



INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2021/22 REPORTING CYCLE
JUNE 2022

inside

Accountability Statement	1
Institutional Overview	2
Strategic Direction & Context	
<i>Mission, Vision & Values</i>	4
<i>Commitments</i>	6
<i>Strategic Direction</i>	7
<i>Planning Framework</i>	8
<i>College Campuses & Facilities</i>	10
<i>Capital Facilities & Equipment</i>	12
<i>Financial Information</i>	12
<i>Strategic Context</i>	14
Performance Plan	
<i>2021/22 Institutional Measures, Targets & Results</i> 18	
Mandate Letter: 2021/22 Priorities	48
<i>2021/22 Ministry Performance Measures, Targets & Results</i>	53
<i>2022/23–2024/25 Ministry Accountability Framework Performance Targets</i>	60
<i>2022/23 Institutional Goals, Measures & Targets</i> . . .	62
Mandates/Directions: 2022/23 Priorities	77
<i>Implementation of the TRC’s Calls to Action and UN Declaration</i>	80

ACCOUNTABILITY STATEMENT – LETTER FROM SELKIRK COLLEGE BOARD CHAIR AND PRESIDENT

Honourable Anne Kang
Ministry of Advanced Education and Skills Training
Victoria, British Columbia

Dear Minister Kang,

Selkirk College respectfully acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sḱwáyčkstx (Sinixt), the Syilx (Okanagan), the Ktunaxa and Secwépemc (Shuswap) Peoples.

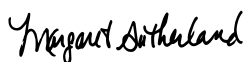
On behalf of the Board of Governors and the employees of Selkirk College, we hereby affirm our commitments and accountabilities to government under the direction of your 2021/22 Mandate Letter; your April 29, 2022, letter of direction to the Selkirk College Board of Governors; Selkirk College's *Strategic Plan 2019–2024: Building Remarkable Futures*; and Selkirk College's *Indigenization Plan 2019–2024: Our Journey Together: Land, Life, Learning*. We are committed to preparing confident, skilled and imaginative learners for successful careers, lifelong learning pathways and making positive contributions to their communities through a high-quality, affordable and relevant post-secondary education experience.

The significant challenges of the global COVID-19 pandemic and the subsequent innovations to the college's program and service delivery have strengthened our resolve to make meaningful contributions to our region's well-being, economic recovery and sustainability. Selkirk College will continue to contribute to lasting and meaningful reconciliation with Indigenous Peoples and promote environmental sustainability, innovation and a greener economy. We are committed to providing affordable post-secondary educational experiences to a diverse student population—particularly to vulnerable and under-represented students—and advancing equity, diversity, inclusion and anti-racism programming.

Selkirk College's 2021/22 accountability plan firmly aligns with government's commitment to economic recovery through the StrongerBC Economic Plan and the CleanBC plan and its investment in a future-ready workforce that drives economic diversification and growth. Moreover, government's stated post-secondary priorities support Selkirk College's mission well into the future, particularly around expanding student housing, supporting the green economy, increasing technology-oriented programming and adding capacity in high-demand areas, such as healthcare and trades. We also welcome the opportunity to support your review of the post-secondary funding model. Working with your ministry on these and other priorities is vital to Selkirk College's accountability in the coming year and will help the college contribute to BC's economic and social recovery.

We look forward to implementing the plans, actions and accountabilities described herein, and we look forward to further discussion with your ministry.

Yours sincerely,



Margaret Sutherland
Board Chair



Maggie Matear
President

Institutional Overview

Selkirk College is located in the southeast corner of British Columbia, covering an area of 45,000 square kilometres. Although the college is situated in the West Kootenay and Boundary regions, distance learners study from locations across Canada and throughout the world.

Selkirk College's largest campus and administrative centre is in Castlegar. Diploma, advanced diploma, postgraduate diploma, associate degree, degree, certificate, associate and advanced certificate, college preparatory and academic upgrading programs are offered on this campus. There are three campuses in Nelson—Tenth Street Campus, Silver King Campus and Victoria Street Campus—which specialize in trades, arts, technology, and hospitality and tourism programs. Academic upgrading is also offered in Nelson through a summer school at the Silver King Campus. The Trail Campus offers programs and courses in health, academic upgrading, and digital fabrication and design. A campus in Grand Forks and learning centres in Kaslo and Nakusp offer opportunities for academic upgrading and support accessible offerings through the School of Health & Human Services and other programming. Selkirk College continues to expand program offerings across its campuses and learning centres and through distance and hybrid delivery.

Selkirk College's Community Education & Workplace Training department supports many short-term community and workforce training and skills development courses, which are offered at all campuses and centres across the region. The department partners externally with industry, local organizations and funders and internally with academic programming and Selkirk Innovates to offer an expanding range of continuing education, workforce training and micro-credential opportunities. Selkirk Innovates supports an impressive array of applied projects and applied research and innovation teams, which are located at the college's Applied Research & Innovation Centre in Castlegar, the Selkirk Technology Access Centre in Trail and other campuses and centres throughout the region. Selkirk Innovates projects engage and support industry, local government, funders and many other partners to support community development and foster work integrated learning.

Selkirk College has more than 80 nationally recognized certificate, diploma, advanced diploma and degree programs and disciplines. Since opening in 1966, the college has celebrated more than 42,000 graduates. The college is organized into three main divisions:

Education, Students & Advancement and College Services. Each is led by a vice president who reports to the college president.

The Education Division includes the vice president and a team of four deans, a director and one manager. They share responsibilities for all credit and non-credit programming, including community education, workplace training, applied research and innovation, and international education. Academic programs are organized into schools that are each headed by a school chair, with faculty and staff. These are:

- Academic Upgrading & Development
- The Arts
- Business
- Environment & Geomatics
- Health & Human Services
- Hospitality & Tourism
- Industry & Trades Training
- Selkirk International
- University Arts & Sciences

The programs in these schools reflect the local, regional, provincial, national and international needs of the college's students, communities, employers and transfer partners. The Education Division also includes the Teaching & Learning Centre and the Mir Centre for Peace.

The Teaching & Learning Centre has expanded over the last three years, supporting faculty and instructional staff on distance education, education development, evaluation, and education technology and training.

Through Selkirk Innovates, the Education Division also leads several significant community and industry-based initiatives funded through the Natural Sciences and Engineering Research Council, the Social Science and Humanities Research Council, the National Research Council, the Columbia Basin Trust and many other organizations that align with the college's strategic plan. This exciting work is organized into two applied research groups: social sciences and rural development, which includes the Regional Innovation Chair in Rural Economic Development and technology-based applied research. Technology-based





applied research is undertaken at the Selkirk Geospatial Research Centre, which leads geomatics-based projects, and the Selkirk Technology Access Centre, which leads advanced manufacturing, materials and applied computing, technology and other industry support. Students are at the forefront of the applied research projects, participating in—and in many cases employed in—co-op education placements, student internships and Mitacs opportunities.

The vice president of the Students & Advancement Division (currently a vacant position) supports the registrar, director of Indigenous education & engagement, director of student affairs, managers of communications, marketing and advancement, department heads and a team of employees that work to offer an array of initiatives to support students. The staff is responsible for a wide range of student support services, including Indigenous education, engagement and student support services, which encompasses a new student navigator position. The staff also provides academic advising and career counselling, assessment services, co-op education, employment services, accessibility and college success services, personal counselling, campus recreation, healthy campus initiatives, and other student supports and services. This division also supports campus recreation; the registrar's office; admissions; recruitment; marketing, strategic communications and public relations; alumni and donor services; community relations; and institutional research.

The Students & Advancement Division is supporting several important initiatives. These include the renewal of the enterprise system for managing student information (now termed Thesis). Other significant initiatives include the renewal of the college's website, the implementation of curriculum management software

and advancement software, developments in student health and wellness services, improvements to admissions processes, digital marketing, public relations and institutional research, and the development of a strategic enrolment plan. The division continues to focus on service to students, student enrolment and retention, and the student experience.

The vice president of the College Services Division leads a team that includes the executive director of finance and risk management, the executive director of human resources, the director of facilities and business services, the director of IT services, managers, department heads and staff. Together, they oversee all operational aspects of Selkirk College—finance, information technology services, human resources, facilities (including campus management) and maintenance departments—and ancillary services, such as food services, library services across all campuses and centres, the bookstore and student housing. The division has led the college through the implementation of an enterprise system renewal (now termed Unit4) of finance and human resources. Other significant initiatives led by the division include the development of an enterprise risk registry, *Campus Master Plan*, *Five-Year Capital Plan*, and renewed human resources and finance processes. Successful planning and business cases have led to a new daycare centre at the Silver King Campus and significant campus-wide improvements. Exciting new initiatives include student housing expansions at the Castlegar Campus and the Silver King Campus, the acquisition of the Trail Campus and renovation/modernization projects at several other campuses and centres.

Strategic Direction & Context

The **Strategic Plan 2019-2024: Building Remarkable Futures** was approved by the Board of Governors in the spring of 2019, after consultation with students, faculty and staff, and the community. The Mission, Vision, Values, Commitments and Strategic Directions reflect our focus over the remaining two years of the plan.

OUR MISSION

TOGETHER WE BUILD REMARKABLE FUTURES

OUR VISION

Selkirk College provides personal experiences that build confident and imaginative learners ready to thrive in their community and in our dynamic world.

OUR VALUES

At Selkirk College we value community, access, respect and excellence.



Our Values

COMMUNITY at Selkirk College means delivering education that builds relationships, culture, belonging, empowerment and opportunity. Selkirk College students and employees are part of an educational community that is integral to the well-being of the West Kootenay and Boundary regions and has provincial, national and global connections.

ACCESS at Selkirk College means an educational experience should be attainable to all, regardless of who or where they are, or what challenges they face. Accessibility defines a culture of inclusion, considers the services provided to learners, develops innovations to program and course delivery formats and timing, and supports technological and physical infrastructure required for student success.

RESPECT at Selkirk College means we treat ourselves, each other, members of our college community, and the world around us with respect, dignity and integrity. Respect builds trust and includes respect for diverse people, ideas and perspectives, cultures and traditions, respect for the environment, and the modelling of respectful discourse and conversation in our work.

EXCELLENCE at Selkirk College means everyone strives for the highest level of quality, accountability and professionalism. Excellence includes aspiring to the highest quality of instruction, services and operations for students, our employees, and communities. Excellence promotes creative and growth mindsets and approaches to our work that inspires innovation.

**COMMITTED
TO OUR
VALUES**



Our Commitments

Selkirk College integrates five fundamental commitments into delivery of programming, student and employee supports, planning and operations.

DIVERSITY AND INCLUSION



Selkirk College is committed to diversity and inclusion, and promoting equity. We aspire to providing a safe, supportive and inclusive community for all students, faculty and staff to learn and work together. Our daily work and our vision of the future is enriched by the inclusion of diverse communities and persons of different abilities, ages, cultures, races, ethnicities, family models, gender identities and expressions, health statuses, nationalities, political views, spiritual beliefs and traditions, sexual orientations, socioeconomic statuses, and educational backgrounds. We welcome, expect and encourage the continued pursuit of universal acceptance and application of a working and learning environment without harassment, intimidation and discrimination. Our learning activities, programs and services will be designed to develop the knowledge, skills and abilities necessary to build a more diverse and inclusive community.

ENVIRONMENTAL SUSTAINABILITY



Selkirk College will continue to integrate respect for the land and natural environment, sustainable practices, carbon footprint reduction and responsible use of natural resources into student learning, services, operations and workforce development. We are committed to implementing practices that promote a healthy natural environment and climate change mitigation in our teaching practices, administration, programming, facilities and operations, funding allocations, and

applied research priorities. We are committed to developing and supporting college-wide and regional solutions to environmental remediation, cleaner transportation, lowered emissions and waste reduction. Selkirk College is a proud partner in the Sustainability Tracking Assessment and Rating (STARS) system in the Association for the Advancement of Sustainability in Higher Education (AASHE).

HEALTH AND WELLNESS



Selkirk College will continue to promote and integrate health and wellness into day-to-day operations, practices, services and educational programming. This includes physical health and wellness, and will also include creating educational experiences and campus life that promotes mental health, safety, compassion, acceptance, social justice and belonging. We recognize the critical importance of education as a key social determinant of health. Selkirk College is a proud signatory of the *Okanagan Charter, 2015*.

INNOVATION



Selkirk College is inspired by innovation. Innovation creates new thinking, new ways of delivering our programs, enhanced and flexible learning, and a willingness to expand our role in the community. Innovation includes making higher education more accessible. Because regional, national and global economies are transitioning and diversifying so rapidly, innovative partnerships

and greater collaboration between businesses, social enterprise and educators can result in the workers of tomorrow arriving on the job with the skills for success. Selkirk College recognizes that being a valued partner in community economic development and renewal, regional collaboration, social innovation, and rural capacity building is critical to our success and the success of our region.

RECONCILIATION



Selkirk College is committed to reconciliation with Indigenous Peoples. Reconciliation is the intentional process of establishing and maintaining respectful and right relationships with Indigenous governments, organizations, families and learners. Selkirk College believes that a critical part of this process involves repairing damaged trust in education systems through respect and reciprocity. We are committed to the Indigenization and decolonization of education. Supporting traditional First Nations, Métis and Inuit approaches to learning, resolving conflict, repairing harm and restoring relationships will inform the reconciliation process in our governance, curriculum and project development, human resource development, and program and service delivery. We support the principles of the *UN Declaration of the Rights of Indigenous Peoples (UNDRIP)* and continue to incorporate the relevant *Truth and Reconciliation Commission (TRC) Calls to Action* into our planning and operations. Selkirk College is a proud signatory of the *College and Institutes Canada Indigenous Education Protocol, 2015*.

Strategic Direction

Over the next three years, Selkirk College will continue to work diligently to achieve its mission, vision and live its values and commitments. This work will be guided by a focus on five strategic directions: Learner Success, Excellence in Education, Community Development, Healthy Workplace and Modernization of Facilities, Technology and Operations.

The Performance Plan section of this report details each strategic direction, identifying strategic priorities and initiatives for 2021/22 and goals, measures and targets for 2022/23. Selkirk College has also developed supporting plans to fulfill its *Strategic Plan 2019–2024: Building Remarkable Futures*. These include *Our Journey*

Together: Land, Life, Learning, Indigenization Plan 2019–2024; Internationalization Strategic Plan; Student Access & Support Services Plan 2019–2022 and Campus Master Plan (2020–2035). A number of new plans will be implemented in 2022/23, including the *Education Plan; Equity, Diversity and Inclusion Plan; Applied Research Plan and Sustainability Plan*.

The college will continue to develop a *Strategic Enrolment Plan* and an *Education Technology Plan* in 2022/23. Together, these plans will guide the college to achieve its strategic directions and Ministry mandates, priorities and directions.



Planning Framework

Selkirk College follows an integrated approach to achieving its mission and vision. The foundational *Strategic Plan 2019–2024: Building Remarkable Futures* provides the context and connections for further planning. This plan is bolstered by a number of supporting plans. *Our Journey Together: Land, Life, Learning: Indigenization Plan 2019–2024* supports truth, reconciliation, indigenization and decolonization at Selkirk College. This plan has five key areas of focus: Governance and Policy, Curricula and Programs, Supports and Services for Students, Employee Development and Tools, and Facilities and Infrastructure. The director of Indigenous education and engagement provides

strategic direction, leading a team and supporting the implementation of the plan. Indigenous Services reports to the president with linkages to all three college divisions: Education, Students & Advancement, and College Services.

Internal systemic change and inclusive processes continue to advance through Indigenous Services staff engagement with First Nation partners. College governance and policy are shifting. Policy reviews and education council (EdCo) approvals now include Indigenous input and advice through the implementation of an Indigenous EdCo sub-committee



and a designated Indigenous seat on EdCo. The Board of Governors invites Indigenous Elders from the Elders Program to begin meetings in a cultural way, meetings are held at the Gathering Place and several current Board members are Indigenous. For student services, the institution has moved from two indigenous-focused pilot positions into two full-time positions. The counsellor for Indigenous students works with students, instructional staff and administration to support student success. The new student navigator supports Indigenous students as a point of first contact and refers students to the counsellor for Indigenous students or the Elders Program for supports. For facilities, the college has completed the renovation of a classroom to hold Indigenous circles and cultural teachings.

The college is renewing an *Education Plan 2022–2025*. The *Education Plan* provides the educational priorities and direction to support the continued success of education and training at Selkirk College and links to the *Indigenization Strategic Plan* and *Strategic Plan*. The *Education Plan*, which was informed by an extensive engagement process, has been drafted. It will undergo review and be finalized in the fall of 2022. The *Internationalization Strategic Plan* guides enrolment, retention, student life and program quality for international students. The *Student Access & Support Services Plan 2019–2022* formalizes the college's goals of providing consistent service to students, supporting students to build and foster relationships and creating functional and inviting spaces.

To support the *Education Plan*, the college has renewed a program quality assurance framework and has developed guidance for program renewal, new program development and operational planning. To support the *Education Plan* and align efforts with strategic directions and priorities, the college is also completing consultations to develop the *Applied Research and Education Technology Plan* in 2022/23 and the *Strategic Enrolment Plan* in 2023/24.

To fulfill the *Strategic Plan* and align with government mandate and direction, the college is developing an *Equity, Diversity and Inclusion Plan* to be implemented in 2022. The college has also completed a draft of a *Sustainability Plan 2022–2026*, which will be implemented in 2022.

The college has a *Campus Master Plan 2020–2035* in place and annually updates a *Five-Year Capital Plan* to support facilities proposals and business case development.

College Campuses & Facilities



CASTLEGAR CAMPUS

The Castlegar Campus is Selkirk College's largest campus and administrative centre. It is situated on approximately 65 hectares of private land. This land is managed by the School of Environment & Geomatics for the purposes of education, wildlife and landscape ecology. Areas of programming on this campus are: Academic Upgrading & Development (one of six locations), Business, Environment & Geomatics, Health & Human Services, Selkirk International, University Arts & Sciences and Community Education & Workplace Training (CEWT) (one of six locations). Facilities at this campus include a library, cafeteria, gymnasium, student housing, the Indigenous Gathering Place and the Mir Centre for Peace.

This campus opened in 1966 at the college's inception and, although well-maintained, requires upgrading and renovations to align with current student expectations and modern educational delivery methods. Renewal is also required to meet provincial greenhouse gas reduction requirements.

On the Castlegar Campus, potable water is delivered from two wells located on campus. A project to abandon the untreated water system and tie in to treated water from the City of Castlegar is a priority and part of the *Five-Year Capital Plan*. This project will also contribute to the development of the upcoming student housing project by ensuring adequate flow for the anticipated additional water usage.

The college and local community are currently suffering from a shortage of on-site affordable student housing. The *Five-Year Capital Plan* includes an ongoing project to address this shortage by constructing an additional 112-bed facility to complement the existing 28-year-old,

100-bed facility on campus. This project is currently in progress, and it will help reduce barriers for students needing affordable and available housing. This housing facility, which will contribute to improved student admission, retention and the overall student experience on the campus, is expected to open in the fall of 2023.

Renewing the Health Services and Natural Resources wings, called Monashee and Granite, respectively, of the Castlegar Campus are also priorities outlined in the *Five-Year Capital Plan*. These two wings are original to the college opening and do not provide suitable spaces for current learning requirements, such as health education simulation labs. The buildings contain hazardous construction materials, including asbestos, and are not energy efficient. Both wings will require substantial HVAC and electrical upgrades. Renovation work to update the simulation labs in the Monashee wing is underway. The larger renovation of the Monashee and Granite wings will take place in the future and will be split into two phases to manage capital spending, with a primary focus on the Monashee wing.

The Castlegar Campus has two solar system installations that supplement electricity requirements and provide student experiential learning.



APPLIED RESEARCH & INNOVATION CENTRE

The Applied Research & Innovation Centre (ARIC) was launched in 2016. ARIC houses Selkirk Innovates which supports community and industry-based applied research with faculty and student research teams. The Advanced Diploma in Geographic Information

Systems and Bachelor of Geographic Information Systems programs share the building with these leading-edge research centres and the Regional Innovation Chair in Rural Economic Development. Applied research operations have expanded to the community of Trail, where the Selkirk Technology Access Centre hosts advanced manufacturing, advanced materials and advanced computing research. Capital has been assigned in the *Five-Year Capital Plan* to accommodate modernization, improvements to "front of house" services, other student support, and the reduction of the facilities condition index.



SILVER KING CAMPUS

The Silver King Campus is located in Nelson and is home to the School of Industry & Trades Training, School of Academic Upgrading & Development and CEWT. Silver King Campus facilities include a library and bookstore and a cafeteria. In 2014, the campus celebrated its 50th anniversary; it opened as the Nelson Vocational School in June 1964. The trades shop spaces have been completely renovated to bring them to modern training standards. This renewal also included a new Student Centre with a cafeteria space as well as a Carpentry program building. Several areas in the Classroom Centre building on the Silver King Campus have been renovated and modernized over the past three years through routine capital funding.

Campus locations in Nelson also suffer from a shortage of affordable housing. The *Five-Year Capital Plan* includes a 36-bed housing facility project for the Silver King Campus, which is currently underway. Housing is expected to be completed and opened in the fall of 2023.

STRATEGIC DIRECTION & CONTEXT

A new 24-space daycare facility at the Silver King Campus was completed and opened in September 2021. This facility is operated by the Kootenay Kids Society and will help provide much-needed daycare spaces for the Nelson and area community. Minimizing the environmental impact of the campus is also a priority. A project to significantly reduce natural gas use and GHG emissions with the installation of a biomass boiler at Silver King is underway. With some slight delays, start-up is expected for the next heating season in the fall of 2022.



VICTORIA STREET CAMPUS

In July 2006, Kootenay School of the Arts—now Kootenay Studio Arts (KSA)—became part of Selkirk College. This prestigious school of art and design is in a historic granite building in the Nelson downtown core. In September 2007, the college celebrated the reopening of the expanded and renovated facility, increasing its capacity and improving the school's learning environment. The KSA studio art programs offered by the School of the Arts are located on this campus.



TENTH STREET CAMPUS

Also located in Nelson, the Tenth Street Campus is home to the School of Hospitality & Tourism; additional programming in the School of

the Arts, including the Contemporary Music & Technology program; the Web Developer program and the Digital Arts program. Tenth Street Campus facilities include a library and bookstore, gymnasium, weight room, and a state-of-the-art kitchen facility for the Professional Cook Training program. There are also two separate studios: a recording studio and a performing studio known as the Shambhala Music & Performance Hall. In September 2012, Selkirk College reopened a newly renovated 100-bed housing facility on this campus.



TRAIL CAMPUS

This campus is strategically situated in the downtown core of Trail. It is home to a variety of online and classroom-based programs offered by the School of Academic Upgrading & Development, the School of Health & Human Services, the School of the Arts and CEWT. The college is acquiring ownership of this facility from the Regional District of Kootenay Boundary, anticipated in June 2022. This acquisition, new programming in Digital Fabrication & Design, added seats in the Health Care Assistant program and the commencement of the new Practical Nursing program in 2023 signify exciting times for this campus. Selkirk College will have an increased presence in the Trail community, which will provide opportunities for many additional new learning experiences. Once the acquisition is complete, the *Five-Year Capital Plan* includes capital designated to meet critical maintenance needs.



MIR CENTRE FOR PEACE

In September of 2007, Selkirk College celebrated the restoration of a classic Doukhobor communal home on the Castlegar Campus.

Since then, the house has served as the focal point and inspiration for the Mir Centre for Peace. It has been the site of numerous workshops, presentations, lectures, conferences and meetings, most of which are aligned with the centre's mission to aid in building of cultures of peace through education and understanding.

OTHER CAMPUSES AND LEARNING CENTRES

Selkirk College's additional campuses and learning centres include the Grand Forks Campus, the Kaslo Learning Centre and the Nakusp Learning Centre. Learning centres provide vital services to the region and increase access by providing students with the opportunity to continue their education locally. Selkirk College owns the Nakusp facility and leases the Kaslo and Grand Forks locations.

Capital Facilities & Equipment

The *Campus Master Plan 2020–2035* was completed in 2020 with extensive input from students and employees across Selkirk College's campuses and learning centres. This plan provides a blueprint for future project funding from our routine capital allocation as well as priorities for our *Five-Year Capital Plan*. The master plan covers all Selkirk College facilities with an emphasis on the larger and dated Castlegar Campus.

Selkirk College facilities have an overall facility condition index (FCI) of 0.415. This is from the most recent audit completed in 2018. A higher FCI (>0.40) indicates poor building condition. After the completion of a major renovation project at the Silver King Campus in Nelson, the Castlegar Campus has the highest FCI of all owned facilities. The leased facility the Grand Forks Campus, and the soon to be owned Trail Campus have a very high FCIs, greater than 0.50. A capital request has been made to address the condition of the Trail Campus.

Building requirements for the Castlegar Campus upgrades include necessary replacements for electrical, HVAC, plumbing and fire protection components as well as interior finishes and furnishing. This reflects the age of the original buildings on this campus, which are 55 years old. Upgrades are also required to address provincial and federal greenhouse gas (GHG) emission reduction targets.

One of the areas identified in the facility assessment for the Castlegar Campus is the water distribution system, including the well water pump houses. This campus is unique in that the water supply is provided by college-owned well water systems, which are maintained by college maintenance crews. The water is not treated and poses a significant risk to students and employees with potential contamination. The existing system was

established for the original campus in 1966 and has reached the end of its life, especially with regards to instrumentation and controls.

The college's capital program priority is to address the water delivery system components on campus and connect to water supplied by the City of Castlegar.

Other priorities in the *Five-Year Capital Plan* address the dated classrooms and infrastructure at the Castlegar Campus, including renewing the Health Services and Natural Resources wings, and development of an Innovation Hub.

Constructing new student housing to address high demand and low vacancy rates in the cities of Nelson and Castlegar is also a high-priority project. The installation of a biomass boiler at the Silver King Campus will soon be completed and is an important project that will allow for a significant reduction to the college's GHG emissions. The installation will also provide a valuable on-site plant for student experiential learning through trades training programs.

The need for operating capital equipment for 2022/23 remains. Some significant additions were made to trades training equipment over the past several years with a value of close to \$2 million, however, there is still a need for approximately \$0.5 million to address outdated shop and lab training equipment.

Financial Information

Current financial information and additional explanations, including audited financial statements, are available at selkirk.ca/annual-reports-statements



FACILITIES
Saskatchewan College

FACILITIES
Saskatchewan College

Lock Out
Grounding Jump JGJ
Apply to affected Receptacle

Equipment	Location	Lock Number	Locking Person	Time

Strategic Context

Located amid the breathtaking beauty of southern British Columbia, Selkirk College offers 80-plus nationally recognized programs that serve between 2,400–2,600 full-time learners per year in certificate, diploma, bachelor's degree, academic upgrading, co-operative education, work integrated learning (WIL), workforce training, micro-credential and community education programs. With nine campus locations and learning centres in six different West Kootenay and Kootenay Boundary communities, Selkirk College offers outcomes for in-demand employment, credit transfer to a multitude of post-secondary institutions and enhanced training to further career opportunities. A mix of in-person, hybrid delivery and online programming supports student access, and reaches students in the college region, BC and Canada, and around the world.

EXTERNAL CONTEXT

Selkirk College continues to focus on improved enrolment, access, excellent student learning opportunities, a memorable and transformative student experience and improved graduate outcomes. These priorities are guided by a strategic plan, ministry mandates and ministry direction. In response to labour market data and student and industry demand, the college has recently developed and implemented new or expanded programming offerings, including Pharmacy Technician, Office Administration & Technology, Web Development and Digital Fabrication & Design. A Practical Nurse program is currently being developed and delivery will commence in 2023. A partnership with Vancouver Island University is being developed to deliver the lab portion of the Pharmacy Technician program in 2023. Further programming in the technology fields is being explored to meet the expanding demand for graduates in these areas. The college also continues to deliver and

expand short courses and programs, including micro-credential programming, to respond rapidly to student access and community workforce training needs. Micro-credentials in refrigeration operations and drones have been developed and implemented, and an equity, diversity and inclusion micro-credential will be offered soon.

Selkirk College has responded very effectively to governmental and industry priorities by expanding seats in a diversity of programs, including Health Care Assistant, Early Childhood Care & Education and community-based skills training. Seats have increased in the Education Assistant & Community Support Worker program and programming in the School of Hospitality & Tourism. International student seats have been added in postgraduate programs in the School of Business to meet student demand and workforce needs. Other contributions to improved enrolment include maintaining an excellent standard of instruction and robust student services, high-quality programming, marketing, and high student satisfaction. The college is fully participating in the Future Ready Skills Plan and the post-secondary funding review led by the Ministry of Advanced Education and Skills Training.

WIL has been adopted across a wide range of program areas, adding to the exemplary experiential learning the college is well known for delivering. Students are supported in accessing internships and co-op education opportunities internally and through many community partners. Selkirk College has expanded mental health supports to students and improved support to Indigenous students. Activities, initiatives and programming are aligned with government priorities. The *BC Restart Plan* was successfully engaged, leading to a broad return to in-person instruction. Other examples

include the expansion of health and early childhood programming seats and new health programming in areas of high demand, micro-credential offerings and WIL, initiatives to further Truth and Reconciliation, initiatives leading to inclusion and anti-racism, and initiatives that respond to Clean Energy BC and Stronger BC.

Selkirk College has been funded to expand student housing. Capital plans continue to focus on renewing learning and student spaces and expanding campuses. While the COVID-19 pandemic negatively impacted full-time student numbers, both domestic and international, with more students moving to part-time studies, head count enrolment continues to be relatively strong. In terms of demographics, BC Statistics reports a projected 4.5% population growth over the next 20 years in the Kootenay-Boundary catchment, with the greatest increases in the seniors (>65) population. Within the local school districts, relatively stable high school enrolments are anticipated to 2027, with between 780 and 850 graduates annually.

Selkirk College is BC's oldest rural community college and was formed after regional taxpayers voted in a 1965 referendum to provide a post-secondary opportunity close to home. The doors first opened in Castlegar in 1966 with four programs—University Arts & Sciences, Business Administration, Forest Technology and Electronics—and a total enrolment of 458 students. Over the last five decades, Selkirk College has grown into a major economic, social and cultural contributor. Since 2018, an average of 1,000 students per year have graduated from college programming, with many entering the workforce or transferring to partner institutions.

Selkirk College has a significant positive impact on the business community and generates a return on investment to its major stakeholder groups: students, taxpayers and society. The college plays a vital role in the regional

economy, and its capacity to train new and displaced or retraining workers will be critical as the region moves through and past the COVID-19 pandemic. Engagement with the community and industry continues to expand. This includes collaboration on applied research projects student learning and further opportunities for graduates to seek employment. Applied research activities are embedded with programming, feature faculty expertise, offer human resource and finance department support, and are self-funded. Selkirk College has expanded WIL and co-op education and supports more than 40 student placements within the college and many others with organizations across the region and province.

Applied research activities have seen substantial growth, which is expected to continue for the next five years. Significant initiatives over the last two years include two NSERC-funded five-year \$2 million Build Innovation Enhancement grants—one in forestry and the other advanced manufacturing. A five-year grant is currently being implemented to operate the Selkirk Technology Access Centre. Other notable projects include community-based partnerships in rural development, climate adaptation, emergency preparedness with local and regional government and non-governmental organizations, technology projects with small- and medium-sized companies, and social science research with Indigenous communities.

In 2018/2019, data generated by Emsi, a labour market analytics firm, was used to analyze Selkirk College's economic impact in the region. This analysis will be updated, and the results will be included in the *2022/23 Institutional Accountability Plan & Report*.

INTERNAL CONTEXT

Selkirk College has typically served 2,600 full-time equivalent (FTE) students annually, including 1,950 domestic and 650 international students. Taking Community Education & Workplace Training into account, the college serves more than 10,000 students every year. While many programs have returned to pre-pandemic enrolment, academic upgrading and development and a few other programs have not yet recovered. Due to COVID-19 impacts, student FTEs for domestic and international students dropped to 2,324 over the past year. Enrolment of new domestic students is expected to have a modest increase in 2022/23 over 2021/22. Strategies to continue to improve enrolment and retention will be supported by a renewed *Strategic Enrolment Plan*.

The 2021/22 student engagement survey was completed by more than 1,080 students, a response rate of 51%. Overall, 88% of respondents were satisfied with the knowledge they gained, and 83% were satisfied with the quality of instruction. Both the high response and satisfaction rates occurred during a very challenging year of transition for faculty, staff and students amid the pivot to online and remote learning during the COVID-19 pandemic. This year's successes are attributed to the efforts put forth by faculty and staff, the resiliency and commitment of students, and the support of communities. There were very small drops in some satisfaction metrics over the past year, and Selkirk College is moving forward with a program quality assurance framework and supports for faculty to work toward a sustained and continuous improvement in student feedback.

In response to modest decreases in enrolment during the pandemic, Selkirk College will undertake the development of a *Strategic Enrolment Plan*. Improved student retention and graduation rates are being bolstered through continued investment in student support, expanding services to Indigenous students with the hiring of a student navigator, and expanding health and wellness initiatives.

Selkirk College successfully completed a Quality Assurance Process Audit (QAPA) site visit in 2021/22 and awaits approval from the Degree Quality Assurance Board. The college has aligned a quality assurance framework with the QAPA process to focus on program quality. In addition, investments in the Teaching & Learning Centre support instructional staff in a wide range of professional development (e.g., education development, program outcomes mapping, online teaching and the use of technology, academic integrity, WIL, e-portfolios). Renewed finance and human resources systems have been implemented, and a new student records system is being developed and is planned for completion in 2023. These cloud-based systems are a significant initiative that will inform the institution's decision-making and ameliorate service to students and employees for years to come.

Selkirk College has updated the Enterprise Risk Management and Risk Registry. This important work is contributing to knowledge of risk within the organization. The college completed a *Campus Master Plan* and is annually renewing the five-year capital plan that will support facilities decisions. Further facilities details are provided in the Capital Facilities & Equipment section of this report.



Selkirk College
EST 1969

GOING WITH THE FLOW FOR ONE PERSON

2021/22 Institutional Measures, Targets & Results

Strategic Direction 1: Learner Success

STRATEGIC PRIORITY 1.1

Enable transitions to the workforce by providing students with experiential and work integrated learning, co-op education and internships, student academic support and employment transitions programming.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to advance applied learning and work integrated learning.	<p>1. In 2021/22, Selkirk College will continue to implement a college-wide framework for experiential and work integrated learning (WIL) that aligns and links with program requirements, Co-op Education and Employment Services (CEES), student internships, student academic support, employment transitions programming and expanding partnerships.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Completed the second year of a WIL pilot project that accessed Ministry funds and used college funds. The project supported an education developer to provide curriculum content, over nine course-based WIL initiatives and a WIL coordinator. • Began development of a co-op education policy. • Increased WIL offerings for the Early Childhood Care & Education Certificate (ECCE) and Infant/Toddler Advanced Certificate. • Supported 49 co-op placements through CEES and increased awareness of WIL for students and potential employers by hosting multiple workshops for students, employment fairs and panel discussions with potential employers. Collaborated with other institutions to increase employer engagement through a virtual webinar. • Piloted new classroom-based cafeteria operations to enhance student learning and student services. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	Achieved
	<p>2. Applied Research and Innovation (ARI) projects will continue to support co-op and internship placements with work term placement and position funding from funders (e.g., NSERC, Innovate BC, Mitacs).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Continued to prioritize student internships. A total of 58 interns were employed by Selkirk Innovates in the 2022 fiscal year. They received wages totalling \$707,000. 		Achieved

STRATEGIC PRIORITY 1.2

Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts and study abroad opportunities with other post-secondary institutions in specific program areas.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Continue to expand and increase educational pathways for students.</p>	<p>1. Continue to update and expand with three new or renewed articulation agreements, updates to the British Columbia Council on Admissions & Transfers (BCCAT), and improved student awareness of articulation agreements within program areas.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Renewed several (more than 10) domestic and international agreements, including program articulation agreements in Business, Environment & Geomatics, Hospitality & Tourism, Health & Human Services and School of the Arts. • Continued supporting student articulation into and out of Selkirk College programs and updating course outline information with articulation arrangements. • Continued providing updates to BCCAT and attending articulation meetings across all relevant program areas. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	<p>Achieved</p>
	<p>2. Continue to develop and improve dual credit initiatives within the School of Industry & Trades Training and programs, including Health Care Assistant (HCA) and Educational Assistant and Community Support Worker (EACSW) programs.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Continued to support dual credit offerings in Industry & Trades Training (across a wide range of specific trades) and HCA, with between 50 and 85 students annually over the past two years across all dual credit programs. Dual credit programs have a high rate of student success. • Continued developing further dual credit agreements with school districts, including School District 8 – Kootenay Lake. 		<p>Achieved</p>
	<p>3. Look to renew study abroad opportunities for students in 2022 with the development of one to two MOUs with partners.</p>		<p>Achieved</p>

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<i>Continued</i>	<p>Initiatives:</p> <ul style="list-style-type: none"> Completed a virtual study abroad initiative through the Selkirk International Department that was funded by the Government of Canada's Outbound Student Mobility Pilot Program and College's and Institutes Canada. This initiative partnered students in health and human services program areas from Selkirk College and the Nicola Valley Institute of Technology, BC's Indigenous College, with students from institutions in Uganda and Jamaica studying in similar programs. The partnership focused on providing opportunities for students with barriers. Submitted a successful proposal by the Selkirk College International Department to the International Youth Internship Program, again partnering with Nicola Valley Institute of Technology, to support student and faculty visits to Uganda and Jamaica. Canadian students in health and human services program areas will travel to partner institutions starting in the summer of 2022. 		

STRATEGIC PRIORITY 1.3

Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including Indigenous learners, international learners, learners with disabilities, elder learners and others.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue and expand targeted programs and college-wide initiatives to improve student enrolment and retention through the recovery from the COVID-19 pandemic.	<p>1. Improve and implement program and service design related to post-pandemic recovery that focus on reducing barriers and lead to improved access, enrolment, retention or completion for students facing barriers.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued to provide, through the Teaching and Learning Centre (TLC), training and support to faculty to design and offer hybrid, hybrid flexible (HyFlex), and online opportunities for students to improve regional access to courses and programs. IT Services continued to offer support to student helpdesk, access to technology, and providing VPN and software imaging support to student access to the learning management system and software applications from remote regional locations. Capitalized on video conferencing technology to improve access to services and increase touchpoints for access to Financial Aid, Enrolment Services and other critical supports. Implemented course modality changes to support students who were challenged with housing or travel restrictions across a range of programs. Provided faculty training and support, through Accessibility Services and the TLC, to incorporate universal design into curricula. Universal design embeds HyFlex and other supports that contribute to student success. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	Achieved

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p><i>Continued</i></p>	<ul style="list-style-type: none"> • Coordinated efforts, through Accessibility Services, to enact the Rick Hanson Foundation recommendations and ensure physical spaces are inclusive for those with visible and invisible disabilities. • Applied for the ECCE program to be recognized as an approved online training institution for ECE training with the BC ECE Registry, increasing access and removing barriers for vulnerable and rural students. • Created a formal partnership with Vancouver Island University to offer a section of labs in the Pharmacy Technician Diploma program providing access to students on Vancouver Island. • Received approval for an Open Studies program, which provides access to a broader range of students interested in specific courses. 		<p>Achieved</p>
	<p>2. Design recruitment strategies to address enrolment challenges and opportunities for all students, developing specific post-pandemic responses, communicating effectively with students. Specific focus on meeting workplace outcome, transfer, accessibility, recruitment and retention.</p>		
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Implemented a directed studies course in the Business programs where students provided deliverables, such as business plans, to industry clients. • Achieved successful accreditation of natural resource technology diploma programs, including Forestry, Recreation, Fish and Wildlife, and Integrated Environmental Planning, through Technology Accreditation Canada. • Achieved recognition for the Engineering program from the BC Common First-Year Engineering Curriculum, providing clear transfer into second year of signatory BC engineering programs. • Continued to provide barrier-free access to Adult Basic Education (ABE) and Adult Special Education (ASE) education through assistance with registration and funding applications and providing bursaries. • Developed individual learning plans and hybrid delivery to maintain international student enrolments in Hospitality & Tourism programs. • Implemented a Fundamentals of Private Studio Teaching course to support graduates of the Contemporary Music & Technology program to gain self-employment. • Incorporated digital technology to recruit internationally acclaimed judges for the annual design competition in the Fine Woodworking program. • Implemented a new eight-month Textile Arts Studio Certificate. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Continued</p>	<p>3. Continue to develop student retention strategies and planning for a student retention framework.</p>		<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Created a workplace toward meeting <i>Strategic Enrolment Plan</i> goals by 2024, as stated in Selkirk College's <i>Strategic Plan 2019–2024: Building Remarkable Futures</i>. • Implemented specific admission processes to reduce barriers between admissions and registration, including supports for Indigenous students who cannot meet the application fee and students who are unsuccessful in high-achieving programs that wish to change pathways. • Encouraged students through program awards, including continuing to implement the School of Business Dean's List to encourage resilience during the pandemic and providing University Arts & Sciences Excellence awards. • Increased writing, math and science tutorial support and provided "homeroom" for struggling students. • Provided access to technology, study space and virtual and in-person upgrading instruction support at each campus. 		
<p>4. Commence a multi-year redevelopment of the college website with a student recruitment focus.</p>	<p>Achieved</p>		
<p>Initiatives:</p> <ul style="list-style-type: none"> • Commenced the renewal of the college website project in January 2022. Phase 1 of the project—a new website—will be available for students in the fall of 2022. Further phases are planned to commence in 2022/23. 			

STRATEGIC PRIORITY 1.4

Develop a consistent relationship-focused student service standard across all campuses and learning centres.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Student services will continue to expand and improve with service standards and consistent and targeted initiatives.</p>	<p>1. Student services will continue to define service standards and spearhead initiatives to improve service.</p>	<p>People First, Reconciliation, Equity and Inclusion, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Updated and clarified policies, including Student Withdrawal and Refunds (Policy 8616), Instructional Programs (Policy 8100) and a new Student Awards Policy, to ensure transparency and ease of use to improve service standards. • Created cross-functional teams to reduce delays in enrolment processing due to vacations or illness. • Streamlined procedures and processes to support improved service standards, including cross-training service staff, using database systems and updating manuals. 		
	<p>2. Athletics & Recreation and Campus Life will complete a three-to-five-year business plan to increase access and diversify programming for students.</p>		<p>Substantially Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Developed a draft a plan. The finished plan will align with the <i>Equity, Diversity, and Inclusion Plan</i>. 		
	<p>3. Pilot a hybrid (in-person and online) student service model.</p>		<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Piloted a hybrid (in-person and online) student service model through a number of departments, including CEES, Healthy Campus, Student Access & Support and Athletics & Recreation. 		

STRATEGIC PRIORITY 1.5

Enhance student health and wellness programming and supports.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Learning environments will continue to be built upon a Healthy Campus framework that supports the whole student as we renew from the COVID-19 pandemic.</p>	<p>1. Continue to embed Equity, Diversity and Inclusion (EDI) principles into Healthy Campus and Student Ambassador initiatives.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Addressed EDI principles around improving accessibility and safety and reducing barriers to access opportunities to feel safe, welcomed and valued at the college. Specific examples include providing equitable opportunities to access and targeting food insecurity through maintain a student food bank and making healthy food options available through food-related events such as Smoothie Bars and Dinner Basket Conversations. • Supported equity-seeking groups to find community with the initiation of the 2SLGBTQIA+ Student Association. Supported educational events such as the Transgender Day of Visibility and provided opportunities for the group to share their experiences through forms such as the 2SLGBTQIA+ student panel. • Continued to create opportunities for marginalized groups to engage and connect with each other through events such as the Conversation Café and Lunch Baskets. • Continued the development of an <i>Equity, Diversity & Inclusion Plan</i> with input from Healthy Campus staff. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	<p>Achieved</p>
	<p>2. Developing new programming and awareness initiatives specific to suicide prevention, for example, podcasts or a mini video series offering safe talk start to employees.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Developed new programming and initiatives using an evidence-based approach to address suicide prevention and awareness. Specific examples include the creation of digital resources to support students (Moodle Course), social media campaigns, initiation of Men’s Circle (high-risk suicide group), Safe Talk Start and How to Talk About Suicide learning opportunities for employees. Awareness initiatives were also brought forth through different events and initiatives, such as Bell Let’s Talk Day, a suicide awareness booth, Suicide Awareness Month (September), Dinner Basket Conversations (Suicide Awareness) and mental health awareness videos. • Provided free online training (through LivingWorks Start) to college employees regarding suicide prevention in spring 2022. • Garnered student participation in the Sexualized Violence survey to better tailor future initiatives aimed at prevention. 		<p>Achieved</p>

STRATEGIC PRIORITY 1.6

Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations, and cohort-based programs that are in key sectors of need in the labour market forecast and are regionally relevant.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Expand existing program delivery to meet in-demand needs that have regional significance.	1. Commence the first delivery of Year 2 of the Digital Fabrication & Design program (DFAB).	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> Completed the delivery of years 1 and 2 of the DFAB program. In April 2022, the first cohort celebrated 12 graduates. 		
	2. Increase seats in high-demand programs areas in Health Care Assistant (HCA and HCA-PP), ECCE, Rural Pre-Medicine (RPM) and throughout the School of Hospitality & Tourism.		Achieved
	Initiatives: <ul style="list-style-type: none"> Received funding from the Ministry of Advanced Education and Skills Training to fund extra HCA and Health Care Assistant Partnership Pathway (HCA-PP) and ECCE program seats in 2020, 2021 and 2022. Secured funding for the (RPM) program from the Joint Standing Committee to continue to support the program in 2023/24. To date, 14 RPM alums have entered medical school. This spring, two graduated as doctors. RPM also leads to other health pathways, such as pharmacy, veterinary, research and dentistry. Increased seats for international students in Hospitality & Tourism programs. Submitted a successful application to offer a Practical Nursing Diploma (anticipated start date January 2023). Increased seats in the Pharmacy Technician program to 40 for the 2022 intake. This program has developed partnerships with Vancouver Island University and College of New Caledonia. 		
	3. Offer additional workforce training opportunities in high-demand areas, including advanced manufacturing.		Achieved
	Initiatives: <ul style="list-style-type: none"> Developed micro-credentials, including the delivery of a newly revamped online Core Skills for Refrigeration Occupations. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<i>Continued</i>	<ul style="list-style-type: none"> • Offered, through Selkirk Innovates, Fundamentals in Programming and Software Development, Digital Fabrication Design & Discovery, Fundamentals in Technology Consulting and Sales, Hydrological Modeling to Inform Forest Management, and Watershed Assessment: A Workshop for GIS (Geographic Information Systems) Foresters and Technicians. As a result, \$220,000 in training grants and tuition fees was generated, 529 hours of training were delivered and 72 learners were trained. • Developed a new provincially funded micro-credential: Drone Technologies – Applications and Operations. A cohort of 20 students enrolled in the 2023 fiscal year (to be completed by December 2022). There is a wait-list of 30 students for the next cohort. 		



Strategic Direction 2: Excellence in Education

STRATEGIC PRIORITY 2.1

Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Support programming continuity, quality, availability and renewal during the shift out of the COVID-19 pandemic to meet key access and flexibility goals.</p>	<p>1. Support a return to in-person programming and instruction to meet student needs across a wide range of programming.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Continued to offer students in-person applied learning across a range of programs between September 2020 and December 2021 (35% of curricula offered in-person through the pandemic). Selkirk College fully returned to planned in-person learning starting in January 2022. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	<p>Achieved</p>

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	2. Design program delivery with improved scheduling and more hybrid delivery options with targeted programs offering on-line learning.		Achieved
	<p>Initiatives:</p> <ul style="list-style-type: none"> Increased hybrid and online options for students in several programs, including Academic Upgrading & Development and University Arts & Sciences. To support international students who could not travel internationally or who did not yet have their study permit, postgraduate programs remained online where feasible (e.g., applied learning could no longer be rescheduled). Adapted course and program scheduling to improve course registration and optimize options for students. 		
	3. Offer each upgrading course (ABE) in remote format, along with a complement of in-person course offerings to meet students' access and support needs.		Achieved
	<p>Initiatives:</p> <ul style="list-style-type: none"> Offered delivery model choices for the 2021/22 academic year. The college will continue to support a wider range of students remote to college campuses and centres, and those working during in-person class time. Offered in-person classes and support from Academic Upgrading & Development instructors, as well as remote access to support students in other academic programs. 		

STRATEGIC PRIORITY 2.2

Advance innovations in teaching and learning through the achievement of institutional-level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous ways of knowing, innovative curriculum development, experiential learning, strategic partnerships and intercultural teaching strategies.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to expand support for teaching and learning excellence through targeted support.	1. Provide ongoing professional development opportunities through the TLC that focus on educational technologies, innovative curriculum development, experiential learning, strategic partnerships and intercultural teaching strategies. These initiatives will be supported through increased education developer positions.	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	Achieved
	<p>Initiatives:</p> <ul style="list-style-type: none"> Hosted several workshops and trainings at the TLC through 2021/22, resulting in 542 registrants and over 738 hours of training. Formed a partnership between the TLC and the College of the Rockies to develop a week-long Teaching and Learning Conference delivered in June 2022. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Continued</p>	<ul style="list-style-type: none"> • Provided additional education development resources to support the development of a WIL curriculum framework, training and WIL pilot projects alongside universal design for learning pilots and training. Resources were also provided for the TLC to host an Academic Integrity working group to improve evaluation and assessment (total FTE added = .80). 		
	<p>2. Hire an Indigenous education developer and additional e-learning support.</p>		<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Hired, on a contract basis through the director of Indigenous education and engagement, faculty and consultants to support curriculum development projects. After two searches, Selkirk College was not able to hire a full-time Indigenous education developer. • Hired additional e-learning staff through the TLC to support the increased online course delivery and faculty and student use of the college's learning management platform, Moodle. 		
	<p>3. Continue to stimulate and support instructional innovations through funded initiatives related to online and hybrid learning, education technology and WIL.</p>		<p>Achieved</p>
	<p>Initiatives:</p> <ul style="list-style-type: none"> • Invested in and successfully applied for external funding to support a wide range of initiatives related to WIL, including course-based pilots and coordination and curriculum development. Developed supportive tools for instructors to use e-portfolios in their class; pilots on the use of courseware; use of media in Moodle. • Launched a new "simulation camp" through the Bachelor Science Nursing (BSN) for Year 2 students in spring practice courses. 		
	<p>4. Continue supporting instructional staff to bring in Indigenous guest speakers and access Elders to come into classrooms to provide traditional practice and teachings when relevant and appropriate.</p>		<p>Achieved</p>

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	<p>Initiatives:</p> <ul style="list-style-type: none"> • Provided through Indigenous Services ongoing support to program teams across the college to bring in Indigenous guest speakers and access to elders. For example, the Indigenous community planner for the Lower Kootenay Band presented as a keynote speaker at the School of Environment & Geomatics’ 19th Annual Conference, discussing the management of one of the province’s largest wetland restorations. The Gathering Place hosts an Elders program. An “On the Land Series” facilitated staff and student learning about Indigenous cultural practices, place names foods. • Hosted the Indigenous Truth and Justice Speakers Series through Indigenous Services and the Mir Centre for Peace. 		
Complete and begin to implement the Education Plan.	<p>1. Renew <i>Education Plan</i>, completing and implementing during the 2021/22 academic year.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Renew the <i>Education Plan</i> during the summer and fall of 2022. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	Substantially Achieved



STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Maintain program enrolment planning and complete and implement Strategic Enrolment Plan for the college.	1. Complete program enrolment plans.	People First, Reconciliation, Equity and Inclusion, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> • Complete an annual enrolment plan by school and program. These plans are used in operational and marketing and recruitment decision-making and inform the annual budget development process. 		
	2. Finalize renewal and implement the college's <i>Strategic Enrolment Plan</i> to align with the new <i>Strategic Plan</i> , <i>Education Plan</i> and other key plans.		Not Achieved
	Initiatives: <ul style="list-style-type: none"> • A plan is in place to renew the <i>Strategic Enrolment Plan</i> to coincide with the conclusion of the student module TheSIS and the <i>Education Plan</i> and the ongoing analysis of plan components. The <i>Education Plan</i> is due for completion summer/fall 2022. 		

STRATEGIC PRIORITY 2.4

Renew specific plans for Education, Indigenization, International, Student Life and Campus Services, Advancement, Marketing, and Educational Technology.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Complete and implement key educational plans that support achievement of the college's Strategic Plan.	1. Complete the development of an <i>Education Plan</i> , <i>Strategic Enrolment Plan</i> , <i>Applied Research and Innovation Plan</i> and <i>Education Technology Plan</i> during the 2021/22 academic year.	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Not Achieved
	Initiatives: <ul style="list-style-type: none"> • The <i>Education Plan</i> is drafted and due for completion in summer/fall 2022. The <i>Education Technology Plan</i> and <i>Applied Research and Innovation Plan</i> are to be complete by the end of 2022. The <i>Strategic Enrolment Plan</i> will continue to be developed through the 2022/23 academic year. 		
	2. Implementation of <i>Indigenization Plan</i> to: support relevant and respectful learning spaces, continue to engage and build relationships with Nation partners and Indigenous organizations and colleges, facilitate and support staff cultural competency, and increase Indigenous staff and faculty.		Achieved
	Initiatives: <ul style="list-style-type: none"> • The <i>Indigenization Plan</i> is being implemented. Examples include: 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<i>Continued</i>	<ul style="list-style-type: none"> Renewed several policies, including Policy Development Process (Policy 1000), Student Withdrawal and Refund Policy (Policy 8616), Program Advisory Committee (Policy 8110). Instructional Policy (Policy 8100) and Credential and Credit Standards Policy are currently being renewed. 		

STRATEGIC PRIORITY 2.5

Support program renewal and development through policy and curriculum process improvements such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Program renewal and development will support program excellence and achievement of strategic initiatives and plans and continuous quality initiatives.</p>	<p>1. Complete 12-16 Level 3 program reviews in 2021/22 using new Level 3 program review template.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implemented a Quality Assurance Framework. Annually, all programs complete Level 1 Operational Plans. Completing full Level 3 program reviews for 12 and a planned debrief has occurred. Completed accreditation reports for several programs, including three natural resource diplomas with Technology Accreditation Canada and the BSN program with the BC College of Nurses and Midwives. Implemented a seven-year Level 3 review cycle for each program. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	Achieved
	<p>2. Submit QAPA self-study report and complete site visit.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Submitted the QAPA self-study report to AEST in the fall of 2021. The external review site visit was conducted in February 2022. Received and responded to the external report. The Degree Quality Assessment Board review is forthcoming. The QAPA process has been an excellent one. The external report highlighted both the excellent quality assurance process and framework Selkirk College has in place and the steps the college is taking to improve its processes. 		Achieved

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	3. Review data points such as the Program Accountability and Sustainability (PAS) Report and Student Engagement Survey (SES) that contribute to program reviews.		Achieved
	Initiatives: <ul style="list-style-type: none"> Reviewed and updated the PAS Report template to align with the newly implemented quality assurance process. The new PAS Report will be used to complete Level 1 operational plans and future Level 2 and 3 reviews commencing in summer 2022. Reviewed and adjusted the SES questions for the 2022 student survey, which was completed in March 2022. Over 1,000 students completed the survey for 2021/22. This survey is also used as part of the quality assurance process and many other processes in the college. 		
	4. Work with Indigenization Standing Committee to indigenize Level 3 program review with an Indigenous perspective and lens.		Achieved
	Initiatives: <ul style="list-style-type: none"> The staff of Indigenous Services and representatives of the Indigenous Standing Committee reviewed and provided edits that are included in the quality assurance framework and the Level 3 Program Review guidance. 		

STRATEGIC PRIORITY 2.6

Improve the quality and efficiency of programs and services through data-driven decision-making.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to expand and implement enterprise system (Project Aurora).	1. Continue to implement finance and human resource modules. Complete student module.	People First, Reconciliation, Equity and Inclusion, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> Implemented finance and human resource modules across the institution. An update on the student module Thesis is provided in Strategic Priority 2.4. 		
	2. Complete a set of employee and student metric dashboards for EDI.		Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> Collected data that the college's consultant, HRx, is reviewing and using to update the dashboard for completion in 2022/23. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	3. Integrate student records system (Unit 4/ Project Aurora) report/metrics into program planning and timely data-based decision-making.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Integrated student records system data and survey data into program planning, including application, enrolment, graduation, program accountability and sustainability, SES and BC Student Outcomes data. • Unit 4 project, now titled TheSIS, continues to be developed and will integrate student data and make it more readily available to program staff. 		
	4. Benchmark Board metrics and provide regular updates.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Reviewed Board metrics and added an additional data point for contract, employee tenure. This data is provided at each regular Board meeting. 		

Strategic Direction 3: Community Development

STRATEGIC PRIORITY 3.1

Build strategic partnerships that enhance the student learning experience and contribute to socio-economic development in the communities we serve.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to develop strategic partnerships to enable the success of graduates, alumni, employees and our community partners with targeted initiatives.	1. Implement round 2 community-based experiential learning pilots for students, increasing opportunity for WIL.	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> • Supported 13 faculty to develop and deliver eight unique WIL pilots that engaged approximately 100 students across a range of program areas. WIL project examples included: <ul style="list-style-type: none"> - In Business programming, the successful implementation of a directed studies course fostered students providing consulting services for industry clients. - In Health & Human Services, the WIL Street Nursing Project expanded and collaborated with the Social Service Worker program for an interdisciplinary opportunity. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	<ul style="list-style-type: none"> - In the Human Services program, a community research partnership developed with ANKORS and the Castlegar Youth Action Network engages students. - In the ECCE certificate and Infant/Toddler Advanced Certificate, there are increased WIL offerings. - In Hospitality & Tourism, Arts, and Environment & Geomatics, there are new WIL projects. 		Achieved
	2. Implement projects in program, department and service areas.		
	Initiatives: <ul style="list-style-type: none"> • Coordinated WIL projects through Selkirk Innovates with support from CEES and provided support to all program areas. Selkirk Innovates also hosted several projects with students and provided paid and unpaid WIL experiences in applied research projects. • Provided faculty training in WIL through the TLC and developed a curriculum framework for faculty 		

STRATEGIC PRIORITY 3.2

Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers and Indigenous post-secondary partners to advance the educational goals of Indigenous communities.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to prioritize actions and projects in the Indigenization Plan, with annual operational planning.	1. Pending Regional Indigenous Partner confirmed need, deliver co-developed Environmental Technician Associate Certificate.	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Not Achieved
	Initiatives: <ul style="list-style-type: none"> • The Indigenous partner-led community-based environment associate certificate was designed and the project has been submitted for funding (it has not yet been successfully funded). The Indigenous community partner continues to develop the idea with Selkirk College. 		
	2. Indigenous Services and the School of University Arts & Sciences will begin development of an Indigenous Studies program.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Development has begun on an Indigenous Studies program and development work will continue into the 2022/23 academic year. In fall 2022, INDG 101: Indigenous Peoples Relationships: Once You've Heard the Story will be offered, building on the existing INDG 100: Regional Indigenous Language and Culture course. Together, INDG 100 and 101 will form the foundation of an Indigenous Studies diploma. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	<p>3. Indigenous Services and the Mir Centre for Peace will renew the Truth and Justice Speaker Series and Readers for Racial Justice Book Club.</p>		Achieved
	<p>Initiatives:</p> <ul style="list-style-type: none"> Continued the Truth and Justice Speaker Series and Readers for Racial Justice Book Club in 2021/22. Jesse Thistle and Dr. Raven Sinclair were the presenters in the Truth and Justice Series. 		
	<p>4. Indigenous Services and the School of Industry & Trades Training to continue dialogue with the Métis Nation BC on trades programming opportunities for Métis citizens as stand-alone cohorts and/or priority seating.</p>		Achieved
	<p>Initiatives:</p> <ul style="list-style-type: none"> Indigenous Services and the School of Industry Trades Training met with the Métis Nation BC to discuss opportunities. Timing, availability and capacity to be further planned. 		
	<p>5. Indigenous Services and Community Education and Workplace Training (CEWT) will explore ways to meet community requests for cultural competency and sensitivity training.</p>		Achieved
	<p>Initiatives:</p> <ul style="list-style-type: none"> Explored ways to meet community requests for cultural competency and sensitivity training. CEWT are enrolling and completing online Indigenous courses offered across the province and country to build internal capacity and review relevant programs to meet community requests. Indigenous Services has been invited to various community organizations to present and share information on reconciliation, land acknowledgements and Indigenous education priorities. This continues as needed and requested with community partners. Local government and community agencies receive information on upcoming INDG 100 offers to enrol. City of Nelson senior staff have enrolled in three offerings of the course over the past two years. 		

STRATEGIC PRIORITY 3.3

Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Applied Research and Innovation (ARI) initiatives will continue to support achievement of learning, entrepreneurship, graduate outcomes, and workforce development.	1. Continue to prioritize employee and student participation in ARI initiatives and increase the level of satisfaction with ARI initiatives from partner evaluation.	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> Continued prioritization of student internships. In the 2022 fiscal year, Selkirk Innovates employed 58 interns who received wages totalling \$707,000. Partner satisfaction is demonstrated by the over \$860,000 in partner (non-government) cash contributions. 		
	2. ARI will provide targeted training and collaborate with CEWT on targeted activities.		Achieved
	Initiatives: <ul style="list-style-type: none"> Offered, through Selkirk Innovates, Fundamentals in Programming and Software Development, Digital Fabrication Design & Discovery, Fundamentals in Technology Consulting and Sales, Hydrological Modeling to Inform Forest Management, and Watershed Assessment: A Workshop for GIS (Geographic Information Systems) Foresters and Technicians. As a result, \$220,000 in training grants and tuition fees was generated, 529 hours of training were delivered and 72 learners were trained. 		
	3. Continue to innovate with WIL, co-op, student internships and Mitacs-related student learning opportunities.		Achieved
	Initiatives: <ul style="list-style-type: none"> Supported, through co-op education, 49 student placements across a wide range of programs, including student placements in the new DFAB program. Employed a total of 58 interns through Selkirk Innovates in the 2022 fiscal year. They received wages totalling \$707,000 from a variety of sources, including NSERC, AEST, Mitacs and community partnerships. 		

STRATEGIC PRIORITY 3.4

Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Continue to support effective student experiences in community-based projects.</p>	<p>1. Various programs, ARI and CEES to continue to support student participation in WIL and other experiential opportunities in the community.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Supported student participation in WIL with significant contributions from Selkirk Innovates, CEES and many programs. See summary in 3.1 (1, 2). • SOAR (Steps to Opportunities, Academics, and Readiness) integrated an annual community-based project into curriculum at each of four centres offering SOAR, addressing food security, housing, sustainability. • Employed 58 interns through Selkirk Innovates in the 2022 fiscal year. They received wages totalling \$707,000. • Supported 49 co-op placements through CEES. From 2020, CEES has increased the number of employers that are engaged from 75 to 275. • Delivered ADMN 399 – Directed Studies in School of Business programs, in which students provide consultant services to local businesses and organizations. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	<p>Achieved</p>
	<p>2. Mir Centre for Peace to host community conversations in support of anti-racist and inclusivity learning, supported further by speaker series and book club.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Hosted several opportunities for community conversation through the Mir Centre for Peace, including hosting a dialogue on Ukraine, a Peace Café on divestment and a film series and publishing position statements and communications of solidarity and support to Muslims, Asians and Black Lives Matters on several occasions in response to acts of violence in Canada. 		<p>Achieved</p>
<p>Indigenous Services will work collaboratively with Indigenous peoples and communities.</p>	<p>1. Reciprocal Indigenization support with organizations to indigenize organization procedures and practice when working with Indigenous Peoples across the region.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Supported Nelson transitions services to indigenize practices when working with Indigenous clients. A series of community of practice sessions with staff explore Indigenous world view, health and wellness, and systemic change. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	<p>Achieved</p>

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	<p>2. Work on key initiatives, proposals and activities with Indigenous organizations and communities and Nations.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Submitted a three-year NSERC proposal to continue implementing recommendations from the <i>Viewpoints on Reconciliation</i> research project, completed in 2020. If successful, Nation partners will develop Nation research principles to share with non-Indigenous researchers and students across the region as a learning series. • Supported Nation-led events held on campus, including Sinixt Court Case Talk and the Okanagan Nation AGA. • Hosted a presentation by the School of Environment & Geomatics at a local Nation partner's Education and Employment Open House. 		Achieved

STRATEGIC PRIORITY 3.5

Support regional socio-economic development through collaborative, innovation-driven projects that address shared challenges and opportunities.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue collaborative work with the communities across the region to support socio-economic development.	<p>1. Pilot one to two technology-focused workplace training sessions to address regional workforce needs.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Offered, through Selkirk Innovates, Fundamentals in Programming and Software Development, Digital Fabrication Design & Discovery, Fundamentals in Technology Consulting and Sales, Hydrological Modeling to Inform Forest Management, and Watershed Assessment: A Workshop for GIS (Geographic Information Systems) Foresters and Technicians. As a result, \$220,000 in training grants and tuition fees was generated, 529 hours of training were delivered and 72 learners were trained. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	Achieved
	<p>2. Continue to implement the Selkirk Technology Access Center (STAC) to support community innovation.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Operated the STAC with a wide range of industry partners, projects, student internships and lab space for the DFAB program. • Generated, through Selkirk Innovates, \$207,000 cash in revenue from industry partners to support their research and development needs. 		Achieved

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	3. Continue to implement other key ARI initiatives with community partners.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Worked, through Selkirk Innovates, with a wide range of partnerships, including 65 industry partners, 25 non-profit partners and 29 government partners (federal, provincial, regional, local). Supported 58 student internships. • Generated, through Selkirk Innovates, \$654,000 in non-profit cash revenue to support research and development needs. 		
	4. Implement key program-specific initiatives with the communities.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Delivered a newly developed Interior Log Scaling course. • Delivered street and outreach nursing in the communities of Nelson, Trail and Castlegar. • Continued to deliver, through Selkirk Innovates, the State of the Basin initiative. The Columbia Basin Trust supports the delivery with \$125,000 annually. • Contributed, through Forest Technology students, to a wildfire mitigation project on private Selkirk College lands adjacent to a local community. 		

Strategic Direction 4: Healthy Workplace

STRATEGIC PRIORITY 4.1

Improve employee orientation, inclusion, health and safety, and wellness programming.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Engagement and effective processes continue to improve the culture of the organization and support people.	1. The new EDI Leadership Committee and Advisory Committee review recent 18-month action plan reports and identify one to three priorities for implementation.	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> • Identified priorities in a draft <i>Equity, Diversity & Inclusion Plan</i> to be implemented in the 2022/23 academic year. • EDI Advisory and Leadership Committee each met regularly through the 2021/22 academic year. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	<p>2. Continue to communicate and host Discovery Day for employees offering activities, guest speakers, training and events through the winter semester. Season of Discovery Model.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Hosted a hybrid Discovery Day for employees across the region with in-person and remote participation opportunities. Discovery Day also extended into a Season of Discovery with a successful series of events through the winter 2022 semester. Some events during Discover Day and the Season of Discovery were also open to community members. • Hosted a number of Discover Day activities, including various workshops on EDI, suicide prevention, universal design, ethic of care, student motivation, sexual violence and the decolonization process. 		Achieved

STRATEGIC PRIORITY 4.2

Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development and leadership development.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued improved planning processes and plans will support engagement and employee development.	<p>1. The New EDI Leadership Committee and Advisory Committee review recent 18-month action plan reports and identify and guide the recruitment and selection process within the college that is required to support an inclusive workforce.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Reviewed, through the EDI Advisory Committee and the Human Resources department, the recruitment interview process and questions. A task group is being formed to look at best practices for inclusive hiring. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	Achieved
	<p>2. Continue phase 2 of EDI Advisory and Leadership Committees to identify further ongoing actions and a planning and execution of systemic change initiatives.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Identified Phase 2 activities in the <i>Equity, Diversity & Inclusion Plan</i> and promoted EDI leadership skills. Draft goals identified in the plan include: <ul style="list-style-type: none"> - EDI advisory and leadership committees are formed, supported and successful. - EDI policy and related processes are being updated. - EDI progress reporting is being developed. - Develop and resource a multi-year EDI training plan. 		Achieved

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE	
Continued	<ul style="list-style-type: none"> - Develop a strategic EDI communications plan and central location for content. - Create safe channels for reporting concerns and opportunities for safe dialogue. - Explore and develop restorative approaches to conflict resolution. - Further explore and develop EDI hiring processes. - Pursue community partnership opportunities to advocate for EDI. 			
	3. Explore and implement ways of including Indigenous competencies in job descriptions and developing Indigenous-specific positions across the institution.			Achieved
	Initiatives: <ul style="list-style-type: none"> • Implemented Indigenous job description and posting with Indigenous-specific roles for educators, counsellors and knowledge keepers. 			
	4. Implement Education, Education Technology, Applied Research, and Sustainability plans and continue implementation of <i>Indigenization Plan</i> with focus areas that support engagement.			Substantially Achieved
	Initiatives: <ul style="list-style-type: none"> • Implementing the Education, Education Technology, and Applied Research plans in 2022/23. • Implementing the <i>Indigenous Plan</i>. See Strategic Direction 2.4 (1) for examples. 			

STRATEGIC PRIORITY 4.3

Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to support employees for career planning and development.	1. Commence research on the question of “career planning and development” systems within post-secondary and development recommendations.	People First, Reconciliation, Equity and Inclusion, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> • Implemented the use of executive and non-executive coaches with some staff and faculty, including a direct contact for EDI coaching. • Exempt employees and managers are discussing and identifying areas of career planning development within annual performance evaluations. Support is available through employer-funded professional development programs. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	2. Develop an informal mentorship program that supports professional and career development.		Achieved
	Initiatives: <ul style="list-style-type: none"> Continually offered informal mentorship by the Human Resources department and other leaders to new and existing managers and supervisors. 		

STRATEGIC PRIORITY 4.4

Enhance programming for employee training and development, sharing of best practices and professional development for faculty and staff.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue with additional training and professional development opportunities and continue to improve to support employees to achieve strategic initiatives.	1. Broaden the utilization of the Service Enhancement Fund (SEF) to support BCGEU instructor-driven innovations and the leadership forum.	People First, Reconciliation, Equity and Inclusion, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> Implemented the BCGEU SEF initiative with a terms of reference and review committee, which has been in place for the past two years. The fund is supporting a wide range of instructor-driven innovations and leadership-related ideas. 		
	2. Continue to align supports such as resources, time and budgets for strategic initiatives such as EDI, reconciliation, sustainability, experiential learning, health and wellness, and access that improves service to students and staff.		Achieved
	Initiatives: <ul style="list-style-type: none"> Budget development, operational decision-making, strategic thinking, and the effective participation of employees contribute to strategic achievements related to Selkirk College's commitments and initiatives identified in the <i>Strategic Plan</i>. 		

STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued improvements to communications and employee engagement processes will support collaboration and achievement of the Strategic Plan.	1. Facilitate a comprehensive employee engagement survey in 2021/22.	People First, Reconciliation, Equity and Inclusion, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Not Achieved
	Initiatives: <ul style="list-style-type: none"> Completed an EDI survey on three topics: gender diversity in leadership, student experience and system change. Actions identified and plans are being developed as part of <i>Equity, Diversity & Inclusion Plan</i>. 		

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	2. Facilitate an open and transparent search for Selkirk College's new president.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Conducted an open and transparent recruitment process that engaged internal participation from employees in all employee groups, students and the community. The new president & CEO begins in June 2022. 		
	3. Facilitate, collaborative and open communication pathways as we prepare for return to campus and upcoming bargaining with union groups.		Achieved
	Initiatives: <ul style="list-style-type: none"> • Engaged in collaborative and open dialogue with all three union groups (Selkirk College Faculty Association, BC General Employees' Union, and Public and Private Workers of Canada) as well as Administrative Exempt employees throughout the pandemic and in preparation for bargaining. This has been achieved through regular Joint Labour Management meetings, weekly college and union president and HR executive director dialogue, employee-wide communication, the collective agreement grievance processes and open informal dialogue. 		

Strategic Direction 5: Modernization of Facilities, Technology & Operations

STRATEGIC PRIORITY 5.1

Renew and utilize the *Campus Master Plan* for Selkirk College to reflect the strategic directions envisioned for the facilities, both owned and leased, at the College.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Successfully implement Campus Master Plan including development of five-year capital plans.	1. Five-year capital plans will align with <i>Campus Master Plan</i> priorities, including student housing, campus renewal and campus expansion. Initiatives: <ul style="list-style-type: none"> • Five-year capital plans are up to date and fully inform Selkirk College dialogue with the Ministries. Several exciting capital projects informed by the five-year capital plan include two student housing initiatives (one at the Silver King Campus in Nelson and another at the Castlegar Campus) that have commenced, a daycare facility at the Silver King Campus (completed in 2021 and in operation) and renovation projects on the Castlegar Campus. 	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continued	2. Plans will support improved proposal development and business cases.		Achieved
	Initiatives: <ul style="list-style-type: none"> Continued to support improved proposal and business case development through the five-year capital plan, as evidenced by the successfully funded initiatives. 		

STRATEGIC PRIORITY 5.2

Ensure the efficient operation and effective use of the existing facilities and continue to modernize our infrastructure and make investments in technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Prioritize small and large capital projects to align with the Campus Master Plan, five-year capital plans and maintenance priorities. Utilize the Facilities Committee procedures to determine project priorities. Focus also on return to campus post COVID-19 adjustments.	1. Conclude Trail Campus ownership with Regional District of Kootenay Boundary (RDKB).	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	Initiatives: <ul style="list-style-type: none"> The purchase of the Trail Campus has been approved by the Ministry of Advanced Education and Skills Training. Building transfer planned for July 2022. 		
	2. Complete high-priority projects and use project resources effectively.		Achieved
	Initiatives: <ul style="list-style-type: none"> Completed the Silver King biomass boiler project, replacement of Fine Woodworking dust collector system, Silver King Campus roof replacement, LED lighting and HVAC upgrades. 		
	3. Support facilities adjustments across campuses and centres for a fall 2021 safe return to campus post COVID-19.		
	Initiatives: <ul style="list-style-type: none"> Contributed to the development of the Go Forward Guidelines for post-secondary education in BC. Facility adjustments adhered fully to the guidelines and public health orders and advisories and responded to Interior Health advisories. Selkirk College has been a leader in ensuring a safe work and learning environment, providing excellent facility adjustments, clear advice, guidelines and communications that have led to a successful return to campus in fall 2021 and through the 2021/22 academic year. 		

STRATEGIC PRIORITY 5.3

Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability; including the completion and effective implementation of Project Aurora.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Development and implementation of the Enterprise Resource Planning (Project Aurora) modules will continue to modernize and meet the needs of the institution.	1. Continued to implement and develop Finance and Human Resource modules in Unit 4 (Project Aurora) in 2021/22. Initiatives: • Implemented Finance and Human Resource modules and HireServe recruitment portal, which are fully operational. Realizing operational efficiencies by using the modules in budget development and human resource planning.	People First, Reconciliation, Equity and Inclusion, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	2. Complete Student module and begin implementation in 2022/23 academic year. Initiatives: • The Student module, TheSIS, continues to be in development and will not be completed until at least 2023. Curriculum management software, CurriculumStrategy, has been implemented to support student access to course outlines and the college calendar and to support Education Council curriculum approval in the governance process.		Not Achieved
Development and implementation of a new Selkirk College website.	1. Modernize the online student and key stakeholder experience. Initiatives: • Contributed to an improved online experience for students and others, including employees and the community, through several initiatives. Examples include improved VPN access and virtualization software, the implementation of Microsoft Outlook, additional human resources to support the learning management system, significant investment in education technology, training for faculty in e-learning, access to in-person and remote help desk support and the provision of technology available to support student equity and access to technology.	People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives	Achieved
	2. Opportunity to develop e-commerce opportunities for Ancillary Services, events and CEWT. Initiatives: • Currently exploring workable solutions in tandem with the website renewal, which is informed by ongoing TheSIS development. Work will continue into 2022/23.		Substantially Achieved

STRATEGIC PRIORITY 5.4

Further reduce the College’s carbon emissions and waste production and invest in new approaches and technologies to model and contribute to climate change mitigation.

PERFORMANCE MEASURE	TARGET & INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Through prioritization with the Sustainability Committee, the college continues to reduce carbon emissions by implementing energy efficient technologies, including fuel switching and solar energy demonstration/production systems.</p>	<p>1. Use United Nations Sustainable Development Goals (SDGs) to inform remote work policy and track reduction in greenhouse emissions through reduced commuting.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Committed to delivering on the United Nations SDGs, and targeted education and awareness campaigns have increased college-wide knowledge of the SDGs and heightened understanding of the urgency of SDG 13: Climate Action. Some faculty are using SDGs in their course outlines and learning materials. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>	<p>Achieved</p>
	<p>2. Implement targeted activities to contribute to reduced greenhouse gas emissions.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Completed a biomass boiler project that will replace most of the previous demand for natural gas at the Silver King Campus and result in reduced emissions and lower heating costs. Wood waste from programs in the School of Industry & Trades Training will be used as fuel, reducing the amount of waste sent to landfill. Switched all 8.5 x 11 paper to Sugar Sheet, which is made from waste fibre generated from sugar cane processing. GHG emissions from this source are found to be 29% lower than even 100% recycled content paper. Implemented organic waste diversion at Tenth Street Campus using a FoodCycler unit. Increased adoption of hybrid and virtual meetings, which will continue to decrease emissions from employee commuting. 		<p>Achieved</p>



Mandate Letter: 2021/22 Priorities

The following initiatives are linked to the priorities outlined in the annual Ministry Mandate Letter provided to the institution for 2021/22.

MANDATE PRIORITY 1

Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector*, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<p>Resumption to more on-campus programming and campus services.</p>	<p>Implemented</p>	<p>In response to public health orders and advisories, the post-secondary Go-Forward Guidelines, Interior Health advisories, WorksafeBC guidance, and work with our employees groups and students, Selkirk College began resumption of in-person instruction for applied learning activities across all program areas in September 2021.</p> <p>This progress continued, achieving near-full resumption of on-campus programming—including a return to full shop and lab capacity—in January 2022. Exceptions included programming that was online prior to the pandemic, shifting to online and hybrid program delivery to improve accessibility, and delivering online programming to international students who were not be able to study in person starting in fall 2021.</p> <p>Most services shifted to on-campus delivery, unless online design options offered students improved access and service delivery. Selkirk College continued to implement its communicable disease plan and followed PHO orders. Rapid antigen test (RAT) kits were (and continue to be) made available for students, staff and student housing in support of on-campus learning/ instruction. The distribution of the RATs was a coordinated effort between the ministry (AEST) and the PSI VP's of Finance.</p> <p>Selkirk College continued to support students with access to technology with open computer labs, virtual access to software and access to laptop computers where needed.</p> <p>Selkirk College implemented a remote work framework for employees and piloted remote work in service departments. Instructors were encouraged and supported to provide alternative online asynchronous activities to support students and instructors missing class due to COVID-19 symptoms.</p>
<p>Support Indigenous students and communities.</p>	<p>Implemented</p>	<p>Maintained open dialogue with community and Nation partners throughout the pandemic. Students in need have had access to computers (both laptops and access to our learning centres and campuses across the region). Programs that are not cohort-based, such as Adult Upgrading & Development and University Arts & Sciences, have supported both online and in-person courses to ensure greater student access and support. The college has increased student tutorial support and maintained a balance of remote and in-person academic advising and career and personal counselling service.</p> <p>Indigenous Services continued to provide a wide range of services to Indigenous students through the pandemic. Indigenous student numbers remained similar to pre-pandemic enrolment. Indigenous Services added a student navigator to the team, which comprises a director, coordinator, counsellor and Elders program coordinator. An Indigenous Classroom was added as a facility to the existing Gathering Place. Indigenous Services remained in close and ongoing contact with Nation partners and many Indigenous service providers, communities, individuals and organizations to ensure connection and community guidance and support.</p>

MANDATE PRIORITY 2

Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
Support specific initiatives for vulnerable and under-represented peoples.	Implemented	Spearheaded a number of significant initiatives, including tuition and other student supports for Youth in Care students, intake and retention support for academic upgrading students, and providing barrier-free access to upgrading to prepare students to enter and succeed in post-secondary programs. Other examples include program renewal and new activities for students in the Steps to Opportunities, Academics, and Readiness (SOAR) program and adult literacy programming. The college continues to develop and build expanded health and wellness services for students and offer training activities that include opportunity for vulnerable and under-represented peoples. The college continues to submit proposals in response to government calls.
Support specific initiatives for Indigenous students and communities.	Implemented	See summary in TRC and UNDRIP table and strategic direction goals and initiatives in response to Mandate 1.
Respond to workforce initiatives through expansion of micro-credential, co-op education and career planning, and work integrated learning.	Implemented	Developed three successful micro-credential proposals related to drones, refrigeration and navigating EDI. The first, drones, has been implemented. CEES has expanded support to WIL and added co-op placements to the DFAB program. CEES also hosted an employer event and offers students interview and resume writing support. Selkirk College supported a WIL coordinator, developed a WIL curriculum and supported nine faculty release positions to pilot WIL projects in a range of program areas. Selkirk Innovates and CEWT hosted several work force training opportunities, including advanced manufacturing and drones.
Respond to high-demand occupations and health seat expansion.	Implemented	Implemented two technology-funded programs: Web Development and Digital Fabrication & Design. Successful proposal development led to added ECCE enrolments. Additional seats were added in the Education Assistant and Community Support Worker programs. Expansion to health programming included added seats in the HCA and HCA Partnership program, a successful Practical Nurse program proposal (for 2023) and added seats in the Pharmacy Technician program.
Participate in and focus on student safety and well-being.	Implemented	Circulated the Sexualized Violence survey to students. More results can be found in 1.5 (1, 2). Other initiatives include improving privacy, completing several privacy impact assessments for software products and working closely with the Student Union.

MANDATE PRIORITY 3

Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.

INITIATIVE	PROGRESS	INITIATIVE DETAILS
<p>Continue to improve access to education at Selkirk College.</p>	<p>Implemented</p>	<p>Improved information to students on entrance requirements. Other initiatives to improve access to education include increasing the number of programs with hybrid learning opportunities to expand the reach of high-demand programs in the region, including HCA, ECCE, Educational Assistant and Community Support Worker. Seats were increased in a range of programs in Hospitality & Tourism, Business, Rural Pre-Medicine and others. More online programming was delivered, for example, Web Development and Geomatics in the Workplace.</p>
<p>Participate in cross-government and stakeholder collaboration and in key Ministry initiatives.</p>	<p>Implemented</p>	<p>Made significant efforts related to climate action, anti-racism and indigenization. Action plans are in development for climate action and anti-racism and one has been implemented for indigenization. The college is participating in the funding review, Future Ready Skills Plan, high-demand programs, health program expansion, WIL, micro-credential, international student policy, applied research policy and Indigenous post-secondary policy framework dialogue.</p>
<p>Report on and participate in tuition, FTE reporting and digital services.</p>	<p>Implemented</p>	<p>Tuition, mandatory fees and student FTEs are reported to the Ministry annually. Selkirk College uses the Education PlannerBC application and transcript services. The college has invested in improved online support for students with virtualized access to software, moving to Microsoft Outlook, increasing the number of VPN networks, and focusing on improved privacy for students. Selkirk College is actively engaged with BCNET. In summer 2022, the college will move to having their learning management system Moodle served by BCNET.</p>



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2021/22 Ministry Performance Measures, Targets & Results

2021/22 ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

PERFORMANCE MEASURE	REPORTING YEAR				
	2019/20 ACTUAL	2020/21 ACTUAL	2021/22 ACTUAL	2021/22 TARGET	2021/22 ASSESSMENT
STUDENT SPACES					
Total student spaces	1,538	1,395	1,357	≥2,441	Not Achieved
Nursing and other allied health programs	204	215	244	≥224	Achieved
Developmental programs	332	291	229	≥322	Not Achieved
CREDENTIALS AWARDED					
Number	668	589	606	≥565	Achieved
INDIGENOUS STUDENT SPACES					
Total Indigenous student spaces	214	229	217	223	Substantially Achieved
Ministry (AEST)	168	180	165		
Industry Training Authority (ITA)	46	49	52		
STUDENT SATISFACTION WITH EDUCATION					
Former diploma, associate degree and certificate students	90.6% +/- 2.1%	94.0% +/- 1.7%	92.1% +/- 1.7%	≥ 90%	Achieved
Trades foundation and trades-related vocational graduates	91.6% +/- 4.2%	90.7% +/- 4.5%	87.7% +/- 5.0%		
Former apprenticeship students	90.6% +/- 6.6%	88.9% +/- 8.5%	97.0% +/- 3.7%		
STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION					
Former diploma, associate degree and certificate students	95.4% +/- 1.5%	94.7% +/- 1.5%	94.7% +/- 1.4%	≥ 90%	Achieved
Trades foundation and trades-related vocational graduates	95.2% +/- 3.2%	94.7% +/- 3.5%	89.3% +/- 4.5%		
Former apprenticeship students	93.8% +/- 5.5%	100.0% +/- 0.0%	97.0% +/- 3.7%		
STUDENT ASSESSMENT OF SKILL DEVELOPMENT					
Former diploma, associate degree and certificate students	87.7% +/- 2.4%	87.9% +/- 2.4%	87.3% +/- 2.2%	≥ 85%	Achieved
Trades foundation and trades-related vocational graduates	88.2% +/- 4.7%	87.6% +/- 5.5%	91.5% +/- 4.5%		
Former apprenticeship students	85.1% +/- 8.4%	83.9% +/- 7.7%	89.1% +/- 5.5%		

PERFORMANCE MEASURE ¹	REPORTING YEAR				
	2019/20 ACTUAL	2020/21 ACTUAL	2021/22 ACTUAL	2021/22 TARGET	2021/22 ASSESSMENT

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

Former diploma, associate degree and certificate students	81.3% +/- 6.0%	90.2% +/- 4.1%	84.6% +/- 4.8%	≥ 90%	Substantially Achieved
Trades foundation and trades-related vocational graduates	83.6% +/- 7.4%	83.0% +/- 8.0%	84.7% +/- 6.8%		Achieved
Former apprenticeship students	95.8% +/- 6.1%	90.9% +/- 9.3%	100.0% +/- 0.0%		Achieved

UNEMPLOYMENT RATE

Former diploma, associate degree and certificate students	7.2% +/- 3.8%	15.1% +/- 4.3%	14.8% +/- 4.1%	≤ 11.9%	Achieved
Trades foundation and trades-related vocational graduates	15.1% +/- 6.1%	16.9% +/- 6.7%	11.9% +/- 5.4%		Achieved
Former apprenticeship students	17.2% +/- 9.5%	12.0% +/- 9.4%	12.9% +/- 7.8%		Achieved

2021/22 STUDENT ASSESSMENT OF SKILL DEVELOPMENT

PERFORMANCE MEASURE ¹	REPORTING YEAR				
	2019/20 ACTUAL	2020/21 ACTUAL	2021/22 ACTUAL	2021/22 TARGET	2021/22 ASSESSMENT

FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS

Skill development	87.7% +/- 2.4%	87.9% +/- 2.4%	87.3% +/- 2.2%	≥ 85%	Achieved
Written communication	85.1% +/- 2.9%	88.9% +/- 2.4%	88.0% +/- 2.3%		
Oral communication	87.6% +/- 2.7%	82.5% +/- 3.0%	83.1% +/- 2.7%		
Group collaboration	87.3% +/- 2.5%	89.0% +/- 2.3%	86.4% +/- 2.2%		
Critical analysis	90.4% +/- 2.1%	93.4% +/- 1.7%	91.5% +/- 1.8%		
Problem resolution	85.4% +/- 2.6%	89.2% +/- 2.2%	86.4% +/- 2.2%		
Learn on your own	87.8% +/- 2.4%	86.5% +/- 2.4%	84.8% +/- 2.3%		
Reading and comprehension	90.8% +/- 2.1%	89.3% +/- 2.2%	90.0% +/- 1.9%		

PERFORMANCE MEASURE ¹	REPORTING YEAR				
	2019/20 ACTUAL	2020/21 ACTUAL	2021/22 ACTUAL	2021/22 TARGET	2021/22 ASSESSMENT

TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES

Skill development	88.2% +/- 4.7%	87.6% +/- 5.5%	91.5% +/- 4.5%	≥ 85%	Achieved
Written communication	N/A	N/A	87.2% +/- 8.8%		
Oral communication	80.4% +/- 9.1%	83.7% +/- 8.4%	87.5% +/- 7.4%		
Group collaboration	93.8% +/- 3.7%	93.1% +/- 4.1%	92.9% +/- 4.1%		
Critical analysis	91.6% +/- 4.2%	89.2% +/- 4.9%	94.4% +/- 3.5%		
Problem resolution	91.1% +/- 4.5%	89.0% +/- 5.0%	87.8% +/- 4.9%		
Learn on your own	87.7% +/- 5.1%	86.1% +/- 5.6%	93.2% +/- 3.7%		
Reading and comprehension	90.2% +/- 4.6%	90.1% +/- 4.9%	98.6% +/- 1.9%		

FORMER APPRENTICESHIP STUDENTS

Skill development	85.1% +/- 8.4%	83.9% +/- 7.7%	89.1% +/- 5.5%	≥ 85%	Achieved
Written communication	N/A	N/A	N/A		
Oral communication	N/A	N/A	N/A		
Group collaboration	88.9% +/- 8.5%	N/A	93.1% +/- 6.3%		
Critical analysis	87.1% +/- 7.9%	92.6% +/- 7.1%	100.0% +/- 0.0%		
Problem resolution	N/A	N/A	93.5% +/- 5.7%		
Learn on your own	87.1% +/- 7.9%	88.5% +/- 8.9%	80.6% +/- 9.2%		
Reading and comprehension	90.0% +/- 7.3%	92.6% +/- 7.1%	96.8% +/- 4.1%		

Notes:

N/A=NOT ASSESSED

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.

Institutional Accountability Plans and Reports, which report on and provide context on these performance measures, are also published at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>.

STUDENT SPACES

Results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year; results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year. Only Ministry-funded full-time equivalents (FTEs) are included.

INDIGENOUS STUDENT SPACES

For Indigenous student spaces, results for the previous fiscal year are reported. Results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year. Both Ministry and Industry Training Authority (ITA) funded FTEs are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

CREDENTIALS AWARDED

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2021/22 reporting year are a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years.

STUDENT OUTCOMES MEASURES

Results from the 2021/22 reporting year are based on 2021 survey data; results from the 2020/21 reporting year are based on 2020 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%.

CREDENTIALS AWARDED TO INDIGENOUS STUDENTS

The target for this measure is currently under review. Assessment will show as "Increased" or "Decreased" over the previous year.

ASSESSMENT SCALE

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved .

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

Discussion:

STUDENT SPACES – TOTAL STUDENT AND DEVELOPMENTAL PROGRAMS SPACES

During the 2021/22 academic year, Selkirk College did not achieve two targets: total student spaces and developmental program spaces.

Selkirk College domestic FTE student spaces remained similar through the pandemic, with 1,395 FTEs in 2020/21 and 1,357 FTEs in 2021/22, and below pre-pandemic levels. The drop in FTEs was not consistent or apparent in all program areas. Developmental programming in the School of Academic Upgrading & Development and Community Education and Workforce Training (CEWT) experienced the largest drops in FTEs over the last two years. The FTE student estimate for development spaces was adjusted for 2021/22, however, learning online in a full-time capacity was a challenge for many learners. The goal for 2022/23 is to bring about a modest increase in FTEs over the 2021/22 number through improved access to courses with an appropriate mix of online and in-person choices, intake and retention support, improving pathways for students and identifying new opportunities for students within the region. Other areas, including the School of University Arts & Sciences and the School of the Arts, continue to have lower enrolments than planned.

Domestic programming in the schools of Health & Human Services, Environment & Geomatics (SEG), Industry & Trades Training, Business and Hospitality & Tourism had reasonably strong enrolments. Nursing and other allied health programs exceeded FTE targets, and other programs in these schools returned to pre-pandemic enrolment with full or near-full programs.

The COVID-19 pandemic continues to be a key reason for the drop in domestic FTEs, including a drop in developmental students and student numbers in CEWT. More students moved to part-time studies, which reduced FTEs in several programs. Interestingly, while domestic FTEs dropped between 2019/20 and 2020/21, student head count did not. Students continued to come to school, but more students opted to attend part-time. Domestic full-time equivalency continues to be influenced by many variables, including demographics (e.g., high school graduates), regional unemployment, program employment outcomes, one-time self-funded projects, program access and new programming.

Selkirk College continues to invest in marketing, recruitment and admissions improvements to increase domestic enrolments. Strategic enrolment planning renewal continues, with a focus on all aspects of enrolment, retention and completion. Selkirk College is also very active in work-integrated learning and other quality initiatives. New program development, adding seats to existing programs and improving accessibility are part of the longer-term strategy for the college.

INDIGENOUS STUDENT ENROLMENT

An initial baseline for Indigenous students at Selkirk College was proposed by the Ministry of Advanced Education and Skills Training in 2017/18. Working with the college, the Ministry adjusted this proposed baseline using the college's 2015/16 actual Indigenous student enrolment.

Selkirk College has maintained annual targets based on the previous year's actual Indigenous student enrolment. Indigenous student numbers are influenced by several factors. For example, Indigenous students must self-declare on their application to Selkirk College, and it is highly likely that some Indigenous students do not declare. FTEs or head count data from the Ministry are broken down to show the data based on those students who self-declared at Selkirk College, within the K-12 system, and Selkirk College registrants. The Ministry refers to this as "Aboriginal Ever," meaning if a student declared at any point in their education to date, they will be shown as Aboriginal.

Selkirk College has typically proposed smaller enrolment in targeted Indigenous program intakes. For example, for several years, the Indigenous Youth in Trades (Blade Runners) intake estimate was set at 5% of student FTE total, with actuals closer to 10%. Selkirk College has placed an emphasis on student support, service and retention over the past five years. The new *Indigenization Plan 2019–2024: Our Journey Together: Land, Life, Learning*, <https://selkirk.ca/strategic-plan/indigenization-plan> provides clear direction around indigenizing curricula, programs and enrolment. The college is developing a Strategic Enrolment Plan that will include approaches to the sustained and steady growth of Indigenous students at Selkirk College.

The target and actual numbers have remained very consistent since 2015/16. Using a total student FTE of between 2,400 and 2,700 per year, the Indigenous student population ranges between 8–10% of the total student population. Through initiatives outlined in the *Indigenization Plan* and the *Strategic Plan*, the college looks to increase Indigenous student enrolment through program development and improved student retention. Each year, Selkirk College undertakes a wide range of initiatives around recruitment and retention.

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB - FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS

Selkirk College has implemented a comprehensive quality assurance framework for program renewal and review. This framework has been reviewed as part of a Quality Assurance Process Audit (QAPA) review during the 2021/22 academic year. Programs will need to respond to student, employer and graduate outcomes data. The college notes the area for improvement in the BC Outcomes data for ranking the usefulness of knowledge and skills.





2022/23–2024/25

Ministry Accountability Framework Performance Targets

PERFORMANCE MEASURE	TARGET 2022/23	TARGET 2023/24	TARGET 2024/25
STUDENT SPACES¹			
Total student spaces	2,380	2,393	2,393
Nursing and other allied health programs	181	-	-
Developmental programs - Tuition Compensation Eligible	297	-	-
DOMESTIC² CREDENTIALS AWARDED			
Number	569	TBD	TBD
STUDENT OUTCOMES			
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

TBD – For measures where results are still to be received, the fields have been labeled as “To Be Determined”

¹ FTE Student Enrolment Targets as of June 20, 2022

² Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs.



2022/23 Institutional Goals, Measures & Targets

Strategic Direction 1: Learner Success

STRATEGIC PRIORITY 1.1

Enable transitions to the work force by providing students with experiential and work integrated learning, co-op education and internships, student academic support, and employment transitions programming.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to advance applied learning with co-op education, work integrated learning (WIL) and experiential opportunity.	<ol style="list-style-type: none"> 1. Continue to advance the development and implementation of a co-op education policy and support ongoing and new co-op education, WIL, and other experiential opportunities for students. 2. Continue to support student internships embedded in community-based initiatives. This will be supported through successful proposal development with funders (e.g., NSERC, Mitacs and others) and faculty and staff support models. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 1.2

Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts and study abroad opportunities with other post-secondary institutions in specific program areas.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to expand and increase educational pathways for students.	<ol style="list-style-type: none"> 1. Continue to update and expand with three new or renewed articulation agreements. Continue to improve student awareness of articulation agreements within program areas. 2. Implement a successful study abroad initiative. Explore further opportunities for studying abroad. 3. Provide targeted academic upgrading and development support to students preparing for entry to high-demand program areas. 4. Continue to develop partnerships with local school districts, including a 2022/23 cohort of Early Childhood Care & Education (ECCE) and future initiatives around the Educational Assistant & Community Support Worker program and Hospitality & Tourism and Business courses. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 1.3

Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including Indigenous learners, international learners, learners with disabilities, elder learners and others.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to deliver and expand targeted program-specific and college-wide initiatives to improve student enrolment and encourage retention for all students, including those who face barriers.	<ol style="list-style-type: none"> 1. Continue to support an appropriate blend of in-person and remote delivery of targeted programming and services to support the needs of students. 2. Continue to develop capacity for online, hybrid and hybrid flexible (HyFlex) learning opportunities for students who face barriers to access. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
Undertake an initiative to identify program-level retention metrics as part of the development of strategic enrolment.	<ol style="list-style-type: none"> 1. Develop metrics and begin to track program retention as part of the development of a <i>Strategic Enrolment Management Plan</i>. 2. Update the <i>Program Accountability Plan and Report</i> to provide additional student and graduate information. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 1.4

Develop a consistent relationship-focused student service standard across all campuses and learning centres.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Pilot targeted initiatives that further the college-wide implementation of the student service model.	<ol style="list-style-type: none"> 1. Develop and implement interactive online modules to support student awareness and engagement on key topics (e.g., sexual violence, equity, diversity and inclusion, and suicide prevention). 2. Continue to assess and provide an appropriate mix of in-person and online student support in service departments to best meet the needs of students. 3. Initiate the renewal of the <i>Student Access and Support Department Service Plan</i>. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 1.5

Enhance student health and wellness programming and support.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to advance strategic initiatives that support student health and wellness.	<ol style="list-style-type: none"> 1. Continue to develop and offer workshops and other training activities for students and faculty and staff that support improved student mental health and wellness. Examples for 2022/23 include trauma-free instruction, mental health first aid, suicide prevention and unconscious bias training. 2. Continue to create recreational programming that is inclusive and diverse, including culturally sensitive offerings and offerings that are sensitive to people with disabilities and non-binary people. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 1.6

Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations, and cohort-based programs that are in key sectors of need in the labour market forecast and are regionally relevant.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to improve existing program delivery and technology to meet in-demand needs that have regional significance.	<ol style="list-style-type: none"> 1. Continue internet and equipment technology improvements at the Trail Campus. 2. Develop operational plans for the new Digital Fabrication & Design (DFAB) and Web Development programs. 3. Prepare for the delivery of the new Practical Nursing program. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
Continue to be responsive to funding opportunities for rapid response workforce training and funding for additional seats in high-demand areas.	<ol style="list-style-type: none"> 1. Complete the development of a new Practical Nursing program for implementation in either January 2023 or September 2023. 2. Complete the development of a partnership with Vancouver Island University to deliver the Pharmacy Technician (PTEC) Diploma. This project will be implemented in August 2022. Further the PTEC partnership development with the College of New Caledonia. 3. Continue to increase seats in high-demand programs areas, such as Health Care Assistant (HCA and HCA-PP), ECCE and other program areas as they emerge. 4. Continue to develop the governance policy and guidelines for the development of micro-credentials. Offer additional workforce training opportunities in high-demand areas, including advanced manufacturing. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p>Identify and conduct initial program research and design on future in-demand programming.</p>	<p>1. Identify future program and workforce training needs. Complete the development of the new program template for two programs, including analysis of labour market and student demand.</p>	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>



Strategic Direction 2: Excellence in Education

STRATEGIC PRIORITY 2.1

Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p>Support programming continuity, quality, availability and renewal during the shift out of the COVID-19 pandemic to meet key access and flexibility goals.</p>	<ol style="list-style-type: none"> 1. Continue the post-COVID-19 return to campus with course scheduling that continues to respond to student access and demand. Identify two program areas with renewed course scheduling. 2. Plan for course delivery options (online, in person) and opportunity for HyFlex delivery in targeted program and course areas that are aligned with the <i>Freedom of Information and Protection of Privacy Act</i> (FOIPPA). 3. Identify targeted programs to either maintain program availability or expand program availability in the college's region. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 2.2

Advance innovations in teaching and learning through the achievement of institutional-level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous ways of knowing, innovative curriculum development, experiential learning, strategic partnerships and intercultural teaching strategies.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Advance support for teaching and learning excellence through targeted initiatives.	<ol style="list-style-type: none"> 1. Provide ongoing professional development opportunities through the Teaching and Learning Centre (TLC) in targeted areas. 2. Support Indigenous education development in targeted existing courses and programs and in the establishment of two new courses or programs. 3. Resource additional e-learning, IT help desk offerings, educational development and educational media development for the 2022/23 academic year to support innovative instructional design. 4. Continue to stimulate and support instructional innovations through funded release initiatives related to online and hybrid learning, education technology and WIL. 5. Continue supporting instructional staff to bring Indigenous speakers and Elders into classrooms to provide traditional practice and teachings when relevant and appropriate. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Advance program enrolment planning and continue development of a Strategic Enrolment Plan.	<ol style="list-style-type: none"> 1. Complete program enrolment plans and continue to advance the use of the plans in marketing, recruitment and operational planning. 2. Identify targeted steps in moving toward a <i>Strategic Enrolment Plan</i>. Focus on identifying a student retention analysis and plan in 2022/23. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 2.4

Renew specific plans for Education, Indigenization, International, Student Life and Campus Services, Advancement, Marketing and Educational Technology.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p>Complete and implement key institutional plans that support the achievement of the Strategic Plan.</p>	<ol style="list-style-type: none"> 1. Complete development and begin to implement an <i>Education Plan</i>, <i>Applied Research and Innovation Plan</i>, <i>Equity, Diversity & Inclusion Plan</i> and <i>Sustainability Plan</i> during the 2022/23 academic year. 2. Advance the implementation of the <i>Indigenization Plan</i> with targeted initiatives under the guidance of Indigenous Services, the Indigenous Advisory Committee, the Indigenous sub-committee of Education Council and Nation partners. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
<p>Advance academic governance and administrative policy development.</p>	<ol style="list-style-type: none"> 1. Renew and implement academic and governance policies: an instructional policy, a credential and credit framework and two other policies. 2. Renew and implement Policy Development Process (Policy 1000). 3. Implement an administrative policy review committee and revise the role of the Education Council Policy Review Committee. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
<p>Continue to develop tools and a framework that contributes to linking plans, ad leads to improved monitoring and reporting of plan outcomes, and facilitates plan renewal.</p>	<ol style="list-style-type: none"> 1. Support the effective integration of new curriculum planning software, CurriculumStrategy, with academic policy and governance. 2. Continue the development of the student enterprise resource planning (ERP) management system: Thesis. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 2.5

Support program renewal and development through policy and curriculum process improvements, such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Fully implement the Quality Assurance Framework to support program excellence, the achievement of strategic initiatives and plans, and continuous quality initiatives.	<ol style="list-style-type: none"> 1. Complete planned Level 3 program reviews in 2022/23 and conclude 2021/22 level 3 program reviews where required. 2. Undertake activities identified in the <i>Quality Assurance Process Audit External Review Report</i>. 3. Implement the new <i>Program Accountability and Sustainability Report</i> into the <i>Quality Assurance Process</i>. 4. Complete the development and implementation of the Instructional Programs (Policy 8100), which engages with the <i>Indigenization Plan</i>. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 2.6

Improve the quality and efficiency of programs and services through data-driven decision-making.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to support the development and full implementation of the ERP modules.	<ol style="list-style-type: none"> 1. Continue to fully implement the Finance and Human Resource modules (U4ERP). 2. Continue the development of the Student module (Thesis). 3. Continue to integrate the ERP module reports/metrics into program planning and timely data-based decision-making. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
Develop targeted software solutions to support improved planning and operations.	<ol style="list-style-type: none"> 1. Develop a software solution to support the improved administration of awards with the Selkirk College Foundation. 2. Develop a software solution to support improved scheduling for courses and exams. 3. Enhance the process of vetting software solutions that are aligned with FOIPPA. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

Strategic Direction 3: Community Development

STRATEGIC PRIORITY 3.1

Build strategic partnerships that enhance the student learning experience and contribute to socio-economic development in communities we serve.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to develop and enhance strategic community partnerships and targeted initiatives to enable the success of students and graduates and contribute to the community.	<ol style="list-style-type: none"> 1. Continue targeted initiatives through Selkirk Innovates and within programs. Identify and implement two new community-based experiential learning pilots for students (e.g., WIL). 2. Continue to identify project outcomes that contribute to student and graduate success and to community partnerships. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 3.2

Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers and Indigenous post-secondary partners to advance the educational goals of Indigenous communities.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to prioritize actions and projects in the <i>Indigenization Plan</i>, with annual operational planning, and college-wide initiatives.	<ol style="list-style-type: none"> 1. Identify annual goals and actions to respond to the Declaration Act Action Plan and the Indigenous Post-secondary Education and Skills Training Policy Framework (when it is published). 2. Continue to collaborate with Indigenous partners on the development of community-based education initiatives and/or—pending regional Indigenous partner's confirmed need—deliver co-developed Environmental Technician Associate Certificate. 3. Continue the development of an Indigenous Studies program through Indigenous Services and the School of University Arts & Sciences. 4. Renew the Truth and Justice Speaker Series and Readers for Racial Justice Book Club through Indigenous Services and the Mir Centre for Peace. 5. Continue dialogue with the Métis Nation BC through Indigenous Services and the School of Industry & Trades Training on trades programming opportunities for Métis citizens, either as stand-alone cohorts and/or priority seating. 6. Continue to explore ways to meet community requests for cultural competency and sensitivity training through Indigenous Services and Community Education and Workplace Training. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 3.3

Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to advance achievement of learning, entrepreneurship, graduate outcomes and workforce development.	<ol style="list-style-type: none"> 1. Support, through Selkirk Innovates, the integration of applied research and innovation into curriculum through instructor course releases and student internships. 2. Continue to deliver technology training through Selkirk Innovates and the Selkirk Technology Access Centre (STAC). 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 3.4

Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to advance effective student experiences in community-based projects.	<ol style="list-style-type: none"> 1. Contribute to advancing student and faculty participation in WIL and other experiential opportunities in the community through Selkirk Innovates, targeted program areas, Indigenous Services, the Mir Centre for Peace and Co-op Education & Employment Services (CEES). 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
Indigenous Services will work collaboratively with Indigenous peoples and communities.	<ol style="list-style-type: none"> 1. Indigenous Services will play a key role in supporting collaboration with Indigenous organizations so that the work is reciprocal and respectful of indigenous procedures and practice when working with Indigenous Peoples across the region. 2. Work on key initiatives, proposals and activities with Indigenous organizations and communities and Nations. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 3.5

Support regional socio-economic development through collaborative, innovation-driven projects that address shared challenges and opportunities.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Advance collaborative work with the communities across the region that support socio-economic development and engage students.	<ol style="list-style-type: none"> 1. Advance the STAC through Selkirk Innovates to support community innovation through an additional workforce training, the admission of five new clients and the submission of one proposal. 2. Advance collaborative community-based social science projects through Selkirk Innovates with the submission of one proposal and undertaking two initiatives. 3. Continue to implement key program-specific initiatives with the communities through targeted programs that include community engagement. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

Strategic Direction 4: Healthy Workplace

STRATEGIC PRIORITY 4.1

Improve employee orientation, inclusion, health and safety, and wellness programming.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to prioritize a healthy workplace by engaging employees and advancing a culture that supports people.	<ol style="list-style-type: none"> 1. Review and renew orientation and support for new employees through Human Resources, the TLC and others. 2. Offer a virtual and in-person Discovery Day and a season of discovery through the winter term for employees. This ongoing initiative will continue to offer professional development and activities of general interest. 3. Adopt remote work guidelines that will continue to support employees who wish to consider fully remote work. Hybrid work models will be supported where possible in individual departments, aligning with ergonomics and injury reporting. 4. Enhance support of employee wellness through the creation of wellness initiatives that align with a community focus and employee feedback. Continue to showcase wellness on the website: Selkirk.ca. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 4.2

Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development and leadership development.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Further advance employee engagement and development through strategic initiatives.	<ol style="list-style-type: none"> 1. Develop and implement, through the EDI Leadership Committee and Advisory Committee, an EDI Action Plan to guide EDI initiatives and contribute to a more inclusive workplace. 2. Continue to advance Indigenous advice to policy development and to human resource practices in the development of job descriptions. Develop Indigenous-specific positions across the institution through the review of current working conditions and contracts for Indigenous workers. 3. Continue to develop key plans that contribute to employee engagement and development through EDI training, events, and feedback from survey. 4. Continue the work in HR to create culturally appropriate inclusive recruitment practices. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 4.3

Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to advance support to employee performance and growth, retention and succession.	<ol style="list-style-type: none"> 1. Supervisors engage in annual discussion and support defined professional and career development for those who are interested in succession planning or mentorship. Continue to offer professional development opportunities. 2. Support activities that contribute to improved employee performance and retention. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 4.4

Enhance programming for employee training and development, sharing of best practices and professional development for faculty and staff.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue to support professional development opportunities for employees.	<ol style="list-style-type: none"> 1. Continue to improve the use of existing professional development, credential completion funds, tuition remission and the Service Enhancement Fund. 2. Advance training initiatives that support strategic professional development needs of employees and Selkirk College, including teaching and learning, EDI, reconciliation, sustainability, health and wellness, leadership, privacy and respect in the workplace and activities that improve service to students and employees. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Make improvements to communications and employee engagement processes to support collaboration, inclusion and the achievement of the <i>Strategic Plan</i>.	<ol style="list-style-type: none"> 1. Facilitate a comprehensive Employee Engagement Survey in 2022/23. 2. Engage with the EDI and Indigenous advisory committees regarding the improvements to communications and engagement that will support EDI. 3. Facilitate collaborative and open communication pathways in anticipation of bargaining with union groups. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

Strategic Direction 5: Modernization of Facilities, Technology & Operations

STRATEGIC PRIORITY 5.1

Renew and utilize the *Campus Master Plan* to reflect the strategic directions envisioned for the facilities, both owned and leased, at the college.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Continue the successful implementation of the <i>Campus Master Plan</i> and continue to update and utilize the five-year capital plan.	<ol style="list-style-type: none"> 1. Implement five-year capital plans that align with <i>Campus Master Plan</i> priorities, including student housing, campus renewal and campus expansion. 2. Support improved proposal development and business cases through the use of five-year plans. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 5.2

Ensure the efficient operation and effective use of the existing facilities and continue to modernize infrastructure and make investments in technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
Prioritize small and large capital projects to align with the <i>Campus Master Plan</i>, five-year capital plans and maintenance priorities.	<ol style="list-style-type: none"> 1. Selkirk College will acquire the Trail campus, concluding ownership negotiation with the Regional District of Kootenay Boundary. 2. Complete high-priority projects and use project resources effectively. 3. Support facilities adjustments for the 2022/23 academic year. 4. Utilize the Facilities Committee procedures to determine project priorities. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
Undertake major capital housing projects.	<ol style="list-style-type: none"> 1. Begin design-build of student housing initiatives at Silver King and Castlegar campuses. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 5.3

Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability; including the completion and effective implementation of Project Aurora.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p>Continue to develop the ERP student module (Thesis) and advance use of the implemented Finance and Human Resources modules (U4ERP).</p>	<ol style="list-style-type: none"> 1. Continue to implement and develop Finance and Human Resources modules in Unit 4 (U4ERP) through 2022/23. 2. Continue development of the student module (Thesis) for implementation in 2023/24. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
<p>Continue development and implementation of a new Selkirk College website.</p>	<ol style="list-style-type: none"> 1. Modernize the online student and key stakeholder experience. 2. Review opportunity to develop e-commerce opportunities for Ancillary Services, events and Community Education and Workforce Training. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
<p>Continue to implement and update the Enterprise Risk Management Registry.</p>	<ol style="list-style-type: none"> 1. Continue to implement and update the Tracker Networks risk registry system. 2. Continue to modify risk, descriptors and mitigating controls. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>
<p>Develop and implement a digital solution for the Selkirk College Foundation.</p>	<ol style="list-style-type: none"> 1. Modernize the digital management of scholarships and bursaries. 2. Modernize the digital program platform for the retention and creation of policies. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>

STRATEGIC PRIORITY 5.4

Further reduce carbon emissions and waste production and invest in new approaches and technologies to model and contribute to climate change mitigation.

PERFORMANCE MEASURE	TARGET	LINKAGE TO MINISTRY & GOVERNMENT GOALS
<p>Through prioritization with the Sustainability Committee, continue to reduce carbon emissions by implementing energy efficient technologies, including fuel switching and solar energy demonstration/production systems.</p>	<ol style="list-style-type: none"> 1. Use the United Nations Sustainable Development Goals to inform a Remote Work Policy and track reduction in greenhouse gases through reduced commuting. 2. Implement targeted activities to contribute to reduced carbon emissions. 	<p>People First, Reconciliation, Equity and Inclusion, Fight Climate Change, Strengthen the Environment, Stronger Economy</p> <p>Resumption Post-COVID-19, Workforce and Access, Collaboration on Initiatives</p>



Mandate Letter & Letter of Direction: 2022/23 Priorities

The following initiatives are linked to the priorities outlined in the 2021/22 Ministry Mandate letter (June 2021) and the Minister's Letter of Direction (April 2022) for 2022/23.

MANDATE 1

Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the [COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector](#), and support your academic communities as you respond to COVID-19 impacts and recovery.

INITIATIVE	INITIATIVE DETAILS
Continue to engage and support students, employees and communities in a recovery from the COVID-19 pandemic.	<p>Selkirk College will continue to follow the Provincial Health Office and post-secondary Go-Forward Guidelines to support a full resumption of on-campus learning and services for students.</p> <p>Selkirk College continues to provide a wide range of communications (e.g., web, social media) to help students, employees and the community understand programming, service plans and mode of program delivery. The college will continue to engage with Indigenous communities, Indigenous advisory committees and others to provide support necessary for Indigenous students and identify programming initiatives. The goal is to lead dialogue that is collaborative and solution focused.</p> <p>Selkirk College will continue to respond to Provincial Health Office and AEST direction on policy and procedures, provide clear recommendations including following its communicable disease plan, and provide personal protective equipment, where necessary, and direction for employees and students and members of the community.</p> <p>Selkirk College continues to respond to proposals for work integrated learning, health and human service seats, and micro-credentials in order to provide additional programming opportunities for students.</p> <p>Selkirk College continues to implement a remote work framework.</p>

MANDATE 2

Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

INITIATIVE	INITIATIVE DETAILS
Continue to respond to regional workforce training needs through a range of initiatives.	<p>Continue industry engagement and responsiveness by expanding micro-credentials, proposal development for workforce training and further development and implementation of workforce support. Successfully undertake two new micro-credentials and renew Education Council policy related to micro-credentials.</p> <p>Selkirk College will continue to implement ongoing projects and develop applied research proposals that include training components and student internships. Selkirk College is fully participating in the development of the Future Ready Skills Plan.</p>

INITIATIVE	INITIATIVE DETAILS
<p>Advance experiential learning through co-op education, student internships, WIL and opportunity.</p>	<p>Renew co-op education policy and expand co-op and student internship opportunities. Move from pilot to integration of WIL into experiential learning within program areas.</p> <p>Selkirk College continues to implement a significant student internship and co-op education placement program. Selkirk College will continue to focus on expanding community-based applied learning experiences in a range of program areas.</p>
<p>Remain engaged and responsive to supporting a range of student access, safety and well-being initiatives.</p>	<p>Develop an accessibility plan based on new legislation, develop online resources that support student on-boarding. Expand mental health and wellness programming, including suicide prevention for students and employees.</p> <p>Selkirk College will continue to advance service standards across its campuses and centres to continue to improve access to support services.</p>
<p>Continue to respond to high-demand occupations and seat expansion opportunities and other provincial initiatives.</p>	<p>Advance proposals for high-demand programs and seat expansion. Successfully implement and report on initiatives. Continue to develop projects and engagement that respond to Ministry directives and initiatives.</p> <p>Selkirk College is currently developing a Practical Nurse program for implementation in 2022/23, expanding access to the Pharmacy Technician program in partnership with Vancouver Island University, and adding seats to the Health Care Assistant and Health Care Assistant Partnership Pathway programs and Early Childhood Care & Education program.</p>

MANDATE 3

Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.

INITIATIVE	INITIATIVE DETAILS
<p>Further advance significant governmental initiatives related to climate action, anti-racism and Indigenization.</p>	<p>Continue to align initiatives to support government mandates and advance progress on climate action and anti-racism with the completion and implementation a <i>Sustainability Plan</i> and an <i>Equity, Diversity & Inclusion Plan</i>. Continue to implement the <i>Indigenization Plan</i>.</p>
<p>Further advance participation in BC Economic Plan, Future Skills Ready Plan, Funding Review, and tuition initiatives.</p>	<p>Continue to align initiatives and support government mandate and direction on the BC Economic Plan, development of the Future Skills Ready Plan, participation in the post-secondary funding review, and tuition initiatives.</p>
<p>Continue to advance and align digital services.</p>	<p>Continue to align and participate in government initiatives related to digital services. Continue to use the EducationPlannerBC application and transcript exchange service. Continue to advance effective technical solutions to support options for accessible learning (online, HyFlex, in-person, and hybrid modes of delivery). Continue to advance cybersecurity and privacy with defined activities.</p> <p>Other initiatives underway include continuing the deployment of Microsoft Office 365, the renewal of Advancement software, the continuation of the renewal of the student management enterprise software (Thesis), and continuing the implementation of the new curriculum management software (Curriculum Strategy). Selkirk College will move to BCNET as the host for the learning management system Moodle.</p>



Implementation of the TRC's Calls to Action and UN Declaration

The following table outlines Selkirk College's progress on the implementation of the calls to action of the Truth and Reconciliation Commission of Canada (TRC) and the articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) at public post-secondary institutions in BC.

TRC CALL TO ACTION ¹ AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS: New or Continuing, and N/A ² , Planned, In Progress, Implemented or Ongoing	
NEW INITIATIVES AND PARTNERSHIPS: New initiatives begun in 2021/22 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.	
CONTINUING INITIATIVES AND PARTNERSHIPS: Initiatives begun prior to and continued through 2021/22 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.	
<p>¹ "... " represents omitted text not related to post-secondary education from the original Call to Action.</p> <p>² N/A – Not Applicable when there is no relevant program on this subject offered at the college.</p>	

This colour legend will guide you through the charts below

INSTITUTION-WIDE	
Actions identified from the <i>Indigenization Plan</i> : Involved more Indigenous presence on working committees and educational and policy councils. Launched new Indigenous classroom (circle pedagogy) for 2021/22 academic year. Included dedicated Indigenous cultural spaces for students in student housing projects.	Continuing, Ongoing
Identify new actions from the <i>Indigenization Plan</i> .	New, In Progress
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.	
In the Social Service Worker (SSW) Diploma, students are required to take Indigenous Studies (INDG) 287: Introduction to Indigenous Teachings and Practices in year two of the program.	Continuing, Implemented
The KAIROS blanket exercise has been embedded in Year 1 coursework of the SSW program. This activity is led by community/college Elders and Indigenous Services.	Continuing, Implemented
There is a dedicated section in the course Family Studies (FAM) 180: Family Dynamics to explore culturally appropriate solutions to family healing. When possible, the program faculty invite Indigenous community partners to support this module.	Continuing, Implemented
Teams within the School of Health & Human Services continue to conduct a review of the "In Plain Sight" report and the BCcampus Indigenization guides as a part of their ongoing team development.	Continuing, Implemented
By the end of 2023, all Health & Human Services instructional staff will complete the San'yas Indigenous Cultural Safety course as a component of their ongoing professional development.	Continuing, Implemented

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Indigenous families.

By the end of 2023, all Health & Human Services instructional staff will complete the San'yas Indigenous Cultural Safety course as a component of their ongoing professional development.

Continuing, Implemented

Teams within the School of Health & Human Services continue to conduct a review of the "In Plain Sight" report and the BC campus Indigenization guides as a part of their ongoing team development.

Continuing, Implemented

Early Childhood Care & Education (ECCE) Diploma students take INDG 287: Introduction to Indigenous Teachings and Practices as a required course in Year 2 of the program.

Continuing, Implemented

There is a dedicated section in FAM 180: Family dynamics to explore culturally appropriate solutions to family healing. When possible, Indigenous community partners are invited to support this module.

Continuing, Implemented

The ECCE program has developed a relationship with local Indigenous organizations that provide services to children. These organizations regularly participate in core courses as guests to ensure that students receive culturally appropriate programming.

Continuing, Implemented

The ECCE program is available online with an in-person practicum and has a work integrated learning option (WIL). This improves accessibility for students across the region.

Continuing, Implemented

The KAIROS blanket exercise has been embedded in Year 1 coursework. of the ECCE program. Indigenous Services and Elders from the college and community lead this activity.

Continuing, Implemented

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

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

The INDG 100: Introduction to Regional Indigenous Perspectives on Languages and Cultures course has been adapted for hybrid, remote delivery with appropriate support for instructional staff from Nation partners. This course consistently draws a mix of current students (international, nursing, environmental), employees (faculty, leadership, staff) and community members (health organizations and local government). The course is now offered once per year and is fully subscribed.

Continuing, Implemented

An On the Land series with Nation partners and knowledge keepers is being designed and implemented. In a series of workshops delivered spring of 2022 with Sinixt knowledge holders, participants learn traditional place names, traditional foods and greetings in the language. An on the land Indigenous specialist faculty position was created so Nation partners can work directly with the college. Discussions with the Indigenous Adult and Higher Learning Association (IAHLAs) for further development are underway for 2022/23.

New, In Progress

An Indigenous Studies credential is being developed, including establishing transfer paths and agreements into Indigenous Studies degree programs. The credential includes a new foundation course: Indigenous Studies 101, which has been approved and will be offered in the 2022/23 academic year. Future development may include several local language and culture courses and collaborations with IAHLA partners.

New, In Progress

23: HEALTH CARE PROFESSIONALS

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

The Bachelor of Science Nursing (BSN) program has reserved seats for Indigenous students.

Continuing, Implemented

By the end of 2023, all Health & Human Services instructional staff—including instructors in Nursing, Health Care Assistant (HCA), Pharmacy Technician and Nursing Unit Clerk—will complete the San'yas Indigenous Cultural Safety course as a component of their ongoing professional development.

Continuing, Implemented

INDG 302: Indigenous Health & Healing is a required course for Year 1 BSN students. Ways of knowing, including Indigenous ways of knowing, are key concepts in Year 1 of the BSN program.

Continuing, Implemented

The HCA program is offering online and in-person theory courses with in-person labs and practicums, improving regional accessibility for students.

Continuing, Implemented

Teams within the School of Health & Human Services continue to conduct a review of the "In Plain Sight" report and the BCcampus Indigenization guides as a part of their ongoing team development. This includes the Nursing, HCA, Pharmacy Technician, and Nursing Unit Clerk programs.

Continuing, Implemented

Upon completion of the Practical Nursing (PN) and BSN programs, all students will be able to fully meet the core concepts and principles of the British Columbia College of Nursing & Midwives (BCCNM) practice standard Indigenous Cultural Safety, Cultural Humility and Anti-Racism.

New, In progress

The new Practical Nursing program will have reserved seats for Indigenous students.

New, In Progress

23: HEALTH CARE PROFESSIONALS (CONTINUED)

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

Academic Upgrading's Pathways to Nursing program will specifically focus on attracting and supporting Indigenous students interested in laddering into a higher-level nursing program.	New, In progress
The BSN program created a workplan based on Strategic Doing, with a focus on Indigenous, anti-racist, equity, diversity and inclusion (EDI) to inform curriculum content and delivery, student support and needs. Individual teams continue to work collaboratively with the intention of regrouping in the fall.	New, In Progress
Health programs are engaged in Kitchen Table Talks with an Indigenous education developer, focusing on culturally safe, anti-racist curriculum and pedagogy.	New, In progress
Rural Pre-Medicine program coordinators are collaborating with local Nation partners and Indigenous academics and leaders to improve program indigenization to better attract and support Indigenous students for rural health professions.	New, In Progress

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.

The BSN program integrates three of the University of Victoria Cultural Safety Modules in the Relational Practice courses years 1–3.	Continuing, Implemented
INDG 302: Indigenous Health & Healing is a required course for Year 1 BSN students. Ways of knowing, including Indigenous ways of knowing, are key concepts in Year 1 of the BSN program.	Continuing, Implemented
Conflict resolution is included in Nursing (NURS) 342: Global Health Issues.	Continuing, Implemented
Students can take INDG 100: Rural Indigenous Perspectives on Languages and Cultures as a non-nursing elective.	Continuing, Implemented
Teams within the School of Health & Human Services, including the Nursing, Health Care Assistant, Pharmacy Technician, Nursing Unit Clerk programs, continue to conduct a review of the "In Plain Sight" report and the BCCampus Indigenization guides as a part of their ongoing team development.	Continuing, Implemented
INDG 101: Indigenous Peoples' Relationships: Once You've Heard the Story is incorporated into Year 2 for Rural Pre-Medicine students, and INDG 302: Indigenous Health and Healing is incorporated into Year 3. These courses provide a solid introduction and foundation into Indigenous ways of knowing, particularly as applied to healthcare.	New, In Progress
Upon completion of the PN and BSN programs, all students will be able to fully meet the core concepts and principles of the BCCNM practice standard Indigenous Cultural Safety, Cultural Humility and Anti-Racism.	New, In Progress
Instructors in the BSN program are engaged in Kitchen Table Talks with an Indigenous education developer, focusing on culturally safe, anti-racist curriculum and pedagogy.	New, In Progress

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.

In recognition of National Truth and Reconciliation Week, the Mir Centre for Peace hosted a screening of the NFB film <i>We Were Children</i> and a follow-up discussion. The film is about residential schools, and all schools were encouraged to recommend attendance for their students.	Continuing, Implemented
The Truth and Justice Speakers Series hosted an in-person/online hybrid event in April 2022. Dr. Raven Sinclair discussed the history of the Sixties Scoop and social justice parameters with 200 participants (100 online, 100 in person). Dr. Sinclair also provided a mentor luncheon to Indigenous alumni and students.	Continuing, Implemented
Law and Justice Studies continues to incorporate Nation partners as guests to speak on the local impacts of the legacy of residential schools, the UNDRIP, Treaties and Indigenous rights, Indigenous law and Indigenous–Crown relations.	Continuing, Implemented



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.

The speaker of the annual Truth and Justice Speaker Series was Dr. Raven Sinclair, who talked about the lasting effects of the Sixties Scoop on families and Nations. Participants ranged from students and staff to local social service agencies and Nation partners.	Continuing, Implemented
Learners in INDG 100: Regional Perspectives on Languages and Cultures in fall 2021 and spring 2022 included public servants from local government in various departments, including land planning and cultural services.	Continuing, Implemented
Recruitment, selection and employee on-boarding include a mandatory training, "Creating a Respectful Workplace." The college's process and protocols include extensive policies regarding a territorial acknowledgement, harassment, human rights and an employee code of conduct. There are processes within collective agreements to address such issues as human rights, inclusion, intercultural competency and others.	Continuing, Implemented
Selkirk College co-sponsored with a coalition of community organizations a four-hour training, Community Guide to Homelessness, by the highly regarded Ryan Dowd. Attended by over 150 people across the region, it addressed some of the most challenging problems that can arise in businesses, libraries and in public places. While not specifically focused on the needs of Indigenous Peoples, this training acknowledged the disproportionate representation of Indigenous Peoples who are inadequately homed.	New, Implemented
Selkirk College co-hosted a regional lunch and share event on EDI and anti-racism with regional organizations, spurring the creation of a community of practice to continue discussion and action. Presenters and participants demonstrated an interest and awareness of Indigenous history and current needs.	New, Implemented

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.

An Indigenous curriculum developer was hired to work with faculty fellows on pedagogical processes, trauma-informed teaching practice and including authentic Indigenous content. The sessions were led by the Teaching and Learning Centre.	New, Implemented
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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.

Selkirk College does not have programming in this area.	N/A
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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.

Economics and Strategy courses continue to discuss current events.	Continuing, In Progress
The dean completed an Indigenous Canada Massive Open Online Course.	New, Completed

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

1. 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.

Selkirk College has, through a partnership with the Columbia Basin Alliance for Literacy, promoted and assisted in broadening awareness of the TRC Calls to Action and improving Indigenous content and perspectives in adult and family literacy programs and services throughout the Columbia Basin and Boundary areas.	Continuing, Implemented
The Academic Upgrading program has included Indigenous course content materials in many courses, especially social studies and English. Faculty are exploring trauma-informed assessment practices.	Continuing, Implemented
Academic Upgrading is offering Indigenous Fine Arts, a regional course that will count as credit toward the Adult Dogwood certification. This course incorporated a variety of local Indigenous artists and performers.	Continuing, Implemented
Instructional staff across multiple programs have participated in numerous Indigenization courses, conferences, programs and events in order to build individual and collective understanding, knowledge, skills and perspectives to better serve students.	Continuing, Implemented
A Land-Based Dogwood is being explored as an avenue for high school completion, including the use of portfolios, prior learning, ethno-botany and Indigenous literature, arts and language.	New, In Progress
Education Council (EdCo) has been Indigenizing governance processes, including beginning the year with an Indigenous blessing, participating in the creation of a college-wide <i>Indigenization Plan</i> , exploring how to best evaluate curricula and programs, and raising awareness of the college's role in the TRC Calls to Action. EdCo has created a standing committee on Indigenization to support this work.	New, In Progress
The Selkirk College Gathering Place hosts annual observances, including Orange Shirt Day, a vigil for missing and murdered Indigenous women and girls, holiday celebrations and community luncheons. The Gathering Place celebrated its 10-year anniversary in May 2022 and hosted an open house with alumni, students, families and Nation partners.	Continuing, Implemented
A dedicated counsellor for Indigenous students supports current and prospective students through promoting and supporting access to funding options. This includes extensive knowledge and awareness of diverse funding sources and processes related to scholarships, bursaries, First Nations and Métis funding, employment and training resources, and former youth in care funding.	Continuing, Implemented
A dedicated Indigenous student navigator supports Indigenous students as a point of first contact and refers students to the counsellor for Indigenous students or the Elders Program for supports. The position is also responsible for recruitment and retention through involvement in various college events and committees.	New, Implemented

IMPLEMENTATION OF THE TRC'S CALLS TO ACTION AND UN DECLARATION

<p>Selkirk College completed a multi-year reconciliation research project within the Southern Interior of BC. The project, funded by SSHRC, aimed to determine the role of public post-secondary institutions in the Southern Interior in the work of reconciliation. Recommendations from First Nations involved in the project include ways for inclusion, voice and collaborative input into courses and programs. The project involved six Indigenous faculty researchers representing the diverse population of First Nations and Indigenous community, and it continues to inform reconciliation at the college. Selkirk College submitted another research funding application in 2022 to build on this research.</p>	<p>Continuing, In Progress</p>
<p>The <i>Indigenization Plan: Our Journey Together 2019–2024</i> is a five-year plan that was co-developed with community input over the last several years. It is a living document.</p>	<p>Continuing, In Progress</p>
<p>The Elders on Campus Program is a formalized program with three Elders who are college employees through temporary employment contracts for the academic year. They are provided honoraria when conducting spiritual and cultural work beyond their contract requirements. They have hosted regularly scheduled days throughout the year, and are often invited into classrooms, to sit on committees and to help with other events happening on the campuses. Elders are frequently called upon to support instructors with their learning and class instruction, and they engage with students through cultural sharing, such as fire teachings and drumming. In 2021/22, bi-weekly drum circle had 52 participants, monthly fire sharing stories had 45 participants, there were nine Elders on campus days and there was a <i>Walk it and Talk it</i> group.</p>	<p>Continuing, Ongoing</p>
<p>Cultural Connections connects with students, staff and community at the Castlegar, Trail, Tenth Street and Silver King campuses. Indigenous and non-Indigenous students come together in a safe place to experience, share and practice culture. Participants get to learn traditional arts and crafts, hear the stories and history behind their projects and connect through ceremony. Students continually express their gratitude for the connections they make in the Gathering Place and through attending Cultural Connections events. This program supported 226 participants in the 2021/22 academic year. Other Indigenous artists are invited to share their gifts, such as pine needle basketry and drum making.</p>	<p>Continuing, Ongoing</p>
<p>The second year of a Nurse Practitioner Clinic pilot was offered on the Castlegar Campus. Informal conversations with Indigenous Services and Elders are considerations for future delivery.</p>	<p>Not continuing in 2020/21</p>



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