we strive to be the touch point for the region's students. **NIC will continue to deliver high-quality, relevant, and responsive programming.**

Outcome: High-quality, relevant and responsive programming

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# of programs with Program renewal plans*	None, work begins in 2021/22	All	Widening Our Doorways Academic Plan
Quality Assurance Process Audit (QAPA**), Province of BC	Establish QAPA process	Provincial audit completed	Widening Our Doorways Academic Plan

* Program renewal plans provide programming and embedded services for workers, small business owners and industries negatively affected by the pandemic.

** An external review process, required by all public post-secondary institutions, Government of BC website: **bit.ly/BCQAPA**

6

Windows

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 94%[1] of students tell us they are satisfied with their education, 95% say our quality of instruction is high and 98% 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.**

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Better defined overall role and scope of the College	Conduct market research study	Establish brand	• Community Engagement Strategy • Brand development (review college name)

NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

6.2 INTEGRATED ENROLMENT

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*

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of programs with a clearly defined student audience profile	Establish student profile	All programs	Widening our Doorways Academic Plan
% programs with integrated enrolment strategies	Establish integrated enrolment strategy	All programs	Widening our Doorways Academic Plan
Measured and qualified digital performance	• Conduct a digital presence audit • Define a digital marketing strategy	Implement strategy	Digital Marketing Strategy

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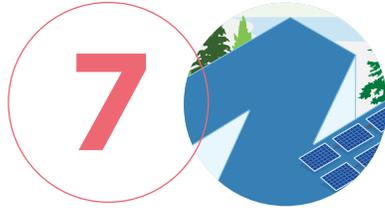
7 Roof

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; 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.**

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

NIC will ensure governance structures recognize and respect Indigenous Peoples.

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of employees who participate in educational initiatives and intercultural competency training.	Establish core competency training	75% of employees with training	Indigenization Plan
# of named program areas with clear and measurable commitments to address specific TRC calls to action for education	# of named program areas (social work, early childhood care and education, health care, business and Indigenous language programs) addressed	All	Indigenization Plan

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 work places and eliminating the inequities in NIC classrooms, systems, and structures.**

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% students (college-wide) that agree or strongly agree with "I am respected regardless of my personal characteristics, identity or background."	88% (2020 Canadian Campus Wellbeing survey)	Maintain or increase	Diversity, Equity and Inclusion Strategy
% students (college-wide) that agree or strongly agree with "My institution values diversity."	88% (2020 Canadian Campus Wellbeing survey)	Maintain or increase	Diversity, Equity and Inclusion Strategy
Diversity, Equity and Inclusion Strategy operational	Develop strategy	Implement strategy	Diversity, Equity and Inclusion Strategy
% students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code	Establish baseline	Increase	Diversity, Equity and Inclusion Strategy Student survey

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
New structures, teams and committees operational	Establish new structures	Administrative review implemented and revised, as needed, to meet strategic and operational needs.	Organizational structure and leadership review to support the integration and achievement of the strategic plan
Regular engagement with the North Island Students' Union	Establish baseline	Increase	Strategy to increase student participation

7.4 ENROLMENT PLANNING

Enrolment planning is a collaborative, college-wide process to ensure NIC offers 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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Enrolment targets for all programs	Establish targets	Implement	Widening Our Doorways Academic Plan
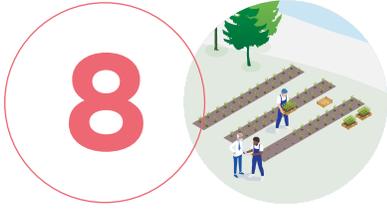
Environment

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.**

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Create benchmarks and targets to understand and improve efforts to reduce climate change	Establish process to track sustainability	Implement process	Work with communities toward adoption of the UN Sustainable Development Goals
# of courses, research, and applied learning initiatives that include sustainability	Establish process to track data	Implement process	Widening Our Doorways Academic Plan
Retrofits and construction that reduce energy use and greenhouse gas emissions	Establish benchmark	Implement process	Facilities Planning

9

Communities

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.**

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of in-region public high school graduates who attend NIC within two years of graduation	31% (2016/17 graduation year)	Increase	Widening Our Doorways Academic Plan

NIC will build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
• Community Engagement Strategy created • Alumni Association operational	• Establish strategy • Re-establish alumni association	• Engagement process in place • Alumni Association implemented	Community Engagement Strategy, including (but not limited to) youth, mature learners, not-for profit groups and organizations, local government, industry, employers, and alumni

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

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# of active community partnerships	Establish baseline	Increase	Community Engagement Strategy
# of students involved in research projects	13 students (2019/20)	Increase	Widening our Doorways Academic Plan

KEY CONCEPTS (GLOSSARY)

TERM	DEFINITION	SOURCE
Mission	The mission statement defines our central purpose, what we do, or our reason for operating.	The Complete Guide to Strategic Planning from https://onstrategyhq.com/
Vision	The vision describes our desired future and provides direction for where we are going as an organization.	The Complete Guide to Strategic Planning from https://onstrategyhq.com/
Individualized learning	Individualized learning includes flexible, customized programs, services, and delivery methods tailored to the learning needs of students.	NIC operational definition
Outcome	Outcomes are broad, long-term goals that further define our vision and provide the reason why we are taking specific actions. Outcomes may require further strategies or plans along the way.	The Complete Guide to Strategic Planning from https://onstrategyhq.com/
Reconciliation, Indigenization, and Decolonization	The processes of Indigenization, decolonization and reconciliation each require specific interrelated actions and commitments, which are further defined and con-textualized in NIC's Indigenization Plan. The Plan calls for the meaning and use of these terms to be revisited continually. For *BUILD 2026*, we refer to the following concepts and ask that readers review the full descrip-tions within the Indigenization Plan itself. • Reconciliation: More than anything, reconciliation is about action and commitment. It's about restoring balance and initiating measures to address the social divide, the rampant racism and socio-economic ineq-uity that exists for Indigenous people along every social determinant of health. NIC is committed to engage in meaningful conversations, education and training by adopting the Truth and Reconciliation Commission's guiding principles. • Indigenization: Indigenization calls upon us to create environments that support weaving together the distinct knowledge systems reflected in our college community with local Indigenous knowledge systems such that learners, faculty, and staff come to under-stand, appreciate, and mutually respect one another. • Decolonization: Sometimes described as the unraveling of colonization, the true essence of decolonization results in the removal of all power, dominance, and control over Indigenous program-ming, development, and implementation. This re-balancing will lead to a place where Indigenous ways of being and doing are perceived as equal and presented equitably across our academy.	NIC Indigenization Plan 2021-2026
Measurable	The measurable is the data or process will we use to track our progress. They will be renewed, revised, and evaluated regularly to ensure they are relevant and we are on track to meet our outcomes.	NIC operational definition

TERM	DEFINITION	SOURCE
5-Year Target	The five-year target uses measurable data to indicate where we want to be in five years.	NIC operational definition
Initiative	The general method, sub-plan or action required to meet our outcome. The initiative is designed to be flexible and change over time. It answers the question: how will we meet our outcome?	NIC operational definition
Full-time Equivalent (FTE)	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.	https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/enrolment-data
In-community programming	In-community programming consists of courses or programs delivered face-to-face in the region, usually outside of traditional campus classrooms, at the request of communities, or with community involvement or support.	NIC operational definition
Remote learning	Remote learning includes digital courses and programs delivered anywhere students are able to participate.	NIC operational definition
IT Service Management Model (ITSM)	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.	https://www.cio.com/article/3228122/what-is-itsm-managing-it-to-serve-business-needs.html
Prospective Student	A person from any demographic or community who has expressed interest in studying at NIC for any amount of time.	NIC operational definition
Place-based Learning	Place-based learning is an educational approach that draws on local history, culture, economics, environment, and circumstances as a curriculum source, sometimes with the explicit goal of connecting students to their community and thereby promoting citizenship, entrepreneurship, community sustainability, or environmental stewardship.	https://eric.ed.gov/?ti=Place+Based+Education
Living-learning Community	Living-learning communities are places where students live in a supported environment that directly connects them to peers and supports. They are proven to enhance students' college experience, engagement and personal growth by increasing student academic success and social integration. Research points to the increased success of low-income, Indigenous, student-parents and adults re-training students in living-learning communities.	Spanierman, Lisa B., Jason R. Soble, Jennifer B. Mayfield, Helen A. Neville, Mark Aber, Lydia Khuri, and Belinda De La Rosa. 2013. "Living Learning Communities and Students' Sense of Community and Belonging." Journal of Student Affairs Research and Practice 50 (3):308-325. McPherson, Penny E. "Leading and Developing a First-year Learning Community for Opportunity Program Students." 2015 Theses and Dissertations 565. http://rdw.rowan.edu/etd/565.

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Board of Governors

This plan would not be possible without the continued support of NIC's Board of Governors: Arlo McCubbin, Barry Minaker, Chris Scarlatti, Danielle Hoogland, Eric Mosley (chair), Jane Atherton (vice chair), Jane Murphy, Murray Erickson, Priyanka Chakraborty, Rob Everson, Sharlene Frank, Patricia Trasolini, Valery Puetz, Wilma Gus (ex-officio, Interim Education Council chair).

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Community

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DATA SOURCES

engage.nic.bc.ca

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