

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2022/23 REPORTING CYCLE
JUNE 2023

Selkirk  College



Inside

Accountability Statement	1
Institutional Overview	2
Strategic Direction & Context	
<i>Mission, Vision @ Values</i>	4
<i>Values</i>	5
<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>	13
<i>Financial Information</i>	13
<i>Strategic Context</i>	14
Performance Plan	
<i>2022/23 Institutional Measures, Targets @ Results</i> .	18
<i>Mandate Priority Reporting</i>	52
<i>2022/23 Ministry Performance Measures, Targets @ Results</i>	59
<i>2023/24–2025/26 Ministry Accountability Framework Performance Measure Targets</i>	63
<i>2023/24 Institutional Goals, Measures @ Targets</i> . .	64
<i>Implementation of the TRC’s Calls to Action and UN Declaration</i>	73

ACCOUNTABILITY STATEMENT – LETTER FROM SELKIRK COLLEGE BOARD CHAIR AND PRESIDENT

Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
Victoria, British Columbia

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

On behalf of the Board of Governors and Selkirk College employees, we affirm our commitments and accountabilities to government under the direction of the 2021/22 Mandate Letter; the April 29, 2022, letter of direction to the Selkirk College Board of Governors; Selkirk College's *Strategic Plan 2019–2024*; and Selkirk College's *Indigenization Plan 2019–2024*.

As you will note from our report, we are committed to providing students with a high-quality, affordable and relevant post-secondary education experience that prepares them for the future. Selkirk College will continue to contribute to lasting and meaningful reconciliation with Indigenous Peoples and promote environmental sustainability, innovation and a greener economy. We're proud to provide accessible education to a diverse student population—particularly to vulnerable and under-represented students— and to advance equity, diversity, inclusion and anti-racism initiatives.

Selkirk College's 2022/23 accountability plan aligns with government's commitment to economic recovery through the StrongerBC, Future Ready and CleanBC plans. Furthermore, the government's current post-secondary priorities support Selkirk College's goals well into the future, particularly around expanding student housing, increasing technology-oriented programming and adding capacity in high-demand areas, such as health care, early childhood education and trades. Working with your ministry on these and other priorities will help the college contribute to BC's economic and social recovery.

We look forward to further discussion and opportunities for collaboration on these goals with your ministry.

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.

Community Education & Workplace Training 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 the President's Office and two main divisions: Education & Students and College Services. Each division is led by a vice-president who reports to the college president.

The Education & Students Division includes the vice-president, the associate vice-president and a team of four deans, two directors, the registrar and two managers. 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, which are each headed by a school chair, with faculty and staff. These schools 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 & Students 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. The Teaching & Learning Centre (TLC) supports instructors to create optimal learning for students through:

- Excellence in course development and delivery, including the variety and relevance of teaching strategies and alignment of assessments with outcomes.
- Effective use of the learning management system and educational technologies, especially in online and hybrid learning.
- Incorporating specific pedagogies related to, for example, work-integrated





learning, Indigenization, internationalization, universal design for learning and academic integrity.

- Contributing to a Learning Region with other colleges, school districts, literacy groups, public libraries, government, businesses and other groups concerned with education.
- Participating in student recruitment, engagement and retention initiatives through activities that optimize student learning.

Through Selkirk Innovates, the Education & Students Division also leads several significant community and industry-based initiatives funded through the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council, the National Research Council Canada, 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 associate vice-president of student success supports the registrar, director of student affairs, 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 and

engagement, including academic advising and career counselling, assessment services, co-op education, employment services, accessibility and college success services, personal counselling, campus recreation and healthy campus initiatives. This division also supports Campus Recreation; the Registrar's Office; Admissions; Recruitment; Marketing, Strategic Communications & Public Relations; Alumni and Donor Services; Community Relations; and Institutional Research.

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 chief information officer (CIO), 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, the *Campus Master Plan*, the *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 tenure 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 year, Selkirk College will continue to work diligently to achieve its mission and vision and to 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 2022/23, and goals, measures and targets for 2023/24. 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). Several new plans have been implemented in 2022/23, including the *Education Plan 2023–2027: Together for Success; Equity, Diversity & Inclusion Action Plan; Applied Research Plan; and the Sustainability Plan*.

The college will continue to develop a *Strategic Enrolment Plan* and an *Education Technology Plan* in 2023/24. 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 and collaborates with all divisions at the college and supports relationships with Nation partners.

Internal systemic change and inclusive and equitable processes continue to advance through the engagement of Indigenous Services staff with First Nations 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.

Building on Selkirk College's *Strategic Plan 2019–2024: Building Remarkable Futures*, the *Education Plan 2023–2027: Together for Success* charts a course for academic programming, community education and workforce training, innovation and educational supports. It provides the priorities and direction that will support the continued success of education and training at Selkirk College. The plan's priorities facilitate the achievement of the educational aspirations outlined in the strategic plan, including learner success; excellence in education; community development; a healthy workplace; and modernized facilities, technology and operations. It also ensures the college meets and contributes to the provincial government mandates and directions. The *Education Plan 2023–2027: Together for Success* provides direction to improve the success of students and graduates so they can contribute to a better future for themselves and the communities they contribute to while supporting instructors and staff to facilitate instructional excellence. The plan aims to acknowledge both the importance of the staff, facilities and technologies that contribute to exceptional learning experiences and to recognize the communities and organizations that are vital to programming excellence.

To fulfill the strategic plan and align with government mandate and direction, the college developed an *Equity, Diversity & Inclusion (EDI) Action Plan*. The vision of the *EDI Action Plan* is:

- Employees, students and community stakeholders benefit from the college as an equitable, diverse and inclusive place to learn, work and grow.
- Individuals in the college community understand EDI and collaborate to continue developing and promoting it throughout the organization and community at large.
- The college identifies and removes all barriers to access and inclusion from systems, policies, practices and supports. Students have the opportunity to achieve their academic goals, and staff are able to access employment opportunities.
- Values of community, access, respect and excellence are nurtured and embedded in college culture.

This plan is a living document that captures Selkirk College's commitment to advancing equity, diversity and inclusion. It aligns with the Government of Canada's Dimensions Charter, an initiative to foster EDI in the post-secondary sector.

The *Campus Master Plan 2020–2035* for Selkirk College provides an overall vision and framework to guide change and long-term strategic development for a span of 15 years. Identified within the *Campus Master Plan 2020–2035* are design guidelines and recommendations that seek to accomplish site- and program-specific goals. The goals provide adaptability and resilience, promoting change and refinement of the master plan over the 15-year period. The identified goals shaped from the overall campus vision are: flexible planning framework, enhanced student and staff experience, connectivity and sustainable development.

Together, these plans guide the growth and evolution of operations, programming and services at Selkirk College.

College Campuses & Facilities

Our campuses and learning centres are located in Castlegar, Nelson, Trail, Grand Forks, Kaslo and Nakusp in the heart of the British Columbia Interior. Each community is unique, offering stunning natural beauty, a vibrant culture and abundant recreational opportunities.

Selkirk College proudly holds the distinction of being the first Canadian post-secondary institution to sign the SDG Accord, demonstrating our commitment to the United Nations Sustainable Development Goals (SDGs) alongside colleges and universities worldwide. By participating in the SDG Accord, we actively contribute to global efforts to achieve a sustainable future.

Our campuses and learning centres serve as hubs of educational excellence, fostering a supportive and inclusive environment for students to pursue their academic and personal growth. Our programs and courses are designed to equip students with the knowledge, skills and experiences they need to thrive in their chosen fields and make a positive impact in their communities.



CASTLEGAR CAMPUS

Situated in the forest and spread across 65 hectares of private land, the Castlegar Campus remains Selkirk College's largest campus and administrative centre. Managed by the School of Environment & Geomatics, the land serves educational, wildlife and landscape ecology purposes. The campus offers a diverse range of programs, including Academic Upgrading & Development, Business, Environment & Geomatics, Health & Human Services, Selkirk International, University Arts & Sciences and Community Education & Workplace Training (CEWT).

While the campus has been well-maintained since its establishment in 1966, it requires upgrades and renovations to align with modern student expectations and educational delivery methods. Additionally, renewal is necessary

to meet provincial greenhouse gas reduction requirements.

Potable water on the Castlegar Campus is currently sourced from two on-site wells. However, a priority project in the *Five-Year Capital Plan* involves abandoning the untreated water system and connecting to treated water from the City of Castlegar. This upgrade will ensure a sufficient water flow for the anticipated additional usage, particularly for the upcoming student housing project. Archaeological assessments have been completed, the contract has been awarded and construction is set to start.

Both the college and the local community are experiencing a shortage of affordable on-site student housing. To address this issue, the college is constructing an additional 114-bed facility in Castlegar and a 36-bed facility in Nelson. These new housing facilities, along with the existing 28-year-old 100-bed facility, aims to provide affordable and available housing options for students. The project is currently underway and is expected to be completed by January 2024, both facilities will have fully accessible and family suites, contributing to improved student admission, retention and overall campus experience.

In the *Five-Year Capital Plan*, the renovation of the Health Services and Natural Resources wings,

known as Monashee and Granite respectively, is also prioritized. These wings, which are part of the original college buildings, no longer meet the requirements of modern learning, including the need for health education simulation labs. Additionally, these buildings contain hazardous construction materials, including asbestos, and are not energy efficient. Renovation work to update the simulation labs in the Monashee has been completed. The larger renovation of both the Monashee and Granite wings will be divided into two phases to manage capital spending, with the primary focus initially on the Monashee wing.

Overall, the ongoing improvements and expansions at the Castlegar Campus aim to enhance the learning environment, provide adequate resources and facilities, and create a sustainable and inclusive community for students and staff alike.



APPLIED RESEARCH & INNOVATION CENTRE

The Applied Research & Innovation Centre (ARIC) was established in 2016 as a hub for Selkirk Innovates, supporting applied research projects in collaboration with community partners and industries. Within ARIC, faculty and student research teams work together on innovative initiatives.

Sharing the same building are the Advanced Diploma in Geographic Information Systems and Bachelor of Geographic Information Systems programs, which benefit from the proximity to these cutting-edge research centres. Additionally, the building houses the Regional Innovation Chair in Rural Economic Development, further enhancing research and innovation activities.

To further expand applied research operations, Selkirk College has extended its presence to the community of Trail. The Selkirk Technology Access Centre in Trail is dedicated to advanced manufacturing, advanced materials and advanced computing research. This expansion allows for increased collaboration with local industries and community partners, fostering innovation and economic development in the region.

To support the growth and modernization of the ARIC and its associated programs, the *Five-Year Capital Plan* has identified a priority project to support the growth and modernization of the ARIC and its associated programs. The project will include facility upgrades, modernize “front of house” services, enhance student support and reduce the facilities condition index. By investing in these improvements, Selkirk College aims to provide state-of-the-art facilities and a supportive environment for research and innovation activities.

The ARIC and its affiliated programs continue to be at the forefront of applied research and innovation, driving economic development and supporting the needs of the community. Selkirk College remains committed to fostering a culture of research and supporting the success of students, faculty and community partners in their pursuit of innovative solutions and sustainable growth.



SILVER KING CAMPUS

Perched on a hill in Nelson’s Rosemont neighborhood, the Silver King Campus is a bustling educational hub that houses the School of Industry & Trades Training, School of Academic Upgrading & Development and CEWT. The campus boasts a range of facilities, including a library, bookstore and cafeteria, catering to the needs of its diverse student population.

Having celebrated its 50th anniversary in 2014, the Silver King Campus has a rich history, opening its doors as the Nelson Vocational School in June 1964. Over the years, the trades shop spaces have undergone extensive renovations, bringing them up to modern training standards. This renewal effort also included the construction of a new Student Centre with a spacious cafeteria and a dedicated building for the Carpentry Program. In recent years, routine capital funding has enabled the renovation and modernization of various areas within the Classroom Centre building, further enhancing the learning environment for students.

Similar to other campus locations in Nelson, the Silver King Campus faces a shortage of affordable housing options for students. To address this pressing issue, the *Five-Year Capital Plan* includes a project to construct a 36-bed housing facility on the campus. The construction is currently underway and is expected to welcome students in January 2024, providing much-needed affordable housing for students.

Recognizing the importance of providing childcare support to the Nelson community, a new 24-space daycare facility was completed and opened at the Silver King Campus in September 2021. Operated by the Kootenay Kids Society, this facility offers essential daycare spaces, easing the burden for parents and caregivers in the area.

In line with Selkirk College’s commitment to sustainability, efforts to minimize the campus’s environmental impact are prioritized. As part of this initiative, a project to significantly reduce natural gas use and greenhouse gas (GHG)

emissions was completed in the fall of 2022, further advancing the campus’s sustainability practices.

The Silver King Campus remains a vibrant educational institution, providing quality training, academic upgrading and workforce development opportunities for students. With ongoing improvements, expansions and sustainability initiatives, the campus continues to evolve to meet the needs of its students and the broader community.



VICTORIA STREET CAMPUS

In the heart of vibrant downtown Nelson, the Victoria Street Campus is housed within a historic granite building and serves as the home of Kootenay Studio Arts, and programs include ceramics, textiles, blacksmithing and metal arts, providing students with state-of-the-art facilities to nurture their artistic talents.

In July 2006, Kootenay School of the Arts underwent a transformative transition and became known as Kootenay Studio Arts (KSA), becoming an integral part of Selkirk College. Following an extensive renovation, the expanded and improved facility at the Victoria Street Campus was reopened in September 2007. This renovation project not only increased the capacity of the campus but also significantly enhanced the learning environment for students, ensuring an inspiring and conducive space for artistic exploration.

Selkirk College remains committed to providing a supportive and inspiring environment for students to pursue their artistic passions and achieve their full potential.



TENTH STREET CAMPUS

In the natural beauty of its surroundings, the Tenth Street Campus offers students a serene and inspiring environment to pursue their studies. The campus is home to the School of Hospitality & Tourism, the Contemporary Music & Technology Program, the Web Developer Program and the Digital Arts Program.

The Tenth Street Campus boasts a range of facilities designed to support student success and holistic development. These include a bookstore, a gymnasium, a weight room for fitness enthusiasts and a state-of-the-art kitchen facility dedicated to the Professional Cook Training Program. Moreover, two distinct studios enrich the campus experience: a recording studio and the renowned Shambhala Music & Performance Hall, providing spaces for students to showcase their artistic talents.

In September 2012, Selkirk College proudly unveiled a newly renovated housing facility on the Tenth Street Campus, offering comfortable accommodation for up to 100 students. This facility not only provides a convenient living space but also fosters a vibrant community atmosphere, encouraging collaboration, friendship and a well-rounded college experience.

Selkirk College remains committed to maintaining the Tenth Street Campus as a hub of educational excellence, providing exceptional learning opportunities and equipping students with the skills and knowledge necessary to succeed in their chosen fields.



TRAIL CAMPUS

Situated in the historic heart of downtown Trail, this campus serves as a hub for diverse educational programs offered by Selkirk College. It is home to the School of Academic Upgrading & Development, the School of Health & Human Services, the School of the Arts and Community Education & Workplace Training.

In June 2022, Selkirk College acquired ownership of this facility from the Regional District of Kootenay Boundary, solidifying its commitment to the Trail community. The college officially took over operations of the building in November 2022. This ownership transfer opens up new opportunities and possibilities for the campus, enabling Selkirk College to enhance and expand its educational offerings in the area.

The Trail Campus has recently seen the addition of exciting new programs. The addition of the Digital Fabrication & Design Program brings cutting-edge technology and skills training to students, the expansion of seats in the Health Care Assistant Program addresses the growing demand for health care professionals, providing more opportunities for students to pursue rewarding careers in the health care field. Additionally, the upcoming commencement of the new Practical Nursing Program in 2023 further enriches the educational landscape of the campus.

Selkirk College's increased presence in the Trail community not only strengthens its commitment to serving the local population but also fosters a dynamic environment that facilitates a wide range of learning experiences. Students can expect a vibrant and supportive campus community, enriched by the diverse programs and opportunities available.

As part of the *Five-Year Capital Plan*, specific capital funds have been designated to address critical maintenance and IT needs at the Trail Campus. This investment ensures that the facilities are well-maintained and provide a conducive learning environment for students.



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 and Trail campuses have the highest FCI of all owned facilities, with Trail being greater than 0.50. In July of 2022 Selkirk College took on ownership of the Trail Campus and officially began to operate the campus in November. As part of the transfer of ownership, Selkirk College received \$1 million in funding that will be used to upgrade existing IT infrastructure and complete classroom renovations. Classroom renovations and building upgrades for the Castlegar Campus included the completion of a full physics lab renovation, including upgrades to electrical, lighting and HVAC and the creation of a new nursing SIM lab. 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.

With work well underway on a new student housing project that will see an additional 114 beds at the Castlegar Campus, the college has begun work on a new waterline that will connect to water supplied by the City of Castlegar. This will decrease the significant risk associated to untreated water and will ensure that the college meets the fire flow requirements for the new student housing building.

Constructing new student housing to address high demand and vacancy rates as low as 0.6% in the cities of Nelson and Castlegar is also a high-priority project. Both student housing projects are anticipated be ready to welcome students in the January 2024. The installation of a biomass boiler at the Silver King Campus was completed in the fall of 2022 and 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. Other important projects that were completed include the replacement of an aging dust collector system for the Fine Woodworking Program and a full roof replacement of the classroom block at the Silver King Campus, new concrete stairs and railings to connect facilities at the Tenth Street Campus, the creation of an accessible gender-neutral washroom, LED lighting upgrades and HVAC upgrades at the Castlegar Campus.

The need for operating capital equipment for 2023/24 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



Strategic Context

Located amid the breathtaking beauty of southern British Columbia, Selkirk College offers 80-plus nationally recognized programs that serve between 2,200–2,400 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, 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, a new education plan, ministry mandates and ministry direction. In winter 2023, the college launched a new Practical Nursing Diploma Program in response to identified needs in the community and from employers. This program is being offered on the Trail Campus. A partnership with Vancouver Island University and College of New Caledonia will see the Pharmacy Technician Diploma Program doubling the annual intake. Students will have the opportunity to attend lab courses at one of the three colleges, increasing access. 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 drones and equity, diversity and inclusion have been developed and offered in 2022/23.

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. International student seats have been added in postgraduate programs to meet student demand and workforce needs. Other contributions to improving 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 StrongerBC future skills project, with 22 courses listed for the future skills grant offerings.

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. 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 StrongerBC.

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 student learning and further opportunities for graduates to transition to employment.

Applied research activities are embedded within programming. They feature faculty expertise, offer support from human resources and the finance department, and are self-funded. Selkirk College has expanded WIL and co-op education and supports more than 55 student placements within the college and many others within organizations across the region and province.

Selkirk College, through Selkirk Innovates (the applied research and innovation department) has been actively engaged in applied research since 2004 and has experienced continued growth. Over the last three years, paid student internships have grown from 37 to 60, and research partnerships have increased from 59 to 119. Contributions from partners over the last three years total over \$10 million, including private and non-profit partners averaging \$580,000 annually.

The college has demonstrated capacity to manage significant partner-driven research projects, including:

- Two federally funded Innovation Enhancement (IE) grants of \$2 million each (concluding)
- An Applied Research and Technology Partnership (ARTP) grant supporting emerging capability in advanced computing and natural resource management for \$440,000
- A Technology Access Centre grant of \$1.75 million, \$1 million to support climate action, technology and innovation
- Close to \$700,000 from the Canada Foundation for Innovation, BC Knowledge Development Fund, and partners for advanced manufacturing equipment
- \$210,000 from MITACS and partners to support student internships in rural resilience
- \$1.1 million from the BC Rural Economic Development Infrastructure Program and partners for GIS and drone technologies and student internships

The Selkirk Technology Access Centre (STAC) is one of only three Natural Sciences and Engineering Research Council of Canada (NSERC)-supported Technology Access Centres in BC, with the others located in the much larger population centres of Vancouver Island and the Okanagan.



INTERNAL CONTEXT

Selkirk College has typically served 2,600 full-time equivalent (FTE) students annually, including 1,950 domestic students 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 2,197 over the past year. Enrolment of new domestic students is expected to have a modest increase in 2023/24 over 2022/23. Strategies to continue to improve enrolment and retention will be supported by a renewed *Strategic Enrolment Plan*.

Out of a possible 2,096 students who attended Selkirk College in the 2023 Winter Term, 1,132 students responded to the 2023 Student Engagement Survey for a response rate of 54%. In 2022, the response rate was 51%. The majority of students who took the survey were on the Castlegar Campus (48%), between the ages of 22 and 30 (37%), studying full-time (86%), and worked full-time before attending Selkirk College (44%). Of the respondents, 83% said that Selkirk College was their first choice, representing a decrease from 2022 (90%); however, 87% said that if they could start over they would still choose Selkirk College for their education. In the Campus Climate and Environment section, students were asked several questions relating to their campus and college experience, including how they felt being a student at Selkirk College and how often they had interactions with different groups of people. The top three statements that students agreed with are: I feel all students at Selkirk College are treated with respect regardless of their background (80%). Selkirk College has a strong commitment to diversity, equity and inclusion (81%). I am treated with respect at Selkirk College (87%). In response to modest decreases in enrolment during the pandemic, Selkirk College continues to 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 through a new student navigator and expanding health and wellness initiatives.

Selkirk College successfully completed a Quality Assurance Process Audit (QAPA) site visit in 2021/22 and received approval from the Degree Quality Assessment Board in 2022. 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 opportunities (e.g., education development; program outcomes mapping; online teaching and the use of technology; academic integrity; WIL; e-portfolios, etc.). 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, which will support facilities-based decisions. Further facilities details are provided in the Capital Facilities & Equipment section of this report.



2022/23 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 (WIL), co-op education and internships, student academic support, and employment transitions programming.

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to advance applied learning with co-op education, work integrated learning (WIL) and experiential opportunity.	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Completed and approved Policy 8370: <i>Co-operative Education Policy</i>. Completed 37 registered co-op work placements and 20 non-registered work placements in the School of Business, School of Environment & Geomatics, School of University Arts & Sciences and School of the Arts. Facilitated, in partnership with Co-operative Education and Work-Integrated Learning Canada (CEWIL), 326 students who received bursaries for their engagement in WIL projects. Operationalized a formal co-op designation for business program students. Reallocated the Tenth Street Campus Bistro operations entirely to the School of Hospitality & Tourism and integrated operations into curriculum. Approved an integration of PARADOCS software into the Ski Resort Operations & Management Program. Supported 16 students to complete their Early Childhood Care & Education certificate through WIL. Enhanced accessibility services through co-op work procedures to assist students with disabilities in accessing co-op placements. 	<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 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> <p>Initiatives:</p> <ul style="list-style-type: none"> Provided over 20 paid student internships (minimum value of \$10,000/internship). Secured a \$220,000 MITACS grant to support ongoing internships. 		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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to expand and increase educational pathways for students.	<p>1. Continue to update and expand with three new or renewed articulation agreements. Continue to improve student awareness of articulation agreements within program areas.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Renewed the Groupe IGS (Institut de Gestion Sociale) American Business school agreement with School of Business. • Renewed the University of Lethbridge transfer agreement with School of Environment & Geomatics. • Renewed several articulation agreements with the School of Health & Human Services. • Established new agreements for guaranteed direct entry from Engineering Transfer into second-year Engineering at University of Victoria and UBC Okanagan, as well as full-credit transfers into UBC, SFU and University of Alberta. • Undergoing Rural Pre-Medicine Program curriculum revision (to be implemented in 2024), which will foster better transfer pathways. Renegotiating pathways with UNBC and TRU, with conversations underway with University of Victoria, SFU, UBC Okanagan, University of Calgary and University of Alberta. <p>2. Implement a successful study abroad initiative. Explore further opportunities for studying abroad.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Implemented a four-year federally funded project “Global Skills Opportunity.” This project has sent three cohorts (a total of 15 students) of Nursing and Human Services students to Sunrise Center, Uganda. This is a partnership with Nicola Valley Institute of Technology. Students receive practicum credit for this international study abroad experience. • Exploring the opportunity to join University Mobility Asia Pacific (UMAP). This organization will create opportunities for student mobility to many countries, with some funding available for incoming and outgoing students. <p>3. Provide targeted academic upgrading support to students preparing for entry to high-demand program areas.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Developed and launched Pathway to Practical Nursing and Bachelor of Science in Nursing as a targeted bundle of courses and supports for health care assistants and others interested in upgrading to enter studies in health care, particularly nursing, yet missing prerequisites and student success skills to gain entry to the program. • Developing and preparing to offer pathways to science, technology, engineering and math (STEM), health care assistant, and human services careers (funded). 	<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>Achieved</p> <p>Achieved</p>

	<p>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> <p>Initiatives:</p> <ul style="list-style-type: none"> Delivered dual credit Early Childhood Care & Education courses with School District 20. Exploring partnerships with other school districts. Delivered an online business course (ADMIN 170) to multiple school districts to align with the high school semester timeline. Expanded school district 10 Arrow Lakes Distributed Learning collaboration to include students in the REACH program, exposing them to college and alternative learning options. Prepared the Introduction to Tourism course for dual credit offering. Discussion with interested school boards ongoing. Exploring initiatives for the Education Assistant & Community Support Worker Program. Developing Kootenay & Boundary Dual Credit and Workplace Learning Common Agreement with local school districts. 		Achieved
--	---	--	----------

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
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.	<p>1. Continue to support an appropriate blend of in-person and remote delivery of targeted programming and services to support the needs of students.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Offered Human Services programs in blended delivery format. This will be ongoing in 2023/24. Offered the Health Care Assistant Program with concurrent online and in-person intakes. Delivered the ADMN 170 Business course online to high school students as dual credit. Offered the eight-month Web Development certificate synchronously and remotely. Maintained flexible delivery of upgrading courses to enhance access and support student success, including select course offerings connecting students across the college region. Delivery mode is regularly reviewed to determine the best fit for meeting and completing course learning outcomes. Continued to offer selected hybrid/online adult special education courses in the SOAR (Steps to Opportunities, Academics & Readiness) Program, including participation in the signing glee club, to connect students across the 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>	Achieved

<p>Undertake an initiative to identify program-level retention metrics as part of the development of strategic enrolment.</p>	<p>2. Continue to develop capacity for online, hybrid and hybrid flexible (HyFlex) learning opportunities for students who face barriers to access.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Continue to work with individual students in the Health & Human Services Program to offer flexible learning opportunities. • Interview each student in Academic Upgrading to determine the best fit for courses, delivery mode, access to technology and configuration of supports that will set them up for long-term success. Intake interviews, courses and instructional support are available online and in person. • Offered Human Services programs in blended delivery format to support rural and remote students and students facing barriers. • Offered the Health Care Assistant Program with concurrent online and in-person intake to support rural and remote students (practice in home communities providing there is a facility). • Maintained flexible delivery of upgrading courses to enhance access and support student success, including select course offerings connecting students across the college region. Delivery mode is regularly reviewed to determine the best fit for meeting and completing course learning outcomes. • Continued to offer selected hybrid/online adult special education courses in the SOAR (Steps to Opportunities, Academics & Readiness) Program, including participation in the signing glee club, to connect students across the region. • The Teaching and Learning Centre continues to provide professional development opportunities for faculty/instructors interested in developing skills to support online, hybrid and flexible learning options. <p>1. Develop metrics and begin to track program retention as part of the development of a <i>Strategic Enrolment Management Plan</i>.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Added program retention metric to Program Accountability and Sustainability (PAS) yearly reports provided by Institutional Research. • Continuing efforts to meet our strategic plan's goal of a strategic enrolment management (SEM) plan by 2024, which will include retention. • Tracking inquiries, registrations and completions for all students in the School of Academic Upgrading & Development, as well as those on pathways to Selkirk College's post-secondary programs. <p>2. Update the <i>Program Accountability Plan and Sustainability Report (PAS)</i> to provide additional student and graduate information.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • PAS report now includes graduation rates. 	<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>Substantially Achieved</p> <p>Substantially Achieved</p>
---	--	---	---

STRATEGIC PRIORITY 1.4

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

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Pilot targeted initiatives that further the college-wide implementation of the student service model.</p>	<p>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).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Hired in a contract position to develop and support delivery of the online BCcampus modules regarding sexual violence education. • Launched the <i>Equity, Diversity & Inclusion Action Plan</i>. • Trained 48 students and faculty in mental health first aid. • Delivered nine sessions of the BCcampus Active Bystander training to a total of 92 students. • In partnership with ANKORS, facilitated one session of Trans 101 to 30 students. • Delivered one session of the BCcampus How to Talk about Suicide to 25 students. • Delivered one session of the BCcampus Consent and Sexual Violence to 11 students. • Delivered BCcampus Capacity to Connect training to 65+ faculty/instructors. • Delivered an adapted version of Capacity to Connect that focused on supporting employee mental health and wellness to supervisors. • Supported the Selkirk College Students' Union in delivering additional mental health literacy training. <p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Provided virtual "business tutor" hours to best meet student needs. • Provided virtual and in-person "writing centre tutorial" support at various hours to best meet student needs. • Provided math and science tutors in-person and virtually. • Provided an in-person "international homeroom" to international students on probation or struggling to manage courses. <p>3. Initiate the renewal of the <i>Student Access and Support Department Service Plan</i>.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Created a new position to house student services in the same unit to create structure for the renewal of a holistic <i>Student Service Plan</i>, which will incorporate the Student Access & Support plan into the strategic plan and student strategies. 	<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>Achieved</p> <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 that are regionally relevant.

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Continue to improve existing program delivery and technology to meet in-demand needs that have regional significance.</p>	<p>1. Continue internet and equipment technology improvements at the Trail Campus.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Installed 24 new computer workstations on the Trail Campus for Health Care Assistant (HCA) and Practical Nursing students Installed docking stations and instructor laptops for all instructors in the Practical Nursing and HCA programs. Incorporated the use of the IFPD (interactive flat panel device) in Academic Upgrading and SOAR, to deliver classes by Hyflex to students located across the region. Completed a maker space lab for Digital Fabrication & Design (DFAB) students. 	<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. Develop operational plans for the new DFAB and Web Development programs.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed operational plans in DFAB and Web Development programs. Completed ongoing recruitment and retention initiatives, including visits to high schools and a web development boot camp. Engaged Program Advisory Committee (PAC) in Web Development. Continued ongoing engagement of employers with DFAB. PAC meeting in the calendar for fall 2023. Completed curriculum adjustments to DFAB to improve access to equipment and technology. Held year-end show, which raised profile of program with employers and the community. 		<p>Achieved</p>
	<p>3. Prepare for the delivery of the new Practical Nursing Program.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Completed BCCNM Recognition for the Practical Nursing Diploma Program. Upgraded Trail Campus skills lab to support both Health Care Assistant and Practical Nursing programs. Launched first cohort of the Practical Nursing Diploma Program in January 2023 with 16 students. Developed and delivered an upgrading Pathway to Practical Nursing to help prospective students prepare to succeed in Practical Nursing Program. 		<p>Achieved</p>

Continue to be responsive to funding opportunities for rapid response workforce training and funding for additional seats in high-demand areas.	<p>1. Complete the development of a new Practical Nursing Program for implementation in either January 2023 or September 2023.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Completed course development for years 1 and 2 of the Practical Nursing Diploma Program. Approved all Practical Nursing courses through Curriculum Committee and Education Council. Launched first cohort of the Practical Nursing Diploma Program in January 2023 with 16 students. Continued ongoing course and program evaluation and student satisfaction. Continued ongoing instructor mentorship and professional development. 	<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. 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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Enrolled the first cohort of students from Vancouver Island area in August 2022. Vancouver Island University (VIU) will host the first group of local students for the PTEC Program labs in July/August 2023. Collaboration with College of New Caledonia (CNC) ongoing. 		Achieved
	<p>3. Continue to increase seats in high-demand programs areas, such as Health Care Assistant (HCA and HCA-PP), Early Childhood Care & Education and other program areas as they emerge.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Anticipating 70 graduates for the 2022/23 HCA and HCA-PP programs. Anticipating 24 graduates for the 2022/23 online and in-person intake for ECCE. Anticipating 13 graduates for 2022/23 ECCE WIL students. Planning two-year international cohort for Health Care Assistant and Community Support Worker programs to begin September 2024. Planning two-year international cohort for ECCE to begin September 2024. Developing a Pathway to Human Services (ECCE and EACSW) and a Pathway to HCA to help students prepare for successful program application and completion. 		Achieved

	<p>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> <p>Initiatives:</p> <ul style="list-style-type: none"> • Started development of a Digital Career Transformation entry-level program through micro-credential funding with goal to pilot delivery in 2023/24. • Piloted development and delivery of Equity, Diversity and Inclusion (EDI) micro-credential with local government partner. Currently updating and revising to allow for multiple delivery modes. • Delivered Design for Additive Manufacturing micro-credential. • Developed and delivered Programming and Software Development micro-credential. • Developed and delivered Drone Technologies micro-credential. • Completed welding credential to meet the industry-specific needs of D-PACE, a local company that supplies products and services to the commercial accelerator industry. • Drafted Policy 8101 and 8102. 		Achieved
Identify and conduct initial program research and design on future in-demand programming.	<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>Initiatives:</p> <ul style="list-style-type: none"> • Developing a two-year Web Development Program to begin first cohort September 2024. This is in addition to the existing eight-month Web Development certificate. • Launched a new eight-month Blacksmithing and Metal Art Program in Fall 2023. • Exploring composite second-year Engineering/Engineering technologist/physics/digital fabrication offering. • Developed an Indigenous Studies option in the Associate of Arts program with a strong focus on local and applied learning. • Developed and launched a Practical Nursing Diploma Program. • Completed the “New Program Template.” 	<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

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Support programming continuity, quality, availability and renewal during the shift out of the COVID-19 pandemic to meet key access and flexibility goals.	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Returned to on campus and in-person learning, yet course scheduling is being renewed ongoing. In AUD, planning and delivery remain flexible to respond to emerging student needs. UAS and Open Studies offer some online and most in-person. Education Assistant and Community Support Worker (EACSW) program will offer hybrid delivery to support students attending classes remotely and/or asynchronously. ECCE program continues with online and in-person delivery of certificate and I/T courses. The HCA program continues with online and in-person delivery. The School of Hospitality & Tourism continues with individual learning plans to accommodate international students experiencing visa approval delays. 	<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. Plan for course delivery options (online, in person) and opportunity for HyFlex delivery in targeted program and course areas that are aligned with the Freedom of Information and Protection of Privacy Act (FOIPPA).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Identified opportunities through the Quality Assurance and Program Audit (QUAPA) and program review processes. As well as a number of one-on-one and program requests related to this topic. Adopted a new curriculum mapping tool from UBC and utilized it in the QAPA process. Conducting a classroom configuration project to support student learning. The Teaching & Learning Centre (TLC) team participates in, and in some cases chairs, the Privacy Committee and the Education Sub Committee, the Curriculum Committee, Admissions and Standards and Education Council, and the Policy Committee. The team has taken the lead on developing a new policy for the Learning Management System and Academic Integrity. 		Achieved

	<p>3. Identify targeted programs to either maintain program availability or expand program availability in the college's region.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Delivered ADMN 170 Business course online to local school district high school students with aim to increase recruitment from region to Business Administration Diploma. Expanded regional course offerings through Open Studies program that facilitates course delivery to community members and students from other programs. Expanded ECCE certificate and diploma offering (two cohorts online and in-person). Expanded Pharmacy Technician diploma seats (from 30-40 seats in 2022/2023). Expanded HCAP offerings and practice opportunities in rural and remote communities. 		Achieved
--	--	--	----------

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Advance support for teaching and learning excellence through targeted initiatives.	<p>1. Provide ongoing professional development opportunities through the Teaching & Learning Centre (TLC) in targeted areas.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Hosted <u>Teacher Talks</u> on copyright, privacy, strategies for academic integrity, checklists, exit tickets, annotated presentations, open education resources, contemplative education, artificial intelligence and ChatGPT, and practical strategies for developing self-regulated learners. Hosted Provincial Instructor Diploma Program (PIDP)-equivalent courses, including Delivery of Instruction (August and January) and Evaluation of Learning (April–May). Developed and gained EdCo approval of additional PIDP: Instructional Strategies. Gave monthly presentations and updates at Deans and Chairs on numerous relevant topics, including those identified in the first bullet. Ongoing Moodle training and consultations. Ongoing management of the Learning Facilitators network, monthly meetings, field trips, informal updates and connections. Ongoing maintenance of Selkirk Keep Teaching, which is a helpful resource for educators. Created and distributed a TLC newsletter once or twice a month. Hosted 1st Annual TLC conference in June 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>	Achieved

	<p>Botany and Ecosystem Classification.</p> <ul style="list-style-type: none"> • Offered INDG 60, Indigenous Ways Through Art, an upgrading Indigenous fine arts course in collaboration with Nelson and District Arts Council's Mural Fest. Learners participated in workshops on beading, drum making and shadowed Indigenous muralists. • RPM Partner Nation Workshop (25 students) • Hosting and held partner nation on the land workshop for 20 participants BC Counsellors conference. • Hosted On-the-Land sessions in spring 2022 and fall 2022 and a winter holiday celebration for a total of nine sessions (135+ participants). 		
--	--	--	--

STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Advance program enrolment planning and continue development of a <i>Strategic Enrolment Plan</i> .	<p>1. Complete program enrolment plans and continue to advance the use of the plans in marketing, recruitment and operational planning.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Completed program enrolment plans for all programs. • Offered a dual credit Business course to local high school students across all local school districts during high school semester. • Offered dual credit ECCE and HCA courses to local high school students in school districts across Kootenay Boundary. • Completed <i>Strategic Enrolment Plan</i> planning in preparation for writing and feedback phase of project. 	<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. 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> <p>Initiatives:</p> <ul style="list-style-type: none"> • Completed <i>Strategic Enrolment Plan</i> planning in preparation for writing and feedback phase of project to include retention and recruitment strategies. 		Substantially Achieved

STRATEGIC PRIORITY 2.4

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

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Complete and implement key institutional plans that support the achievement of the <i>Strategic Plan</i>.</p>	<p>1. Complete development and begin to implement an Education Plan, Applied Research and Innovation Plan, Equity, Diversity & Inclusion Plan and Sustainability Plan during the 2022/23 academic year.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Completed development of the <i>Education Plan</i>. • Completed a draft of the <i>Applied Research & Innovation Plan</i>. • Completed the <i>Equity, Diversity & Inclusion Action 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>	<p>Achieved</p>
	<p>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> <p>Initiatives:</p> <ul style="list-style-type: none"> • Refreshed and decolonizing ENVR 250 for three School of Environment & Geomatics diploma programs. • Completed and approved Policy 1000: Policy Development which includes the principles of values-based; consistent with legislation; Inclusive, participatory and consultative; and reconciliation. • Academic Freedom Policy includes Indigenous Knowledge Principles • Hosted the Truth & Justice Speaker Series with Raven Sinclair (180 participants). • Included Indigenous representation on Education Council. • Awarded an Honorary Diploma in Human Services to Ktunaxa Elder Anne Jimmy. • Hosted Cultural Connections with 33 classes with 271 participants across all campuses and learning centres. • Delivered Seven Sacred Teachings at Silver King Campus over eight weeks (23 participants). • Delivered various Indigenous led workshops in 15 classes, 336 students. • Hosted Elders on Campus with 10 drum circles (50 participants) and four fire/storytelling events (20 participants). • Key positions requiring priority for Indigenous candidates are being developed in collaboration between Indigenous Services and Human Resources (examples: Indigenous counsellor and Indigenous student navigator). • Facilitated the design of an Indigenous arbour for the Tenth Street Campus. • Professional development and additional resources for faculty and staff are ongoing (e.g., all staff culture sensitivity training, leadership decolonization training, policy reviewers' cultural awareness training). 		<p>Achieved</p>

<p>Advance academic governance and administrative policy development.</p>	<p>1. Renew and implement academic and governance policies: an instructional policy, a credential and credit framework and two other policies.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Split Policy 8100 into policies 8101 (Academic Programs) and 8102 (Credential and Recognition Standards)—to be approved by Education Council by fall 2023. • Governance deadlines passed in Fall 2022 to streamline governance policy and government reporting. • Academic, Administrative and Governance Policies reviewed and approved: <ul style="list-style-type: none"> ○ Policy 1000: Policy Development ○ Policy 8705: Ethical Conduct of Research Involving Humans ○ Policy 8815: Intellectual Property ○ Policy 6330: No Smoking and Vaping ○ Policy 6520: Employee Evaluation ○ Policy 6560: Employment of Relatives ○ Policy 8370: Selkirk College Co-operative Education ○ Policy 8365: Study Exchange and International Experience Abroad ○ Policy 6015: Accommodation ○ Policy 6420: Occupational Health & Safety ○ Policy 9000: Signing Authority ○ Policy 9200: Acquisition of Goods • Program Policies reviewed and approved: <ul style="list-style-type: none"> ○ Blacksmithing & Metal Art ○ Business Administration ○ Carpentry Apprenticeship ○ Carpentry Foundation ○ Electrical Apprenticeship ○ Electrical Foundation ○ Fine Woodworking ○ Music & Technology ○ Office Administration & Technology ○ Practical Nursing ○ Rural Pre-Medicine <p>2. Renew and implement Policy Development Process (Policy 1000).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Completed the development and approval of Policy 1000 • Researched and developed renewed policy framework. • Delivered trauma-informed and decolonizing workshop for policy writers and reviewers. <p>3. Implement an administrative policy review committee and revise the role of the Education Council Policy Review Committee.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Refined policy development framework to include rationale, consultation, assessment, and guidance on embedding decolonization, GBA+, EDI and trauma-informed lenses into policy. • Identified mechanism in policy framework to include consultation within Indigenization, accessibility, and international education. 	<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>Achieved</p> <p>Achieved</p>
---	---	---	---

Continue to develop tools and a framework that contributes to linking plans, and leads to improved monitoring and reporting of plan outcomes and facilitates plan renewal.	<p>1. Support the effective integration of new curriculum planning software, Curriculum Strategy, with academic policy and governance.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Pending the approval of Policy 8101 (Academic Programs) and Policy 8102 (Credential and Recognition Standards). Implemented Curriculum Strategy software Strategy underway to migrate all program policies into the academic calendar, including a comprehensive review of accuracy and consistency of all program 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>	Achieved
	<p>2. Continue the development of the student enterprise resource planning (ERP) management system: TheSIS.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued work on the implementation of TheSIS Student Information Systems. Went live with Blackbaud Awards Management System in January 2023. 		Substantially Achieved

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Fully implement the Quality Assurance Framework to support program excellence, the achievement of strategic initiatives and plans, and continuous quality initiatives.	<p>1. Complete planned Level 3 program reviews in 2022/23 and conclude 2021/22 level 3 program reviews where required.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Completing Level 3 program reviews for Educational Assistant & Community Support Worker, Nursing Unit Clerk, and Mental Health and Addictions programs in 2023. Starting Level 3 process for Early Childhood Care & Education in fall 2023. Planned 2022/23 Geographic Information Systems/Geomatics Level 3 program review underway. Implemented 2021/22 Level 3 program reviews from School of Environment & Geomatics diploma program Technology Accreditation Canada 2021/22 accreditation. Completed Level 3 program review for Associate of Science. Completed 90 per cent of Carpentry Level 3 program review. Completed Golf Club Operations Online program review. 	<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
	<p>2. Undertake activities identified in the <i>Quality Assurance Process Audit External Review Report</i>.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Submitted institutional QAPA response on March 30, 2022 Extended program review (level 3) timeline from 5 years to 7 years. Initiated the development of Program Advisory Committees for all applied programs 		Substantially Achieved

	<p>3. Implement the new <i>Program Accountability and Sustainability Report</i> into the Quality Assurance Process.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Institutional research has developed program folders that include all relevant information required for quality assurance process (including PAS). 		Achieved
	<p>4. Complete the development and implementation of the Instructional Programs (Policy 8100), which engages with the <i>Indigenization Plan</i>.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Pending the approval of Policy 8101 (Academic Programs) and Policy 8102 (Credential and Recognition Standards). 		Substantially Achieved

STRATEGIC PRIORITY 2.6

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

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to support the development and full implementation of the ERP modules.	<p>1. Continue to fully implement the Finance and Human Resource modules (U4ERP).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implemented Human Resources Phase II integration between U4ERP and HireServe (staff recruitment module). Developed workflow for Human Resources Phase III integration of student and continuing education hiring and onboarding. Implemented new systems enhancements for procurement, payables and payments cycle in the Finance Modules of U4ERP to increase efficiency of processing transactions and improve internal reporting. 	<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
	<p>2. Continue the development of the student module (TheSIS).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued work on the implementation of TheSIS Student Information Systems. 		Substantially Achieved
	<p>3. Continue to integrate the ERP module reports/metrics into program planning and timely data-based decision-making.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed New Budget to Actual Forecast report in U4ERP to allow for budget officer forecasting and planning. Improved employee vacation balance and cost distribution reports to allow for better tracking of employee balances and wage distributions between work orders in U4ERP. 		Substantially Achieved

Develop targeted software solutions to support improved planning and operations.	<p>1. Develop a software solution to support the improved administration of awards with the Selkirk College Foundation.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Went live with Blackbaud awards management in January 2023. 	<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. Develop a software solution to support improved scheduling for courses and exams.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implemented Infosilem Exam. Item pending successful implementation of TheSIS Student information system. 		Not Achieved
	<p>3. Enhance the process of vetting software solutions that are aligned with FOIPPA.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implementation of enhanced IT governance model. Completed privacy evaluation audits (PIAs) via an established privacy committee headed by Human Resources. 		Achieved

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to develop and enhance strategic community partnerships and targeted initiatives to enable the success of students and graduates and contribute to the community.	<p>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).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Facilitated over \$200,000 in wages for over 20 paid student internships supporting 20+ projects driven by partner need. Developed a WIL project in second year Human Services Diploma in partnership with community partners. Facilitated the following WIL pilot projects: <ul style="list-style-type: none"> Business (Directed Studies) Hospitality (Housekeeping and Never Ever Days) Arts (Film/DFAB/Other) Academic Upgrading (Indigenous Fine Arts) SEG (Applied research courses) Nursing (MHA Practicum/HHS Leadership) 	<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 identify project outcomes that contribute to student and graduate success and to community partnerships.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued conversations with two ministries on technology related micro-credential training and obtaining letters of support from a global technology company. Continued to develop and evaluate the Pharmacy Technician program (PTEC) student practicum evaluation form in collaboration with PSIs and practice partners across BC. Continued to develop and evaluate the preceptor training modules in the PTEC program in collaboration with new graduates and practice partners. Continued to develop and evaluate the PTEC program expansion and partnerships with Vancouver Island University, College of New Caledonia, Island Health and Northern Health. Students and faculty in the Bachelor of Science in Nursing and Human Services Diploma programs will continue participating in the <i>Bridging Rural Homelessness and Well-being: A Sustainable and Collaborative Regional Response</i> project. This is a three-year social innovation project that started in fall 2022. Ongoing work on the <i>Strategic Enrolment Plan</i>, to be completed 2024. Engaged each Rural Pre-Medicine student in a project that explores real-life issues in our communities, including engagement and research. Established an artist in residence program in Kootenay Studio Arts programs. 		Achieved
--	---	--	----------

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to prioritize actions and projects in the Indigenization Plan, with annual operational planning, and college-wide initiatives.	<p>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).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Partnered with Salish School of Spokane to develop NYSL 101: Beginners ṅsyilxčń 1 (Colville-Okanagan Salish). Developed Policy 1000 Hosted Truth & Justice Speaker Series. Continued <i>Indigenization Plan</i> with Nation partners. Supporting Sinixt Nation Knowledge keepers' participation in On the Land 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>	Achieved

	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • The Environmental Technician Associate Certificate is still an option, but Indigenous partners were not ready to have this delivered in 2022/23. • Indigenous partners are seeking funding for 2023/24. 		Not Achieved
	<p>3. Continue the development of an Indigenous Studies Program through Indigenous Services and the School of University Arts & Sciences.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Developed INDG 101, 102 and collaborated on NSYC 101. Transfer conversations are underway to facilitate transfer into bachelor’s degree programs. 		Achieved
	<p>4. Renew the Truth and Justice Speaker Series and Readers for Racial Justice Book Club through Indigenous Services and the Mir Centre for Peace.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Hosted an event with Raven Sinclair. • Lynda Gray discussed her book ‘First Nations 101’ with the INDG101 class who had it as their text and held a book signing with the college community (40 participants). • To support LGBTQ+2S events at the college, Á’a:liya Warbus, who was an Indigenous artist in residence at KPU, shared her film ‘Slhá:lí/Woman’ with UAS and Indigenous students and led an online talk with Saylesh Wesley. 		Achieved
	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • On hold 		Not Achieved
	<p>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> <p>Initiatives:</p> <ul style="list-style-type: none"> • Continued conversations with an Indigenous facilitator during 2022/23, with planned relationship-building workshop to be delivered in fall 2023. • Developed and delivered a micro-credential in equity, diversity and inclusion. • New community-based project manager position under development. 		Achieved

STRATEGIC PRIORITY 3.3

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

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to advance achievement of learning, entrepreneurship, graduate outcomes and workforce development.	<p>1. Support, through Selkirk Innovates, the integration of applied research and innovation into curriculum through instructor course releases and student internships.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Facilitated over \$1 million in wages to instructors through faculty release to support social and technology innovation partner-driven applied research projects. Hired over 20 student internships valued at \$200,000 in student wages. 	<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 deliver technology training through Selkirk Innovates and the Selkirk Technology Access Centre (STAC).</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed and delivered the following new technology training programs: Design for Additive Manufacturing, Programming & Software Development, Drone Technologies: Applications & Operations. Procured \$450,000 in grant funding to develop and deliver. 		Achieved

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to advance effective student experiences in community-based projects.	<p>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> <p>Initiatives:</p> <ul style="list-style-type: none"> Continuing students and faculty in the Bachelor of Science in Nursing and Human Services Diploma programs participation in the Bridging Rural Homelessness and Well-being: A Sustainable and Collaborative Regional Response project. This is a three-year social innovation project that <u>started in fall 2022.</u> Facilitated, in partnership with CE-WIL, 326 students who received bursaries for their engagement in WIL projects with community 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>	Achieved

<p>Indigenous Services will work collaboratively with Indigenous peoples and communities.</p>	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> The Sinixt knowledge keepers continue to share their knowledge on land protocols, medicines and foods with students and faculty. Based on interest by faculty who attended the spring sessions, a series was designed for the health care assistant and forestry programs. This project was led by a dedicated on the land specialist who cultivated relationships and designed and delivered workshops and activities. The specialist position is a casual instructor contract so other Nation specialists can be supported when capacity and opportunity are available land facilitator is now an instructor at the college. This transition is seen as a culturally safe way to continue relationship with those who want to continue instructing and leading learning with an Indigenous approach. Spokane trip - Community College of Spokane MOU & Learning region proposal. Working with the School of University Ars & Sciences to build relationships with the Salish School of Spokane. The INDG100 course continues to be well subscribed by the local community as well as international and domestic students. The college is committed to sustain delivery of the course and Nation partners have enjoyed discussion and engagement with students and local community. <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"> The Sinixt knowledge keepers continue to share their knowledge on land protocols, medicines and foods with students and faculty. Based on interest by faculty who attended the spring sessions, a series was designed for the health care assistant and forestry programs. This project was led by a dedicated on the land specialist who cultivated relationships and designed and delivered workshops and activities. The specialist position is a casual instructor contract so other Nation specialists can be supported when capacity and opportunity are available land facilitator is now an instructor at the college. This transition is seen as a culturally safe way to continue relationship with those who want to continue instructing and leading learning with an Indigenous approach. Partnered with Salish School of Spokane to develop NYSL 101: Beginners ḥsyilxčḥ 1 (Colville-Okanagan Salish). The INDG100 course continues to be well subscribed by the local community as well as international and domestic students. The college is committed to sustain delivery of the course and Nation partners have enjoyed discussion and engagement with students and local community. 	<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>Achieved</p>
---	---	---	---------------------------------

STRATEGIC PRIORITY 3.5

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

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Advance collaborative work with the communities across the region that support socio-economic development and engage students.</p>	<p>1. Advance the STAC through Selkirk Innovates to support community innovation through additional workforce training, the admission of five new clients and the submission of one proposal.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed and delivered the following new technology training programs: Design for Additive Manufacturing, Programming & Software Development, Drone Technologies: Applications & Operations. Procured \$450,000 in grant funding to develop and deliver. Submitted eight proposals to support social and technology innovation. Over \$2 million was awarded. Continued with several returning clients. Partnered with more than five new clients. 	<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. Advance collaborative community-based social science projects through Selkirk Innovates with the submission of one proposal and undertaking two initiatives.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Submitted eight proposals to support social and technology innovation. Over \$2 million was awarded. Ongoing federally funded social innovation projects are Courageous Dialogues and Rural Homelessness, including faculty releases and student intern wages. 		<p>Achieved</p>
	<p>3. Continue to implement key program-specific initiatives with the communities through targeted programs that include community engagement.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Multiple projects and presentations undertaken by the BC Regional Innovation Chair in Rural Economic Development and research teams. State of Basin program is also ongoing. 		<p>Achieved</p>

Strategic Direction 4: Healthy Workplace

STRATEGIC PRIORITY 4.1

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

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to prioritize a healthy workplace by engaging employees and advancing a culture that supports people.	<p>1. Review and renew orientation and support for new employees through Human Resources, the Teaching & Learning Centre (TLC) and others.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Worked with all new instructors in 2022-23, through an education developer in concert with an e-learning instructional designer, to make them feel welcome and supported. Created a Moodle instance on iLearn through education developers and Human Resources that introduced faculty to the TLC and the resources on Selkirk Keep Teaching, the newsletter, PIDP, course support, etc. Created a Moodle instance on iLearn through Human Resources for onboarding all new employees: The Employee Resource Guide. The resource guide includes and tracks the completion of required privacy training, Respect in the Workplace training, mandatory policy review and quiz, health and safety orientation, and U4ERP 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>	Achieved
	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Hosted an in-person Staff Discovery Day for employees across the region with guest speaker. Offered a variety of workshops, including cultural connections, restorative circle, neurodiversity, climate action and strategies for transforming ecological grief to action. 		Achieved
	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Released remote work guidelines that include a review of occupational health and safety requirements and reporting procedures, employment terms and conditions, working hours, confidentiality and privacy considerations. 		Achieved

	<p>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> <p>Initiatives:</p> <ul style="list-style-type: none"> Streamlined wellness initiatives pertaining to the nine dimensions of wellness. Increased awareness and communication of wellness initiatives through employee newsletter and external college website. Supported employee wellness through employee payroll deductions to purchase e-bikes. 		Substantially 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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Further advance employee engagement and development through strategic initiatives.	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed and released the <i>Equity, Diversity & Inclusion Action Plan</i>, including broad goals on governance and leadership, education, communications, conflict transformation, student experience, employee experience and community engagement Signed the Government of Canada’s 50-30 Challenge to increase diversity in senior leadership and governance roles. College leadership has completed the Social Sciences and Humanities Research Council self-identification survey to measure and report on its diversity (it meets the goal). The Board of Governors will take the survey over the summer. Beyond this challenge, Human Resources is incorporating best practices in recruitment and retention that support equitable and inclusive leadership. <p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Identified mechanism within policy framework to facilitate consultation within Indigenous Services. Consulted with Indigenous leadership to develop indigenous-specific positions across union and non-union employee groups. Key positions requiring priority for Indigenous candidates are being developed in collaboration between Indigenous Services and Human Resources (examples: Indigenous counsellor and Indigenous student navigator). 	<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>Achieved</p>

	<ul style="list-style-type: none"> Professional development and additional resources for faculty and staff are ongoing (e.g., all staff culture sensitivity training, leadership decolonization training, policy reviewers' cultural awareness training). <p>3. Continue to develop key plans that contribute to employee engagement and development through EDI training, events and feedback from survey.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed and delivered equity, diversity and inclusion micro-credential to external stakeholders. Delivered culture awareness and cultural sensitivity training to college leadership and policy reviewers. Reviewed results from Employee Climate Survey launched in February 2023. 		Achieved
	<p>4. Continue the work in Human Resources to create culturally appropriate inclusive recruitment practices.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed and implemented an enhanced inclusivity statement on all employment postings. Implemented diverse hiring committees for all exempt positions. Continued to work with Indigenous Services to build hiring processes that reduce barriers for Indigenous applicants and support the Calls to Action under the TRC report. 		Achieved

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to advance support to employee performance and growth, retention and succession.	<p>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.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Identified areas of career planning and development for employees through exempt performance planning and review. Supported professional development through employer-funded professional development and tuition remission opportunities. Continued the use of executive coaches, including a direct contact for EDI coaching. Continued to encourage and support participation in CICan Leadership Institute. 	<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. Support activities that contribute to improved employee performance and retention.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued to support flexible work arrangements as practicable. Continued to engage with employees through informal and formal performance evaluations. Held an annual Employee Recognition and Retirement celebration. This event is open to all staff to celebrate the achievement of years of service, excellence and retirement. 		Achieved
--	---	--	----------

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to support professional development opportunities for employees.	<p>1. Continue to improve the use of existing professional development, credential completion funds, tuition remission and the Service Enhancement Fund.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued to support professional development (PD). Funding opportunities are available within all employee groups. Streamlined PD application and remuneration process. Group PD Funding facilitates groups of employees learning together. 	<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. 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> <p>Initiatives:</p> <ul style="list-style-type: none"> Delivered mental health first aid, culture awareness, cultural sensitivity, equity, diversity and inclusion micro-credential, sexual violence education, mental health literacy, and Capacity to Connect training to employees. Developed and delivered a series of online workshops with Indigenous facilitators to build awareness of decolonization frameworks and practice. Continued to deliver online training, including FOIPPA, Respect in the Workplace, and Health and Safety Orientation. 		Achieved

STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Make improvements to communications and employee engagement processes to support collaboration, inclusion and the achievement of the <i>Strategic Plan</i>.</p>	<p>1. Facilitate a comprehensive Employee Engagement Survey in 2022/23.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developed an organizational climate survey, by Selkirk College researchers, and administered to employees in February 2023. Focused on job satisfaction, employee commitment, sense of community, organizational identification, inclusion climate, work-related stress, Indigenization and institutional communications through the new survey tool. 	<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. Engage with the EDI and Indigenous advisory committees regarding the improvements to communications and engagement that will support EDI.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Developing, through the Marketing and Communications team, an annual calendar of events to communicate, promote and celebrate diverse cultures. Launched a website redesign that includes equitable language based on branding and style guide. 		<p>Substantially Achieved</p>
	<p>3. Facilitate collaborative and open communication pathways in anticipation of bargaining with union groups.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued open communications and dialogue within joint labour-management meetings and grievance discussions. 		<p>Achieved</p>

Strategic Direction 5: Modernization of Facilities, Technology & Operations

STRATEGIC PRIORITY 5.1

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

PERFORMANCE MEASURE	TARGET AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue the successful implementation of the <i>Prioritize small and large capital projects to align with the Campus Master Plan</i> , five-year capital plans and maintenance priorities. and continue to update and utilize the five-year capital plan.	<p>1. Implement five-year capital plans that align with <i>Campus Master Plan</i> priorities, including student housing, campus renewal and campus expansion.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Five-year capital plan is up-to-date and fully aligns with Campus Master Plan. On track with new housing projects at the Castlegar and Silver King campuses to students enrolled at Selkirk College. A three-story, 114-bed building for the Castlegar Campus and a three-story, 36-bed building for the Silver King Campus in Nelson are under construction. Ongoing campus renewal and renovation projects – full physics lab renovation & new Nursing SIM lab. Continued development of the Castlegar campus water distribution system connection to City of Castlegar. Completed – as July of 2022 Selkirk College took on ownership of the Trail campus and officially began to operate the campus in November 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>	Achieved
	<p>2. Support improved proposal development and business cases through the use of five-year plans.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued to support the improved proposal and business case development through the five-year capital plans, as evidenced by the successfully funded initiatives. 		Achieved
	<p>3. To support improved proposal development and business cases using five-year plans, Selkirk College will:</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Provide a simple, easy to understand scope description. Develop a realistic schedule. Carefully consider various project delivery methods. Ensure appropriate escalation and contingencies are included. Engage with Ministry staff throughout the business case development process. Meet as many Ministry priorities as possible. Incorporate pictures. 		Achieved

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<p>Prioritize small and large capital projects to align with the <i>Campus Master Plan</i>, five-year capital plans and maintenance priorities.</p>	<p>1. Selkirk College will acquire the Trail Campus, concluding ownership negotiation with the Regional District of Kootenay Boundary.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Took ownership, through partnerships with the Regional District of Kootenay Boundary and the Provincial Government, of the Grater Trail Community Centre, which will enable post-secondary to flourish in a beautiful historic downtown building. 	<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. Complete high-priority projects and use project resources effectively.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Completed the Silver King Biomass Boiler Project with primary goals of reducing GHG emissions, lowering winter heating costs and providing a relevant project that can assist educational outcomes on the trades-based campus. • Working on the Castlegar potable water upgrade. The Castlegar Campus uses one of two well water pumps to provide potable water for the campus, including student housing. The water delivery system is mostly original to the start-up of the campus, which means a significant amount of the equipment in use is well over 50 years old. To address and prioritize improvements to the water system, the college is currently working on a water line project to tie into the City of Castlegar water supply. • Undertaking primary service electrical upgrades. To meet electrical power requirements of the existing campus buildings and new student housing, the college is undertaking a primary electrical service upgrade. 		<p>Achieved</p> <p>Substantially Achieved</p> <p>Substantially Achieved</p>
	<p>3. Utilize the Facilities Committee procedures to determine project priorities.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Determine routine capital projects through the submission of projects to the facilities planning committee. The committee then evaluates projects based on the following criteria: <ul style="list-style-type: none"> ○ Alignment with <i>Selkirk College Strategic Plan, EDI Plan, Sustainability Plan and Indigenization Plan</i> ○ Alignment with <i>Campus Master Plan</i> ○ Student experience ○ Facility management and budget priority ○ Campus standardization ○ Health and safety compliance 		<p>Achieved</p>

Undertake major capital housing projects.	<p>1. Begin design-build of student housing initiatives at Silver King and Castlegar campuses.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Broke ground on a 114-bed project on the Castlegar Campus and a 36-unit project on Nelson’s Silver King Campus. The \$31.2 million investment by the provincial government will result in vital on-campus housing for students in all programs. Castlegar and Nelson’s Silver King student housing are anticipated to be ready to welcome students in January 2024. 	<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
---	--	---	----------

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
Continue to develop the ERP student module (Thesis) and advance use of the implemented Finance and Human Resources modules (U4ERP).	<p>1. Continue to implement and develop Finance and Human Resources modules in Unit 4 (U4ERP) through 2022/23.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implemented Human Resources Phase II integration between U4ERP and HireServe (employee recruitment module). See Strategic Priority 2.6. Continue to develop Phase III Human Resource integrations. Expanded and developed internal reports to save time within the Finance and Procurement teams and budget officers reviewing the system data. Added new position reports within the Budget Module to compare budgets between fiscal periods and improve decision-making speed on position modification requests. <p>2. Continue development of the student module (TheSIS) for implementation in 2023/24.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implementing TheSIS in 2024. 	<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>Substantially Achieved</p> <p>Substantially Achieved</p>
Continue development and implementation of a new Selkirk College website.	<p>1. Modernize the online student and key stakeholder experience.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Launched a website redesign that includes equitable language based on branding and style guide. 	<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>Continue to implement and update the Enterprise Risk Management Registry.</p>	<p>2. Review opportunity to develop e-commerce opportunities for Ancillary Services, events and Community Education and Workforce Training.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Ongoing conversations and exploration of e-commerce opportunities for CEWT registration as TheSIS solution is provisioned. Ongoing conversations and exploration of e-commerce opportunities for e-books and student housing accommodation automation software. 		<p>Not Achieved</p>
<p>Develop and implement a digital solution for the Selkirk College Foundation.</p>	<p>1. Continue to implement and update the Tracker Networks risk registry system.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implemented quarterly voting for Leadership Team members and related Leadership and Board reports for the top-ten risks. <p>2. Continue to modify risk, descriptors and mitigating controls.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Leadership Team reviewed and updated risk descriptions and mitigation factors throughout the year within ongoing discussion on risk treatment strategies. <p>1. Modernize the digital management of scholarships and bursaries.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Implemented Blackbaud Student Awards in January 2023. <p>2. Modernize the digital program platform for the retention and creation of policies.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Launching Phase 2 of a project to move program policies to the academic calendar in fall 2023. This will digitize program policies into Curriculum Strategy software successfully for the 2024/25 academic year. 	<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>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>Achieved</p> <p>Achieved</p> <p>Substantially Achieved</p>

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 AND INITIATIVE	LINKAGE TO MINISTRY & GOVERNMENT GOALS	ACTUAL PERFORMANCE
<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>	<p>1. Use the United Nations Sustainable Development Goals (SDGs) to inform a Remote Work Policy and track reduction in greenhouse gases through reduced commuting.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Became the first Canadian post-secondary institution to sign onto the SDG Accord for the world’s colleges and universities. The accord is designed to bring awareness to the SDGs, track progress and allow institutions to commit to working toward the SDGs. Selkirk College collaborates with CICan and other post-secondary institutions to develop ways to measure Scope 3 emissions. <p>2. Implement targeted activities to contribute to reduced carbon emissions.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> Continued a commitment to integrating sustainability into student learning, services, operations, work force development and campus culture. Our approach to climate action will include measures to adapt to projected climate impacts and strategies to reduce greenhouse gas emissions (mitigation) as we recognize the need to build resilience. The following outlines the college’s annual process to achieve net zero: Measure greenhouse gas emissions (GHG) annually. Selkirk College’s annual Climate Change Accountability Report (CCAR) quantifies all Scope 1 and 2 emissions and partial Scope 3 emissions. Additional Scope 3 emission sources will be reported. Reduce emissions of college operations. This inventory will continually expand as we move toward 2030. Selkirk College will continue to reduce emissions from multiple sources and emphasize reduction prior to offsetting measures. Offset remaining emissions. Emissions not yet eliminated will be offset through carbon sequestration projects and through the purchase of carbon offsets. Measures will be taken to ensure all offsets meet standards for additionality, verifiability, traceability and performance. Report annual emissions and purchased offsets. Selkirk College’s annual CCAR will act as an annual emissions report, showing offsets for emissions from buildings, fleet vehicles and paper procurement. The college will supplement this report with a separate summary of Scope 3 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>	<p>Substantially Achieved</p> <p>Achieved</p>

Mandate Priority Reporting

Ministry Mandate Letter Priorities 2021/22

The following initiatives are linked to the priorities outlined in the 2021/22 Ministry Mandate Letter (June 2021).

MANDATE PRIORITY #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 DETAILS	PROGRESS
<i>Continue to engage and support students, employees and communities in a recovery from the COVID-19 pandemic.</i>	
Continued to follow the Provincial Health Office, Post-Secondary Go Forward Guidelines and Post-Secondary Public Health Guidance document to support a full resumption of on-campus learning and services for students.	Continuing, Implemented
Continued to provide a wide range of communications (e.g., web, social media) to help students, employees and the community understand programming, service plans and modes of program delivery. The college continues 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.	Continuing, Implemented
Continued to respond to direction on policy and procedures from the Provincial Health Office and Ministry of Post-Secondary Education and Future Skills, provided clear recommendations, including the development of a communicable disease plan, and provided personal protective equipment, where necessary, and direction for employees and students and members of the community.	Continuing, Implemented
Continued to respond to proposals for work-integrated learning, seat expansion in health and human services programs and offering micro-credentials to provide additional programming opportunities for students.	Continuing, Implemented
Continued to implement a remote work framework.	Continuing, Implemented

MANDATE PRIORITY #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.

Report on plans and progress to introduce and recognize micro-credentials that aim to meet local or regional needs and/or reskill individuals to gain employment in high opportunity occupations.

INITIATIVE DETAILS	PROGRESS
<i>Continue to respond to regional workforce training needs through a range of initiatives.</i>	
Continued industry engagement and responsiveness by expanding micro-credentials, proposal development for workforce training and further development and implementation of workforce support.	Continuing, Implemented
Successfully completed three new micro-credentials and delivered a fourth. <ul style="list-style-type: none"> Developed and delivered the Equity, Diversity and Inclusion micro-credential. Developed and delivered the Programming and Software Development micro-credential. Developed and delivered the Drone Technologies micro-credential. Delivered Design for the Additive Manufacturing micro-credential. Currently in the processes of renewing the Education Council policy related to micro-credentials.	New, Ongoing
Continued to implement ongoing projects and develop applied research proposals that include training components and student internships. <ul style="list-style-type: none"> Provided over 20 paid student internships (minimum value of \$10,000/internship). Secured a \$220,000 MITACS grant to support ongoing internships. 	Continuing, Ongoing
Fully participated in the development of the Future Ready Skills Plan and continue to respond to the plan by participating in initiatives that respond to the StrongerBC: Future Ready Action Plan priorities.	Continuing, Implemented

Continue to report on increases or expansion of co-ops and work integrated learning opportunities.

INITIATIVE DETAILS <i>Advance experiential learning through co-op education, student internships, work-integrated learning (WIL) and opportunity.</i>	PROGRESS
Renewed and approved <i>Policy 8370: Co-operative Education Policy</i> .	New, Implemented
Continued to implement a significant student internship and co-op education placement program. <ul style="list-style-type: none"> • Completed 37 registered co-op work placements and 20 non-registered work placements in the School of Business, School of Environment & Geomatics, School of University Arts & Sciences and School of the Arts. • Provided over 20 paid student internships (minimum value of \$10,000/internship). 	Continuing, Implemented
Moved from pilot to integration of WIL and experiential learning within program areas. <ul style="list-style-type: none"> • Supported 16 students to complete their Early Childhood Care & Education Certificate through WIL. • Facilitated, in partnership with Co-operative Education and Work-Integrated Learning Canada (CEWIL), 326 students who received bursaries for their engagement in WIL projects. • Continued with the Virtu-WIL project in collaboration with College and Institutes Canada (CICan). Selkirk College members have participated in the development of simulations for health care programs and sat on the national equity, diversity and inclusion (EDI) and national evaluation working groups. This is an ongoing project into the 2023/24 academic year. • Developed a WIL project in the second year of the Human Services Diploma in partnership with community partners. 	Continuing, Implemented
Continuing to focus on expanding community-based applied learning experiences in a range of program areas. <ul style="list-style-type: none"> • Operationalized a formal co-op designation for business program students. • Reallocated the Tenth Street Campus Bistro operations entirely to the School of Hospitality & Tourism and integrated operations into the curriculum. • Approved an integration of PARADOCS software into the Ski Resort Operations & Management Program. 	Continuing, Implemented
Enhanced accessibility services through co-op work procedures to assist students with disabilities in accessing co-op placements.	New, Implemented

Initiatives to support vulnerable and underrepresented groups.

INITIATIVE DETAILS <i>Remain engaged and responsive to supporting a range of student access, safety and well-being initiatives.</i>	PROGRESS
Continuing to develop an accessibility plan based on new legislation and develop online resources that support student onboarding.	New, Ongoing
Expanded mental health and wellness programming, including suicide prevention for students and employees. <ul style="list-style-type: none"> • Delivered one offering of the BCcampus How to Talk About Suicide workshop to 25 students. • Delivered one offering of the BCcampus Capacity to Connect workshop to 30+ staff/faculty. • Delivered one offering of the BCcampus Capacity to Connect workshop (modified for supervisor to staff) to 35+ staff. 	New, Ongoing
Continuing to advance service standards across all campuses and centres to improve access to support services.	Continuing, Ongoing

Continue to report on increases or expansion of high-demand occupation programming relevant to your institution (e.g. Early Childhood Education, Trades, Health)

INITIATIVE DETAILS <i>Continue to respond to high-demand occupations and seat expansion opportunities and other provincial initiatives.</i>	PROGRESS
Advancing proposals for high-demand programs and seat expansion. Continue to develop projects and engagement that respond to Ministry directives and initiatives. <ul style="list-style-type: none"> Submitted two new technology expansion proposals. 	New, Ongoing
Successfully implemented and reported on initiatives. <ul style="list-style-type: none"> Continue to expand the Pharmacy Technician Diploma with partners Vancouver Island University and College of New Caledonia. Successfully completed an Early Childhood Care & Education Program seat expansion in December 2022 and launched a second expansion in September 2022. 	Continuing, Ongoing
Developed and implemented a Practical Nursing Diploma Program with an initial intake in January 2023.	New, Ongoing

Increase seats in Health Care Assistant Partnership Pathway that align with regional Health Career Access Program needs.

INITIATIVE DETAILS	PROGRESS
In response to the need for increased numbers of health care assistants in our region, the School of Health & Human Services has participated in the Health Care Assistant Partnership Pathway since early 2020. Seventy-seven students were enrolled in our Health Care Assistant Certificate Program between April 1, 2022, and March 31, 2023.	Continuing, Implemented

Participation in Sexual Violence and Misconduct Climate Survey. Report ongoing activities and future plans to sustain institutional efforts regarding sexual violence and misconduct prevention and response.

INITIATIVE DETAILS	PROGRESS
Delivered nine offerings of the BCcampus Active Bystander Intervention workshop to a total of 92 students.	New, Ongoing
Delivered one offering of the BCcampus Consent & Sexual Violence workshop to 11 staff and students.	New, Ongoing
Delivered one offering of the BCcampus Supporting Survivors workshop to staff and students.	New, Ongoing
With ministerial permission, the Anonymous Reporting Grant was used to support the creation of resources, education and access to education resources for students to be distributed by our Healthy Campus coordinator in the 2023/24 academic year.	New, Implemented
Collaborated with partner institutions to support campus staff training in mental health first aid, trauma-informed policy writing and sexual violence investigations.	New, Ongoing

MANDATE PRIORITY #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.

Report on initiatives that show your support of broader government commitments, including climate action, anti-racism and Indigenization.

INITIATIVE DETAILS	PROGRESS
Further advance significant governmental initiatives related to climate action, anti-racism and Indigenization.	
Continued to align initiatives to support government mandates and advance progress on climate action and anti-racism with the completion and implementation of a <i>Sustainability Plan</i> and the <i>Equity, Diversity & Inclusion Action Plan</i> .	New, Ongoing
Continued to implement the <i>Indigenization Plan</i> (see Implementation of the TRC Calls to Action).	Continuing, Ongoing
Participated in micro-credential development that aligns with government commitments. Examples include the Equity Diversity and Inclusion micro-credential, Climate and Trades micro-credential and Enterprise GIS Ecosystem micro-credential.	New, Ongoing

Support the Ministry with key PSI staff participating collaboratively in the upcoming funding review process and any steering committee/working groups.

INITIATIVE DETAILS	PROGRESS
Further advance participation in the BC Economic Plan, Future Ready Action Plan, funding review and tuition initiatives.	
Continued to align initiatives and support government mandate and direction on the BC Economic Plan, the development of the Future Ready Action Plan, and through participation in the post-secondary funding review and tuition initiatives.	Continuing, Ongoing

Continue to submit annual tuition and mandatory fees data to the Ministry.

INITIATIVE DETAILS	PROGRESS
Continue to submit annual tuition and mandatory fees data to the Ministry.	Continuing, Ongoing

As applicable, adopt the EducationPlannerBC application and transcript exchange service. Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid. Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities.

INITIATIVE DETAILS	PROGRESS
Continue to advance and align digital services.	
Continued to align and participate in government initiatives related to digital services.	Continuing, Ongoing
Continued to use the EducationPlannerBC application and transcript exchange service.	Continuing, Ongoing
Continued to advance effective technical solutions to support options for accessible learning (e.g., online, HyFlex, in-person and hybrid modes of delivery). Continued to advance cybersecurity and privacy with defined activities.	Continuing, Ongoing
Other initiatives completed or 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 the continuation of the implementation of the new curriculum management software (Curriculum Strategy). Moving to BCNET as the host for the learning management system Moodle is underway.	Continuing, Ongoing

Minister's Letter of Direction 2022/23

The following initiatives are linked to the priorities outlined in the 2022/23 Minister's Letter of Direction.

MINISTRY DIRECTION #1

Please reflect on the following additional actions in your upcoming Institutional Accountability Plan and Report:

Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:

- Working to align education and skills training to goals of the B.C. Economic Plan; and
- Supporting the implementation of Skilled Trades Certification

INITIATIVE DETAILS	PROGRESS
Inclusive Growth: Mission #1—Continue to align education with the goals of the BC Economic Plan by offering additional intakes of Early Childhood Care & Education and Health Care Assistant (HCAPP), expanding work-integrated learning (WIL) and co-op opportunities for students, and revising the Mental Health & Addictions Certificate.	New, Ongoing
Inclusive Growth: Mission #3—Continue to build and strengthen relationships with our Indigenous partners, including through the delivery of Indigenous 100: Regional Indigenous Perspectives on Languages and Cultures.	New, Ongoing
Continue to align education with the goals of the BC Economic Plan by expanding seats in health care, including the Health Care Assistant Certificate and Practical Nursing Diploma.	Implemented, Ongoing
Clean Growth: Mission #1—Develop new educational opportunities that align with the BC Economic Plan. Examples include the Climate and Trades micro-credential and the Enterprise GIS Ecosystem micro-credential.	New, Ongoing
Continue to offer programming and seats aligned with the allocation and funding provided by the Ministry to support the implementation of Skilled Trades Certification.	Continuing, Ongoing
Communicate with other British Columbia post-secondary institutions to ensure healthy intakes and opportunities for uncertified workers to make necessary adjustments if a Selkirk College program is suitable to their educational goals.	Continuing, Ongoing
Continue to have trades instructors attend provincial articulation meetings and follow up-to-date harmonized program outlines.	Continuing, Ongoing

MINISTRY DIRECTION #2

Contribute to Ministry engagement on upcoming initiatives, including:

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

INITIATIVE DETAILS	PROGRESS
Fully participated in the development of the Future Ready Skills Plan and continue to respond to the plan by participating in initiatives that respond to the StrongerBC: Future Ready Action Plan priorities.	New, Ongoing
Continue to engage in the Ministry's sexualized violence policy review.	Continuing, Ongoing.
Developed and submitted two proposals for the tech-relevant seat expansion.	New, Ongoing
Developed an approved proposal to offer pathways to science, technology, engineering and math (STEM).	New, Ongoing
Fully participated in all meetings related to the funding formula review of provincial operating grants.	Continuing, Ongoing

Strategic Initiatives 2022/23

SEXUAL VIOLENCE AND MISCONDUCT PREVENTION AND RESPONSE

- Provide an update on any awareness and prevention activities.
- Provide information on the type and number of education or training sessions offered to students, staff and/or faculty.

INITIATIVE DETAILS	PROGRESS
Delivered nine offerings of the BCcampus Active Bystander Intervention workshop to a total of 92 students.	New, Ongoing
Delivered one offering of the BCcampus Consent & Sexual Violence workshop to 11 staff and students.	New, Ongoing
Delivered one offering of the BCcampus Supporting Survivors workshop to staff and students.	New, Ongoing
Used, with ministerial permission, the Anonymous Reporting Grant to support the creation of resources, education and access to education resources for students to be distributed by the Healthy Campus coordinator in the 2023/24 academic year.	New, Implemented
Collaborated with partner institutions to support campus staff training in mental health first aid, trauma-informed policy writing and sexual violence investigations.	New, Ongoing

FORMER YOUTH IN CARE

Supports for students who are former youth in care, including participation in the provincial tuition waiver program.

Participation:

- In 2022/2023, 19 former youth in care benefitted from the BC Government's tuition waiver program at Selkirk College, with a total of \$33,168 distributed, representing an increase of 49% over last year.

Supports:

- Describe how PSI is working or planning to coordinate and augment wrap-around supports for FYIC, vulnerable and under-represented students, both on campus and within the community.
- Acknowledge PSI participates in the Campus Navigator Community of Practice, and through this representation contributes to:
 - Building relationships, collaborating, and resolving issues related to supporting former youth in care
 - Sharing knowledge and resources
 - Continued dialogue on best practices for supporting former youth in care to access post-secondary education, and to achieve positive learning outcomes.

INITIATIVE DETAILS	PROGRESS
In 2022/2023, 19 former youth in care benefitted from the BC Government's tuition waiver program at Selkirk College, with a total of \$33,168 distributed, representing an increase of 49% over last year.	Continuing, Implemented
Continued to offer one-on-one support for former youth in care students to coordinate on-campus and off-campus services and funding opportunities.	Continuing, Implemented
Currently represented on the Campus Navigator Community of Practice and this representation participates in: <ul style="list-style-type: none"> • Building relationships, collaborating, and resolving issues related to supporting former youth in care • Sharing knowledge and resources • Continuing dialogue on best practices for supporting former youth in care to access post-secondary education, and to achieve positive learning outcomes 	Continuing, Implemented

K-12 TRANSITIONS AND DUAL CREDIT PROGRAMMING

Provide updates on the uptake of K-12 Transitions and Dual Credit programming at the institution. This may include reporting on:

- Number of dual credit students served (*Selkirk College cannot track this yet with our system. This data should be available for the next reporting period*).
- Number/percentage of courses/programs with dual credit students.

INITIATIVE DETAILS	PROGRESS
Delivered five dual credit/transition programs in Health Care Assistant, Early Childhood Care & Education, Youth Train in Trades and Youth Explore Trades, in partnership with four school districts (SD 8, 10, 20 and 51).	Continuing, Implemented
Delivered individual introductory courses to dual credit students in four school districts (SD 8, 10, 20 and 51), including Introduction to Tourism, Commercial Kitchen Assistant and Introduction to Business.	Continuing, Implemented

2022/23 Ministry Performance Measures, Targets & Results

		Actual			Target 2022/23	Assessment 2022/23
		2020/21	2021/22	2022/23		
Student spaces	Total student spaces (PSFS)	1,395	1,357	1,239	≥2,444	Not Achieved
	Nursing and other allied health programs	215	244	223	≥230	Substantially Achieved
	Developmental programs	291	229	219	≥297	Not Achieved
Credentials Awarded	Credentials	589	606	603	≥569	Achieved
Indigenous student spaces	Total Indigenous student spaces	229	217	207	223	Substantially Achieved
	Ministry (PSFS)	180	165	155		
	SkilledTradesBC	49	52	52		
Student satisfaction with education	Former diploma, associate degree and certificate students	94.0% +/- 1.7%	92.1% +/- 1.7%	92.4% +/- 1.6%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	90.7% +/- 4.5%	87.7% +/- 5.0%	85.7% +/- 5.6%		Achieved
	Former apprenticeship students	88.9% +/- 8.5%	97.0% +/- 3.7%	95.5% +/- 6.1%		Achieved
Student assessment of the quality of instruction	Former diploma, associate degree and certificate students	94.7% +/- 1.5%	94.7% +/- 1.4%	97.5% +/- 0.9%	≥90%	Achieved
	Trades foundation and trades-related vocational graduates	94.7% +/- 3.5%	89.3% +/- 4.5%	93.5% +/- 4.0%		Achieved
	Former apprenticeship students	100.0% +/- 0.0%	97.0% +/- 3.7%	95.7% +/- 5.7%		Achieved
Student assessment of skill development	Former diploma, associate degree and certificate students	87.9% +/- 2.4%	87.3% +/- 2.2%	88.4% +/- 2.0%	≥85%	Achieved
	Trades foundation and trades-related vocational graduates	87.6% +/- 5.5%	91.5% +/- 4.5%	81.3% +/- 7.5%		Achieved
	Former apprenticeship students	83.9% +/- 7.7%	89.1% +/- 5.5%	N/A		Not Assessed
Student assessment of usefulness of knowledge and skills in performing job	Former diploma, associate degree and certificate students	90.2% +/- 4.1%	84.6% +/- 4.8%	83.6% +/- 3.7%	≥90%	Substantially Achieved
	Trades foundation and trades-related vocational graduates	83.0% +/- 8.0%	84.7% +/- 6.8%	78.8% +/- 8.1%		Substantially Achieved
	Former apprenticeship students	90.9% +/- 9.3%	100.0% +/- 0.0%	90.0% +/- 9.6%		Achieved
Unemployment Rate	Former diploma, associate degree and certificate students	15.1% +/- 4.3%	14.8% +/- 4.1%	7.3% +/- 2.4%	≤12.9%	Achieved
	Trades foundation and trades-related vocational graduates	16.9% +/- 6.7%	11.9% +/- 5.4%	7.1% +/- 4.7%		Achieved
	Former apprenticeship students	12.0% +/- 9.4%	12.9% +/- 7.8%	8.7% +/- 7.8%		Achieved

		Actual			Target 2022/23	Assessment 2022/23
		2020/21	2021/22	2022/23		
Former diploma, associate degree and certificate students	Skill development	87.9% +/- 2.4%	87.3% +/- 2.2%	88.4% +/- 2.0%	≥85%	Achieved
	Written Communication	88.9% +/- 2.4%	88.0% +/- 2.3%	87.6% +/- 2.3%		
	Oral Communication	82.5% +/- 3.0%	83.1% +/- 2.7%	82.2% +/- 2.6%		
	Group collaboration	89.0% +/- 2.3%	86.4% +/- 2.2%	87.4% +/- 2.0%		
	Critical Analysis	93.4% +/- 1.7%	91.5% +/- 1.8%	91.0% +/- 1.7%		
	Problem resolution	89.2% +/- 2.2%	86.4% +/- 2.2%	85.8% +/- 2.2%		
	Learn on your own	86.5% +/- 2.4%	84.8% +/- 2.3%	91.6% +/- 1.7%		
	Reading and comprehension	89.3% +/- 2.2%	90.0% +/- 1.9%	92.7% +/- 1.6%		
Trades foundation and trades-related vocational graduates	Skill development	87.6% +/- 5.5%	91.5% +/- 4.5%	81.3% +/- 7.5%	≥85%	Achieved
	Written Communication	N/A	87.2% +/- 8.8%	N/A		
	Oral Communication	83.7% +/- 8.4%	87.5% +/- 7.4%	81.0% +/- 9.4%		
	Group collaboration	93.1% +/- 4.1%	92.9% +/- 4.1%	81.8% +/- 7.2%		
	Critical Analysis	89.2% +/- 4.9%	94.4% +/- 3.5%	85.2% +/- 5.9%		
	Problem resolution	89.0% +/- 5.0%	87.8% +/- 4.9%	82.0% +/- 6.4%		
	Learn on your own	86.1% +/- 5.6%	93.2% +/- 3.7%	78.9% +/- 7.3%		
	Reading and comprehension	90.1% +/- 4.9%	98.6% +/- 1.9%	87.7% +/- 5.9%		
Former apprenticeship students	Skill development	83.9% +/- 7.7%	89.1% +/- 5.5%	N/A	≥85%	Not Assessed
	Written Communication	N/A	N/A	N/A		
	Oral Communication	N/A	N/A	N/A		
	Group collaboration	N/A	93.1% +/- 6.3%	N/A		
	Critical Analysis	92.6% +/- 7.1%	100.0% +/- 0.0%	N/A		
	Problem resolution	N/A	93.5% +/- 5.7%	N/A		
	Learn on your own	88.5% +/- 8.9%	80.6% +/- 9.2%	N/A		
	Reading and comprehension	92.6% +/- 7.1%	96.8% +/- 4.1%	87.0% +/- 9.4%		

Notes

Please consult the 2022/23 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 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

INDIGENOUS STUDENT SPACES

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

CREDENTIALS AWARDED

Annual performance is measured using a rolling three-year

average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

STUDENT OUTCOMES MEASURES

Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 survey data.

For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

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 . N/A = not assessed.

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, NURSING AND OTHER ALLIED HEALTH PROGRAMS, AND DEVELOPMENTAL PROGRAMS

During the 2022/23 academic year, Selkirk College did not achieve two targets: total student spaces and developmental program spaces. Nursing and other allied health programs was substantially achieved.

Selkirk College domestic full-time enrolment (FTE) student spaces remained similar through the pandemic, with 1,395 FTEs in 2020/21 and 1,357 FTEs in 2021/22. The college saw a further reduction in student FTEs in 2022/23, with a final FTE count of 1,239 FTEs. The School of Academic Upgrading & Development continues to struggle to meet the developmental program target, though there was a modest increase in student FTEs on our Silver King and Castlegar campuses in 2022/23. The school was successful in three pathway applications: pathway into human services, pathway into health care assistant and pathway into STEM careers. These pathways will likely increase enrolment in developmental programs and support student success in the programs they ladder into.

The drop in FTEs was relatively consistent across program areas ranging from 5–14%, for an average of a 9% reduction in domestic FTEs. The School of Business (31%), the School of the Arts (24%) and the School of Hospitality & Tourism (22%) saw the greatest declines in enrolment. There is some speculation that current economy and labour market demands have impacted both the enrolments in business and hospitality and tourism. The decline in the School of the Arts is reflective of low enrolment in the Textile Arts Program following the pandemic. This program is full for the 2023/24 intake. Additionally, a reduction in overall nursing and other allied health programs can be attributed to the significant increase in Health Care Assistant Program student intakes. The School of University Arts & Sciences (4%) and the School of Community Education & Workplace Training (7%) have rebounded from their 2021/22 enrolment and both saw an increase in FTEs for 2022/23.

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 fairly consistent 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, students 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 placed an emphasis on student support, service and retention over the past five years. *Our Journey Together: Land, Life, Learning: Indigenization Plan 2019–2024* provides clear direction around Indigenizing curricula, programs and enrolment. The college is developing a Strategic Enrolment Plan, which will include approaches to the sustained and steady growth of Indigenous students at Selkirk College.

Though total Indigenous student spaces were lower in 2022/23, they maintain a fairly consistent average given the overall lower student FTEs in 2022/23.

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOBS—FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS, AND TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES

Selkirk College has implemented a comprehensive quality assurance framework for program renewal and review. This framework was 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 areas for improvement in the BC Outcomes data for ranking the usefulness of knowledge and skills.

In 2022/23, the Education Assistant & Community Support Worker Certificate, Nursing Unit Clerk Certificate, Mental Health & Addictions Associate Certificate, Carpentry Apprenticeship, Carpentry Foundations and the Contemporary Music & Technology Program underwent Level 3 reviews. These reviews consider feedback from the BC Outcomes data during the process.

In 2023/24, the Rural Pre-Medicine Program, English Language Program, Social Service Worker Certificate, Human Services Diploma, Professional Cook Training, Culinary Management and Postgraduate Diploma in Culinary Management are due for review. These reviews will include a focus on the “usefulness of knowledge in performing the job.”

2023/24–2025/26 Ministry Accountability Framework Performance Measure Targets

PERFORMANCE MEASURE ¹	TARGET 2023/24	TARGET 2024/25	TARGET 2025/26
STUDENT SPACES²			
Total student spaces	2,433	2,416	2,416
Nursing and other allied health programs	242	-	-
Developmental programs – Tuition Compensation Eligible	568	-	-
DOMESTIC³ CREDENTIALS AWARDED			
Number	568	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		

Notes:

1. Please consult the *2022/23 Standards Manual* for a current description of each measure.
2. FTE Student Enrolment Targets as of June 21, 2023.
3. 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 SkilledTradesBC, 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. See the *2022/23 Standards Manual* for details.

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

2023/24 Institutional Goals, Measures & Targets

Strategic Direction 1: Learner Success

STRATEGIC PRIORITY 1.1

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

PERFORMANCE MEASURE	TARGET
Create new initiatives to improve student transitions to the workforce.	<ol style="list-style-type: none"> 1. Expand and improve experiential opportunities for students across targeted program areas, including moving from a WIL pilot to program delivery, adopting WIL curriculum development tools and implementing a WIL experiential learning framework. 2. Continue the development of Digital Career Transitions Foundation project for rural areas with a view to preparation for remote work with technology companies. 3. Support and expand applied research-focused student internships. 4. Create recognition for student internship and co-curricular experiences. 5. Continue to prioritize supporting place-based learning opportunities for students in local communities through programming, Selkirk Innovates, Co-op Education & Employment Services and other channels.

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
Improve program completion across all programs by creating successful pathways for all students.	<ol style="list-style-type: none"> 1. Renew and expand articulation agreements across all program areas. Develop a cataloguing system to ensure effective sharing with students, the BC Council on Admissions & Transfer and relevant partners. 2. Ensure annual participation in relevant articulation committees and transfer partner conversations and agreement renewals. 3. Support the successful development of two student study abroad initiatives. 4. Provide targeted academic upgrading and development support to students preparing for entry to high-demand program areas. Develop a Pathway to Human Services (Early Childhood Care & Education and Education Assistant & Community Support Worker) and Pathway to Health Care Assistant to help students prepare for success. 5. Continue to develop partnerships with local school districts to formalize and standardize dual credit opportunities across districts. Expand current dual credit offering.

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
Improve access to programming and training for students within the region and beyond.	<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. Align programming with external initiatives that contribute to improving student retention (e.g., scheduling with transportation). 3. Update the <i>Program Accountability Plan and Sustainability Report</i> to provide additional student and graduate information.
Make programming more inclusive by continuing to remove barriers.	<ol style="list-style-type: none"> 1. Continue to develop capacity for online, hybrid and hybrid flexible (HyFlex) learning opportunities for students who face barriers to access. 2. Support the adoption of the college's <i>Equity, Diversity & Inclusion Action Plan</i> and institutional goals related to the <i>Accessibility Act</i>. 3. Continue to identify the wide range of barriers students face and support student learning and success through services and program design and delivery.

STRATEGIC PRIORITY 1.4

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

PERFORMANCE MEASURE	TARGET
Continue to develop targeted initiatives that further the college-wide implementation of the student service model.	<ol style="list-style-type: none"> 1. Create a new division, "Student Success," that links all student support services under the college's Education & Student portfolio. 2. Renew the <i>Student Services Plan</i> as the new <i>Student Success Plan</i>. 3. Improve collaboration and planning processes among the people and departments that support successful program development, including students, instructors, the Teaching & Learning Centre, the Students Division, IT Services, Indigenous Services and College Services.

STRATEGIC PRIORITY 1.5

Enhance student health and wellness programming and supports.

PERFORMANCE MEASURE	TARGET
Continue to develop and advance strategic initiatives that support student health and wellness.	<ol style="list-style-type: none"> 1. Build and develop support and curriculum for the prevention of sexual violence. 2. Enhance group programming to build connections and support student mental health through Healthy Campus initiatives. 3. 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.

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 that are regionally relevant.

PERFORMANCE MEASURE	TARGET
<p>Continue to be responsive to funding opportunities for rapid response workforce training and funding for additional seats in high-demand areas.</p>	<ol style="list-style-type: none"> 1. Expand seats and new programming, where feasible, in high-demand areas and in response to government priorities, including the Future Ready Plan (e.g., health, human services, technology, Indigenization and other targeted areas). 2. Continue with the development of a partnership with Vancouver Island University to deliver the Pharmacy Technician (PTEC) Diploma. This project was implemented in August 2022. Further the PTEC partnership development with the College of New Caledonia (August 2023). 3. Complete development of the postgraduate full-stack Web Development Program and enrol first cohort in fall 2024. 4. Begin development of third-year pathway from the Digital Fabrication & Design Program.
<p>Support innovative learning experiences for students and employees to contribute to workplace and educational pathways and community development.</p>	<ol style="list-style-type: none"> 1. Continue to prioritize supporting place-based learning opportunities for students in local communities through programming, Selkirk Innovates, Co-op Education & Employment Services and other channels. 2. Include existing and new credentials, such as micro-credentials, in new policies to expand access to learning for students in the region. 3. 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.

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
Improve access to programming and training for students within the region.	<ol style="list-style-type: none"> 1. Support innovative design that encourages improved accessibility and flexibility in programming. This may include exploring delivery options (e.g., hybrid, HyFlex and online delivery), ensuring reasonable access to technology and support, taking steps to improve scheduling, implementing universal design for learning principles, and considering asynchronous learning and other innovations. 2. Identify targeted programs to either maintain program availability or expand program availability in the college's region.

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
Support and guide curricula goals from the <i>Indigenization Plan</i> across schools, programs and departments.	<ol style="list-style-type: none"> 1. Support capacity development for schools and programs, as part of their operational plans and Level 3 program reviews, to achieve the college's <i>Indigenization Plan</i> and meet provincial Indigenous post-secondary policy standards. 2. Explore and collaboratively develop and deliver on-the-land and experiential learning opportunities, led by Indigenous knowledge holders and scholars, in various programs and courses to deepen student learning. 3. Support instructors, staff and students to participate in Indigenous Services events and initiatives and other activities for professional development and learning. 4. Support common professional development for School of Environment & Geomatics faculty of Indigenous awareness training.
Support the Teaching & Learning Centre and other activities to contribute to teaching and learning excellence.	<ol style="list-style-type: none"> 1. Seek strategic opportunities for training and professional development initiatives, including experiential and work-integrated learning, education technology, Indigenization, universal design for learning and equity, diversity and inclusion (EDI). 2. Continue to support an institutional license for PebblePad and increase individual licenses for Kahoot. 3. Develop institutional best practices, guidelines and supports for the use of artificial intelligence (AI) in appropriate areas within the Educational Division. 4. Continue, with CICan partnership, the development of health care simulation learning technologies. 5. Continue, with CICAN participation, the development of climate-based resources for instruction in the trades.

STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

PERFORMANCE MEASURE	TARGET
Adhere to a <i>Strategic Enrolment Plan</i> to guide enrolment for each program.	<ol style="list-style-type: none"> 1. Complete the <i>Strategic Enrolment Plan</i>, which will set out goals for student recruitment, retention and graduation outcomes to meet the college's plans, including the <i>Education Plan</i>, <i>Indigenization Plan</i> and <i>Internationalization Plan</i>. <ol style="list-style-type: none"> a. Completion of writing and feedback for <i>Strategic Enrolment Plan</i> in fall 2023. b. Publication of <i>Strategic Enrolment Plan</i> for 2024. 2. Complete an annual program enrolment plan and target program recruitment strategies. Strategic enrolment targets will be responsive and flexible where possible.

STRATEGIC PRIORITY 2.4

Renew specific plans for education, Indigenization, international, student life and campus services, advancement, marketing and educational technology.

PERFORMANCE MEASURE	TARGET
Complete and implement key institutional plans and policies that support the achievement of the <i>Strategic Plan</i> .	<ol style="list-style-type: none">1. Renew the <i>Student Services Plan</i> as the <i>Student Success Plan</i>.2. Complete the Policy 8100 renewal process.3. Renew the <i>Internationalization Plan</i>.4. Implement the <i>Education Plan</i>.5. Continue to develop tools and a framework that contribute to linking plans, leads to improved monitoring and reporting of plan outcomes, and facilitates plan renewal.

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
Maintain educational excellence by implementing the college's Education Quality Assurance framework across all programs.	<ol style="list-style-type: none">1. Fully implement evidence-based annual operational planning, targeted improvements and Level 3 program reviews.2. Include instructors, program administration and students in program quality assurance audits.3. Update guidance documents for program renewal and the review and development of new programming.4. Maintain program accreditation and develop new accreditation (business).5. Undertake activities identified in the <i>Quality Assurance Process Audit External Review Report</i>.

STRATEGIC PRIORITY 2.6

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

PERFORMANCE MEASURE	TARGET
Finalize the development and full implementation of the ERP modules.	<ol style="list-style-type: none">1. Continue to fully implement the Human Resources modules.2. Finalize the development phase of the student module (TheSIS).3. Implement TheSIS (student module), including an updated Community Education & Workforce Training registration system.4. Revitalize data output calendar and priorities.5. Develop an operational plan in Institutional Research.

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
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. Explore community partnerships and deliver one community partnership initiative. 2. Continue targeted initiatives through Selkirk Innovates and within programs. Identify and implement two new community-based experiential learning pilots for students (e.g., work-integrated learning). 3. Build on connections between school districts and non-profits to create a Kootenay network for Selkirk College students. 4. Seek opportunities to engage students with the community in community-based learning experiences and in exploring career and educational pathways. 5. Continue to identify project outcomes that contribute to student and graduate success and to community partnerships.

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
Seek to address the priorities of First Nations and Métis involvement.	<ol style="list-style-type: none"> 1. Continue to focus on the implementation of Policy 1000, which requires attention to Indigenous ways of knowing in the revitalization and renewal of all Selkirk College policies. 2. Invite Nation partners into program advisory councils for programs that support self-determination and skills development for First Nations and Métis learners. 3. Continue to support the inclusion of Nation partner learners in programs and courses. 4. Support capacity development for schools and programs, as part of their operational plans and Level 3 program reviews, to achieve the college's <i>Indigenization Plan</i> and meet provincial Indigenous post-secondary policy standards.

STRATEGIC PRIORITY 3.3

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

PERFORMANCE MEASURE	TARGET
Ensure programming fits with the strategic framework of the college—which is outlined in its plans—and aligns with provincial mandates, student demand, labour market needs and transfer opportunities.	<ol style="list-style-type: none"> 1. Continue to explore the development of a Digital Career Transitions Foundation project for rural areas with a view to preparation for remote work with technology companies. 2. Enable faculty participation in applied research through course releases. 3. Continue to expand and deliver technology training in partnership with the Applied Research & Innovation Centre (ARIC) and the Selkirk Technology Access Centre (STAC).

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
Seek opportunities to engage students with the community in community-based learning experiences and in exploring career and educational pathways. This objective will be supported through collaboration among programs, Selkirk Innovates, co-op education and others.	<ol style="list-style-type: none"> 1. Contribute to advancing student and faculty participation in work-integrated learning (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). 2. Form community organization program advisory committee for Community Education & Workplace Training (CEWT) training initiatives. 3. Support co-op employee's participation in community events to connect with business and employment opportunities for students. 4. Align with the community engagement goals of the <i>Equity, Diversity & Inclusion Action Plan</i>.

STRATEGIC PRIORITY 3.5

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

PERFORMANCE MEASURE	TARGET
Continue to advance collaborative work with the communities across the region that support socio-economic development and engage students.	<ol style="list-style-type: none">1. Continue to explore the development of a Digital Career Transitions Foundation project for rural areas with a view to preparation for remote work with technology companies.2. Continue to support partners through applied research and innovation projects.3. Continue to advance collaborative projects through the Selkirk Technology Access Centre (STAC).

Strategic Direction 4: Healthy Workplace

STRATEGIC PRIORITY 4.1

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

PERFORMANCE MEASURE	TARGET
Prioritize a healthy workplace by engaging employees and advancing a culture that supports people.	<ol style="list-style-type: none">1. Support mental health first aid training initiatives across the college.2. Enhance and support employee wellness through further development of wellness initiatives that align with a community focus and employee feedback.3. Continue to support employees who wish to explore hybrid and remote work models where possible in alignment with remote work guidelines.4. Explore the development of staff training Moodle site.

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
Prioritize a diverse and inclusive workforce through refreshed employee recruitment, onboarding, engagement and retention practices.	<ol style="list-style-type: none">1. Incorporate bias reduction strategies in all recruitment and hiring processes. Apply inclusive language in all job postings and recruitment material.2. Develop a process for safely and respectfully collecting and analyzing relevant diversity data with respect to identifying priority initiatives and allocating resources.3. Implement inclusive onboarding processes to welcome diverse new employees and support their success at the college.4. Establish diverse selection committees for all excluded employee interviews, with an eye toward expanding this to non-excluded employees as we develop a more diverse workforce.5. Improve the orientation and mentorship of new instructors across the college to continue to create a supported network of instructors and staff who feel valued and engaged.

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
Continue to advance support to employee performance and growth, retention and succession.	<ol style="list-style-type: none">1. Engage in research in order to revitalize the implementation of comprehensive evaluations for all employee groups.2. Continue to support professional and career development opportunities for those employees who are interested in succession planning or mentorship opportunities.3. Continue to encourage and support participation in CIGan Leadership Institute (or equivalent).

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
Continue to support professional development opportunities for employees.	<ol style="list-style-type: none">1. Continue to advance training initiatives that support the strategic development needs of employees and Selkirk College, including equity, diversity and inclusion (EDI), Indigenous 100: Regional Indigenous Perspectives on Languages and Cultures, reconciliation, sustainability, leadership, unconscious bias, respect in the workplace, and health and wellness.2. Develop and implement a plan to honour the National Day for Truth and Reconciliation with learning and commemorative opportunities.3. Offer synchronous and asynchronous staff development initiatives during the winter term for employees. Based on employee feedback, a key theme will be connection and networking.4. Update the <i>Supervisor's Guide</i> to support supervisors in the daily management of their teams. The guide will include tools and resources for managing performance, professional development and goal-setting strategies, recruitment and onboarding checklists.

STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

PERFORMANCE MEASURE	TARGET
Continue to improve 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. Establish a central digital location for communications around equity, diversity and inclusion (EDI).2. Develop an EDI communications plan that celebrates diversity and brings awareness to issues of equity. This includes employee communications, web content, social media content and branded print materials.3. Develop and refine employee communication strategy.

Strategic Direction 5: Modernization of Facilities, Technology & Operations

STRATEGIC PRIORITY 5.1

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

PERFORMANCE MEASURE	TARGET
Continue the successful implementation of the <i>Campus Master Plan</i> . Continue to update and utilize the five-year capital plans.	<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.

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
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. Complete high-priority projects and use project resources effectively.2. Utilize the Facilities Committee procedures to determine project priorities.
Undertake major capital housing projects.	<ol style="list-style-type: none">1. Complete build of student housing initiatives at Sliver King and Castlegar campuses.

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 TheSIS.

PERFORMANCE MEASURE	TARGET
Complete the development of the ERP student module (TheSIS) and advance the use of the implemented Finance and Human Resources modules.	<ol style="list-style-type: none">1. Continue to implement and develop Human Resources modules in Unit4 (UERP) through 2023/24.2. Continue to work on the TheSIS student information system upgrade.3. Implement a self-service booking option for counselling appointments.
Continue to implement and update the Enterprise Risk Management Registry.	<ol style="list-style-type: none">1. Continue to work on risk management processes and procedures for off-campus learning activities.2. Continue to modify risk, descriptors and mitigating controls.

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
In consultation with the Sustainability Committee, continue to reduce carbon emissions by implementing energy efficient technologies, including fuel switching and solar energy demonstration/production systems.	<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.3. Expand organic waste collection on multiple campuses.

Mandate Letter & Letter of Direction: 2023/24 Priorities

Not required for reporting this year.

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

The following tables outline 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.

NOTES
<p>Progress is described as:</p> <ul style="list-style-type: none"> • New or Continuing • Planned, In Progress, Implemented or Ongoing
<p><i>New Initiatives and Partnerships</i> are defined as: New initiatives begun in 2022/23 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.</p>
<p><i>Continuing Initiatives and Partnerships</i> are defined as: Initiatives begun prior to and continued through 2022/23 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.</p>

INSTITUTION-WIDE	
<p>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.</p>	<p>Continuing, Ongoing</p>
<p>The college continues to conduct regularly agreed upon reviews of the Nation Memorandum of Understanding (MOUs) and continues to strengthen partner Nation relationships.</p>	<p>New, In Progress</p>
<p>Courses for an Indigenous Studies Diploma were developed (INDG 101, 102 & NSYC 101). The full diploma will launch for fall 2024.</p>	<p>New, In Progress</p>
<p>The college continues to explore and develop land-based learning into a variety of disciplines. In 2022/2023, Health Care Assistant and School of Environment & Geomatics incorporated land-based learning into their curriculum.</p>	<p>New, In Progress</p>
<p>An Indigenous arbour was designed in partnership with the City of Nelson for the Tenth Street Campus. Construction begins in summer 2023.</p>	<p>New, In Progress</p>
<p>Key positions requiring priority for Indigenous candidates are being developed in collaboration between Indigenous Services and Human Resources (examples: Indigenous counsellor and Indigenous student navigator).</p>	<p>New, In Progress</p>
<p>Professional development and additional resources for faculty and staff are ongoing (e.g., all staff culture sensitivity training, leadership decolonization training, policy reviewers' cultural awareness training).</p>	<p>New, In Progress</p>

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 2 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
There is a new section in the course Introduction to Addictions (ADD) 184 that addresses Indigenous perspectives on health and healing as well as the intersections of addiction issues and the impact of intergenerational trauma and colonization. There is also a new student-led group presentation focusing on Indigenous approaches to recovery.	New, In Progress
By the end of 2024, all Health & Human Services instructional staff—including instructors in Social Work certificate and diploma programs—will engage in a self-assessment tool that explores an individual’s level of allyship and level of foundational commitment to allyship.	New, In Progress

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 BCcampus 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 (WIL) option. 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
By the end of 2024, all Health & Human Service instructional staff—including instructors in Early Childhood Care & Education certificate and diploma programs—will engage in a self-assessment tool that explores an individual's level of allyship and level of foundational commitment to allyship.	New, In Progress

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 has been designed and implemented. In a series of workshops delivered in the spring of 2022 with Sinixt knowledge holders, participants learned 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.	Continuing, Implemented
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.	Continuing, Implemented
Partnered with Salish School of Spokane to develop NYSL 101: Beginners ḥsyilxčḥ 1 (Colville-Okanagan Salish).	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 offers 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.	Continuing, Implemented
The new Practical Nursing Program will have reserved seats for Indigenous students.	Continuing, Implemented
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.	Continuing, Implemented
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.	Continuing, Implemented
Health programs are engaged in Kitchen Table Talks with an Indigenous education developer, focusing on culturally safe, anti-racist curriculum and pedagogy.	Continuing, Implemented
The HCA/HCA-PP Program runs an On-the-Land workshop that explores local Indigenous language, health and healing perspectives, and culturally safe and inclusive care	New, In Progress
By the end of 2024, all Health & Human Service instructional staff—including instructors in Nursing, Practical Nursing, HCA, Pharmacy Technician and Nursing Unit Clerk—will be engaging in a self-assessment tool that explores an individual’s level of allyship and level of foundational commitment to allyship.	New, In Progress
By the end of 2024, all Practical Nursing instructional staff will complete the San’yas Indigenous Cultural Safety course as a component of their ongoing professional development.	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 (HCA), Pharmacy Technician and 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
Upon completion of the Practical Nursing and BSN programs, all students will be able to fully meet the core concepts and principles of the British Columbia College of Nursing and Midwives practice standard Indigenous Cultural Safety, Cultural Humility and Anti-Racism.	Continuing, Implemented
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.	Continuing, Implemented
By the end of 2024, all Health & Human Services instructional staff—including instructors in Nursing, Practical Nursing, Health Care Assistant (HCA), Pharmacy Technician and Nursing Unit Clerk—will be engaging in a self-assessment tool that explores an individual's level of allyship and level of foundational commitment to allyship.	New, In Progress
Instructors and students in the Nursing, HCA and PN programs are exploring how to ensure culturally safe and inclusive lab skills spaces	New, In Progress
The newly launched INDG101: Indigenous Peoples’ Relationships: Once You’ve Heard the Story course is now a required course in the Rural Pre-Medicine Program. A new course is under development and undergoing Education Council (EdCo) approval this spring.	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 onboarding 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
--	------------------

Planning is underway to walk interdepartmental front-line staff through Pulling Together Series for fall 2023.	New, In Progress
--	------------------

Interdepartmental training called Indigenous Student Engagement/Indigenized Integral Professional Competency took place for front-line staff and supervisors from the Community Education & Workplace Training, Finance, Facilities and Registrar’s Office departments.	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 & Learning Centre.

Continuing, Implemented

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

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.

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.	Continuing, Implemented
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.	Continuing, Implemented

<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, a 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 Walk It and Talk It 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>Speaker Series: Lynda Gray discussed her book <i>First Nations 101</i> with the INDG 101 class, who had it as their text, and held a book signing with the college community. To support LGBTQ+2S events at the college, Á'a:liya Warbus, who was an Indigenous artist in residence at KPU, shared her film 'Sihá:li/Woman' with University Arts & Sciences and Indigenous students and led an online talk with Saylesh Wesley.</p>	<p>New, Complete</p>
<p>Two new courses: INDG 101: Indigenous Peoples' Relationships: Once You've Heard the Story and INDG102: Indigenous Worldviews: Walk the Talk.</p>	<p>New, Ongoing</p>

301 Frank Beinder Way,
Castlegar, BC V1N 4L3
phone **250.365.7292**
toll free **1.888.953.1133**
email **info@selkirk.ca**