



# Widening Our Doorways

**COVID-19 & A 10-point Plan to Reset, Reshape & Renew Learning at NIC**

Office of the Executive Vice-President Academic and Chief Operating Officer  
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# Introduction

COVID-19 has transformed post-secondary education in Canada and across the globe<sup>1</sup>. The pandemic catalyzed trends that were already underway and created brand new ones. At NIC we too are part of lasting change that is underway. We need to meet this moment and begin implementing strategies that respond and adapt to the many ways COVID-19 will continue to shape teaching and learning at NIC.

**Widening Our Doorways** is a 10-point framework to renew learning at NIC in response to COVID-19. It is focused on learner-centric strategies and plans that consider the long-term financial, enrolment and operational effects of COVID-19 on post-secondary education. Synthesizing leading higher education research, scholarship and thought and situating it in the NIC context, **Widening Our Doorways** outlines 10 macro conditions emerging from COVID-19. It describes their impact on NIC and post-secondary education generally, discusses the emerging opportunities, and delineates a 10-point framework to not only respond and recover but to be at the forefront of rural community college education.

Replacing Multi-year Program Planning (MYPP)<sup>2</sup>, **Widening Our Doorways** is a new framework for forward-thinking, collaborative, and consultative program and service planning that is centred on widening NIC's approaches to relevant, responsive, and accessible learning. It is the foundation for rolling annual program renewal plans and non-instructional service plans in the Academic Division.

**Widening Our Doorways** is structured to address and to adapt to the uncertainty of COVID-19 and recognizes that we are transitioning to new leadership as an organization. The plan looks to the future but in keeping with these uncertain times, approaches it on an annual basis. The framework is organized around resetting and reshaping learning at NIC towards achieving goals for renewal. **Reset** indicates the emergency responses to COVID-19 that NIC undertook to complete the 2019/20 academic year. It also includes the creative, innovative, and adaptive activities that we executed for the 2020/21 academic year and outlines those we will continue to pursue as the year unfolds. Faculty and department planning focused on reshaping learning and service comes next. **Reshape** is a calibration period where strategies are formulated, implemented, reviewed, and adapted to address the lasting effects of COVID-19 on NIC. Addressing each of the 10 points in the framework, these strategies will guide department-created response and renewal plans. **Renew** describes the horizon as we envision it now. Renewal is not an endgame but rather the next stage in an ongoing and evolving process of strategy formulation, execution and evaluation.

COVID-19 presents unprecedented instability for developing plans and strategies. To be effective, **Widening Our Doorways** must be responsive to rapid change. Adaptive management<sup>3</sup>, that is, actively monitoring our internal and external environments and making iterative, regular adjustments will help ensure the framework's relevancy and effectiveness during these deeply uncertain times. This open feedback process relies on the on-the-ground knowledge and experiences of NIC's faculty, staff and students and values on-going discussions with NICFA, CUPE and NISU. It requires everyone's active commitment.

**Widening Our Doorways** builds on four NIC planning processes and situates them in the context of COVID-19. The first of these is the work we recently engaged in to develop College Plan 2025.<sup>4</sup> The second is our first collaboratively developed program planning framework - MYPP - and its 7 elements of healthy and sustainable programming.<sup>5</sup> The third is the enrolment planning systems and processes that we have built over the last two academic years for instructional programs. NIC's Senior Education Team (SET) initiated the fourth process which began over two planning days. Crystallization of the group's thinking about learning and access began on January 7, 2020, prior to the pandemic. Four months into it on July 22, 2020, SET built on these ideas by using trauma-informed<sup>6</sup>, strategic foresight<sup>7</sup> to develop strategies for NIC to thrive across a range of plausible future scenarios. These robust and flexible strategies along with higher education literature form the backbone of the **Widening Our Doorways** framework.

A summary of each of the 10-points follows this introduction. The next 10 pages each describe a macro-condition emerging from COVID-19, discuss the opportunities and indicate the attendant strategies to respond. **Widening Our Doorways** concludes with the strategies' institutional owners and outcomes along with a glossary of terms. A faculty discussion and process guide to program renewal and template is available as a separate document.

<sup>1</sup> Murgatroyd, S. (2020). A Cancelled Future - What's Next for Universities and Colleges. *Colleges and Institutes Canada*.

<sup>2</sup> Multi-year Program Planning (MYPP) is NIC's college-wide process for developing 3-year rolling plans for credit and credentialed programming.

<sup>3</sup> Meerow, S., & Woodruff, S. C. (2019). Seven Principles of Strong Climate Change Planning. *Journal of the American Planning Association*, 86(1), 39-46.

<sup>4</sup> Due to COVID-19, the NIC Board of Governors has deferred final approval of the new College Strategic Plan2025. Until then, the current version of Plan2025 will be used as a working draft. *Fall 2020 College Update*, 31 August 2020, p. 3

<sup>5</sup> The 7 inter-related elements of healthy and sustainable programming are: 1) meeting students' needs, 2) relevant curriculum, 3) evaluation & development, 4) financial sustainability, 5) accessibility, 6) regional outcome, and 7) educational identity/brand.

<sup>6</sup> Baum, H. S. (1999). Forgetting to Plan. *Journal of Planning Education and Research*, 19(1), 2-14.

<sup>7</sup> Scoblic, J. P. (2020). Learning from the Future: How to make robust strategy in times of deep uncertainty. *Harvard Business Review*, 98(4), 38.

# The 10 points

1. **Safe and Healthy Place-making**
2. **Fiscal Strength**
3. **Program Response & Renewal**
4. **Higher Levels of Participation**
5. **Multi-modal, Flexible, Demand-based Enrolment that occurs Year-round**
6. **Self-directed Skill-based Learning & Customizable Credentials**
7. **Socially Just and Green Learning**
8. **Embedded and Virtual Student Supports**
9. **Rethinking the Teaching Itself**
10. **A Robust and Effective IT Platform**

# 1. Safe and Healthy Place-making

Macro condition:

**Disease, fear of COVID-19 and general germaphobia.** Peaks and valleys of COVID-19 outbreaks will continue in Canada until at least January 2022.<sup>8</sup> Physical distancing behaviours & requirements may last several years, regardless of the availability of a vaccine.<sup>9</sup>

Impact on NIC/Post-secondary	Opportunity	Reset	Reshape		Renewal Goals
		Academic Year 20/21	Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Health and Safety</b> Risk of COVID-19 disease transmission &amp; the pandemic of fear. Anxiety remains high. Lasting fear of coming on-campus due to the unseen risk of disease.</p> <p>Students and faculty who are ill cannot attend. Ability to learn and teach remotely must be in place, regardless of course delivery type.</p> <p><b>Physical/Social Distancing</b> Challenged/no ability to run face-to-face classes leading to paused &amp;/or restructured programs. Enhanced safety measures in place for Fall 2020.</p> <p>Need to prepare to transition off-campus again in the event of a second wave of the pandemic and/or a local outbreak.</p>	<p>NIC's transition to digital learning &amp; student services represents an opportunity to serve students who have long-term concerns about COVID-19 or need flexibility. Expansion across the College's service areas would create an integrated learning experience for students.</p> <p>We need to better understand and communicate if, when &amp; why face-to-face is necessary to learning. This work can inform the need for and design of our facilities and help us differentiate our on-campus experiences, including housing. Re-thinking and repurposing the campus infrastructure accordingly comes next. Capital funding for shovel-ready projects likely available.</p> <p>Institutions that can create, execute, and communicate safe working and learning plans will earn students', employees' and the public's trust as small numbers of people attending college in-person for limited periods of time represents a "relatively good tradeoff."<sup>10</sup></p>	<p><input checked="" type="checkbox"/> Safety plans have been completed for all in-person programs and instructional spaces for the Fall term.</p> <p><input checked="" type="checkbox"/> <u>Certain Learning in Uncertain Times</u>. NIC was the first BC public post-secondary to determine how each program &amp; course will be run for both the Fall and Winter terms</p> <p><input checked="" type="checkbox"/> NIC completed required in-person instruction that was paused due to COVID-19, demonstrating our ability to offer face-to-face learning during the pandemic.</p> <p>Develop a formal process to remotely complete students that need to pause &amp;/or are sick.</p>	<p>Across as many instructional areas as possible, offer a selection of programs and courses through <u>HyFlex</u> learning to allow the simultaneous participation of remote &amp; on campus students.</p> <p>Define the value &amp; purpose of face-to-face and place-based learning for each program. Adjust programs and modes of delivery accordingly.</p> <p>Develop a plan/purpose for campuses &amp; centres in the digital learning environment.</p> <p>Put a COVID-19 lens on the NIC Housing Commons business case and adjust planning accordingly.</p> <p>Promote safety plans for each program (blended learning) or service that has a required on-site component.</p> <p>Where applicable, review and update college expectations (policies) regarding student attendance and performance.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Keep students safe and on track by developing and communicating safe learning strategies, inclusive of ability to catch-up remotely.</p> <p>Strengthen the ability of the College to deliver instruction during an on-campus disruption.</p> <p>Know the value and purpose of place-based learning for each program/area of instruction as well as each campus/centre.</p> <p>Create &amp; communicate safe, effective, meaningful and welcoming learning environments where people want to be.</p>

<sup>8</sup> Government of Canada. (14 August 2020). *Update on COVID-19 in Canada: Epidemiology and Modelling*.

<sup>9</sup> Jones, R. P. (2020). Physical distancing, mask-wearing could be in place for 2-3 years even with vaccine, Tam warns. *CBC.ca*.

<sup>10</sup> Benzell, S. G., Collis, A., & Nicolaidis, C. (2020). Rationing social contact during the COVID-19 pandemic: Transmissions risk and social benefits of US locations. *Proceedings of the National Academy of Sciences of the United States*, 117(26), 14642-14644.

## 2. Fiscal Strength

Macro condition:

**Global decline in economic activity and growth** leading to a recession. Institutions are suddenly grappling with serious financial challenges.<sup>11</sup>

Impact on NIC/Post-secondary	Opportunity	Reset	Reshape		Renewal Goals
		Academic Year 20/21	Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Essential Service tied to Economic Recovery</b> NIC has been deemed a non-health essential service critical to economic recovery. Government direction given to remain open throughout the pandemic and to maintain ability to respond when it concludes.</p> <p><b>Financial – Reduced Revenues</b> NIC \$2.9M projected deficit. Government awareness of the need for deficit budgets. Federal &amp; provincial governments are projecting record high, multi-year deficits, limiting their ability to support higher education. Budgeting must assume no additional operating funding will be available from the province. Best case is stagnant funding from government. Ongoing funding reductions possible, perhaps probable.<sup>12</sup></p> <p><b>Financial – Rising Costs</b> Increased complexity of operations driving higher costs, e.g. paused/restarted delivery, smaller class sizes &amp; technology investment. Additional costs if face-to-face instruction is paused again.</p> <p><b>Reduced Ability for Community Support.</b> Record small business bankruptcies and closures will limit resources available to support NIC.</p> <p><b>Tuition</b><sup>13</sup> Movement to reduce post-secondary tuition as students believe that paying for services &amp; amenities that aren't available is not fair.</p>	<p>A revitalized, enhanced &amp; diversified international education renewal strategy remains a top priority for phased growth at NIC.</p> <p>While mindful of student affordability, within Government's <u>tuition limit policy</u>, there is an opportunity for NIC to diversify &amp; grow tuition revenue through:</p> <ul style="list-style-type: none"> <li>increased enrolment – digital &amp; blended models of instruction allow us to enhance our reach;</li> <li>new instructional models generating new tuition;</li> <li>addressing existing out-of-market anomalies in our tuition rates.</li> </ul> <p>One-time funding opportunities for NIC are available, on a competitive basis, from many sources including:</p> <ul style="list-style-type: none"> <li>government (federal, provincial, Indigenous)</li> <li>industry-based contracts for services;</li> <li>community-based granting agencies.</li> </ul> <p>There is need to maximize the efficient use of public resources through cooperation, working together with NICFA and CUPE and attentive management.</p>	<p><input checked="" type="checkbox"/> Revise budgets - Academic Division reductions.</p> <p>Reduce costs by examining less needed areas of service/delivery.</p> <p>Funding advocacy with government.</p> <p>Develop a phased plan to broaden and renew international education for 21/22. Restart paused plan to develop contracts, projects, cohorts &amp; partnerships.</p>	<p>Develop a multi-year plan to reduce deficit that includes increasing revenue and reducing costs.</p> <p>Increase revenues through new instructional models and programming that yield new tuition and diversify the students we serve, e.g., NIC's market.</p> <p>Maximize best use of resources:</p> <ul style="list-style-type: none"> <li>build enrolment/tuition revenue considerations into department operating budgets;</li> <li>reduce program &amp; course duplication and overlaps;</li> <li>develop seat utilization benchmarks;</li> <li>consider partnerships to foster student access to programming with limited demand at NIC;</li> <li>examine workloads for fairness and consistency.</li> </ul> <p>Maintain access to upper level/lower enrolled programming by pairing course deliveries within a section.</p> <p>Assess the opportunities to provide digital and mobile in-community programming.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Fiscal strength and resilience achieved through new forms of tuition &amp; other revenue and efficient use of public resources.</p>

<sup>11</sup> Deloitte Centre for Higher Education Excellence (2020) COVID-19's impact on higher education: Strategies for tackling the financial challenges facing colleges and universities.

<sup>12</sup> Steele, K. (2020). Near-Term Impacts of COVID-19. Eduvation.

<sup>13</sup> Prasad, T. (2020, 10 07 2020). B.C. university students suggest tuition cuts, question quality of online learning. City News 1130.

### 3. Program Response & Renewal

Macro condition:

**Long-lasting labour market impacts with overall increase in unemployment.** Some sectors seeing a growth in jobs, others decimated and may not recover or will recover slowly. Gen Z and Millennials hardest hit. Impact on regions is uneven with struggling communities and marginalized groups hit harder.<sup>14</sup>

Impact on NIC/Post-secondary	Opportunity	Reset	Reshape		Renewal Goals
		Academic Year 20/21	Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Program Mix</b> Programming that supports negatively impacted industries, including retail, airlines, hospitality, restaurants, and tourism, may not be viable in the short to medium term.</p> <p>Markedly less demand for some previously government-targeted and popular programming due to changed risk/investment/reward dynamics.</p> <p><b>Workforce Transition and Launching Lives</b> Students will increasingly expect that schools help launch them into economic success.</p>	<p>NIC has a role to play in community-based social and economic recovery and resilience. We must use that lens in our decision-making over the next several years.</p> <p>Colleges are key to economic recovery as they can offer quick response, short &amp; accessible programming. One-time funding likely to be made available for training &amp; re-skilling. NIC has very solid record of winning competitive one-time funding from government and other funders with a strong reputation for delivery.</p> <p>New programming can be developed to support new &amp; emerging industries &amp; forms of work as well as for underserved student groups. NIC can be a bridge linking employers, industry &amp; students.</p> <p>As a result of the economic downturn, people are seriously evaluating their career prospects and options. NIC has a strong reputation with assisting mature learners to re-skill. Recruitment efforts and programming can target those affected by workforce reductions &amp; business closures.</p>	<p><input checked="" type="checkbox"/> NIC has earned \$620K in one-time funding to offer short-term, labour market-oriented programming.</p> <p><input checked="" type="checkbox"/> Review and reduction of low enrolment course sections; addition of high enrolled course sections.</p> <p><input checked="" type="checkbox"/> Intake cancellations of 4 programs due to enrolment or delivery mode change (Aquaculture, Aircraft Structures, Industrial Automation &amp; Pro Photo).</p> <p><input checked="" type="checkbox"/> Plan for government investment in retraining. NIC has 17 program proposals ready to be submitted for funding. 4 already funded.</p> <p>Update enrolment planning processes and plans to reflect COVID-19 projections.</p>	<p>Consider the opportunity for community-based service learning and/or projects in programs and departments.</p> <p>Expand and create labour oriented &amp; responsive programming with embedded services for students-in-transition.</p> <p>Sunset or reconceptualize programs with low demand or poor economic outlook.</p> <p>Develop pathways and links between non-credit (CET) models of instruction and credit programming.</p> <p>Develop ways to attract and support negatively affected workers and small business owners with transition.</p> <p>Expand work-integrated learning (WIL) across programming.</p> <p>Advance programming in support of under-represented learners.</p> <p>Consider how to formally recognize learning that occurs outside of the educational system and in the labour market.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Program response &amp; renewal plans inclusive of enrolment planning (beginning with academic year 21/22).</p>

<sup>14</sup> Hazelkorn, E. (2020). "Renewing the civic engagement agenda." *People, Productivity and Place: The Civic Role of Colleges*. The Independent Commission on the College of the Future. p. 10-13.

## 4. Higher Levels of Participation

Macro condition:

**Overall decline in student enrolment.** Halted international student enrolment. Growing domestic student reluctance to attend post-secondary in its traditional forms. Desire for on-campus collegiate experience and concern about ability to succeed in an on-line environment.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goals
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Fewer Students</b> As of Sept 2020, FTE Enrolment projections of -18% (domestic) and -30% (international) for FY 2020/21.</p> <p>Increased part-time enrolment. Student hesitancy to register in more than one semester at a time. National pattern of higher enrolments in Spring/Summer.</p> <p>Sharp reduction in international student enrolment, including deferment of admission of the Spring and Fall 2020 intakes. Deferral likely to continue past Winter 2021 and to not resume in substantial numbers until Fall 2021.</p> <p><b>Aggressive Competition</b> Increased competition for students by traditional and non-traditional organizations heightened by ability to learn anywhere digitally. Institutions will want to recoup investment in online learning as well as address enrolment shortfalls.</p>	<p>NIC can improve students' ability to be directly admitted to their first-choice program by mitigating barriers to admission and embedding learning supports.</p> <p>New international students can complete up to 50% of their program in their home country.</p> <p>Value - NIC's tuition is low and the return is high. Preference to be closer to home and/or in rural communities may drive interest in NIC from individuals transferring from more expensive schools.</p> <p>NIC has begun experiential recruitment through the Youth Outreach program and can expand its successful pilot.</p>	<p><input checked="" type="checkbox"/> Certain Learning &amp; care differentiating NIC in short-term.</p> <p><input checked="" type="checkbox"/> Student phone-a-thon to support enrolment.</p> <p><input checked="" type="checkbox"/> Elimination of surplus seats &amp; addition of in-demand seats in open enrolment programs.</p> <p><input checked="" type="checkbox"/> Approximately 280 digital (147 Fall/133 Winter) asynchronous sections offered to serve students who need flexibility and/or are in another time zone.</p> <p><input checked="" type="checkbox"/> Development of the <i>Learn Anywhere</i> website.</p> <p><input checked="" type="checkbox"/> International: Deferment of admission in 14 programs. International student cohorts offered at CR, CVC and PA campuses.</p>	<p>Increase the ability of students to be directly admitted into their first-choice program – evaluate entry &amp; admission requirements &amp; create modules of learning to support entry into programs.</p> <p>Consider co-requisites and embedded learning supports for math and English in place of pre-requisite requirements.</p> <p>Reinvent &amp; renew the delivery of upgrading education.</p> <p>De-mystify digital learning &amp; promote NIC's roots in distance learning &amp; expertise in personalized, caring instruction.</p> <p>Develop and offer modes of delivery and support mechanisms to serve international and other out-of-region students.</p> <p>Through enrolment planning, set annual domestic and international application and registration targets for each program/instructional area.</p> <p>Develop recruitment &amp; marketing strategies for each program/instructional area.</p> <p>Lived experience = Brand = Reputation. Strengthen alumni relations. Focus on their stories and successes.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Drive higher levels of participation at NIC through entry, recruitment, and marketing strategies for each program &amp; instructional area.</p>



## 5. Multi-modal, Flexible, Demand-based Enrolment that occurs Year-round

Macro condition:

**Changed student enrolment patterns.** COVID-19 has sharply accelerated the post-secondary system's gradual transition from a supply-based model to a demand-based model.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Demand-led Enrollment</b><sup>15</sup> Programming based on need/demand rather than supply. Growing view that higher education, particularly at the college level, needs to be more closely aligned with industry, economic &amp; social needs.</p> <p><b>Education on Demand</b> The when and how of education will change in response to student demand. "Students are not confined to what post-secondary has traditionally offered or how it has been offered."<sup>16</sup> Learners choosing non-term-based models of instruction &amp; credit. To meet demand, programming must be accessible to those who want it, when they want it.<sup>17</sup></p>	<p>NIC began as a distance education institution operating out of community-based learning centres and mobile learning units with a history of open students and models of instruction. There is an opportunity for NIC to redefine and modernize our commitment to non-campus-based learning &amp; access.</p> <p>Ethos for personalized learning in our teaching and learning culture.</p> <p>Students want flexible learning as they manage multiple, conflicting obligations - more-so during the pandemic.</p> <p>For the last 3 years, NIC has been offering both 7-week intersessions (base budget) and a 14-week Spring session (revenue funded) with strong enrolment.</p>	<p><input checked="" type="checkbox"/> First digital Spring and intersession with record enrolment.</p> <p><input checked="" type="checkbox"/> Addition of 144 apprenticeship and foundation Trades seats across three campuses</p> <p>Continue NIC's intersessions and 14-week spring session with offerings in all program areas.</p>	<p>Create multiple entry points for each program (i.e., continuous-intake and entry, monthly starts, etc.)</p> <p>Offer a mix of face-to-face, digital; (asynchronous and synchronous) and blended in all instructional areas.</p> <p>Consider new ways to meet students' learning needs beyond existing offerings and modes of delivery.</p>	<p>Review, assess, and adjust.</p>	<p>Flexible, demand-based enrolment that occurs throughout the year.</p>

<sup>15</sup> Murgatroyd, S. (2020). A Cancelled Future - What's Next for Universities and Colleges. *Colleges and Institutes Canada*.

<sup>16</sup> Weinberg, A. (2020 08 04). 5 ways COVID-19 will change higher education forever, and how colleges can adapt. *USA Today*.

<sup>17</sup> St. Amour, M. (2020 09 16). The Moment is Primed for Asynchronous Learning. Inside Higher Education.

## 6. Self-directed Skill-based Learning & Customizable Credentials

Macro condition:

**Generation C (Coronavirus)**<sup>18</sup> Heightened student concern about the return on investment (ROI) for post-secondary education, especially for digital natives and gig workers. Focus on employability and skills acquisition especially among those who have a job. Debt wariness in an uncertain economic environment.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Uncertainty and Pessimism about the Future</b><sup>19</sup> Younger students (Gen Z and Millennials) are not optimistic about their post-pandemic future and highly cautious about investing time and resources in traditional post-secondary education. New and mid-stream post-secondary students are re-evaluating their plans.</p> <p><b>Preference for non-degree, non-college training</b> <i>Inside Higher Education</i> survey data indicate that 25% of those unemployed due to COVID-19 intend to retrain. However, 62% of those do not intend to pursue a baccalaureate degree path.<sup>20</sup></p> <p><b>Customizable Learning</b> Customizable, personalized learning that recognizes industry-based learning was already trending but will accelerate.<sup>21</sup></p> <p><b>Private-Sector and Disruptor-led Learning</b> The private post-secondary sector was rapidly growing before the pandemic and e-learning schools have jumped ahead during it. MOOC enrolments are rapidly expanding. Non-educational companies like Google Career Certificates, Linked-In Learning &amp; Microsoft Certification provide their own learning &amp; credit systems geared towards upskilling. Subscription-based access/priced online learning such as Great Courses and MasterClass have also taken off.</p>	<p>NIC can meet the demand for re-skilling and up-skilling by developing new shorter programs and by providing multiple exit points in existing longer programs.</p> <p>We can increase flexibility in our credentialing to allow for shorter, more specific periods of engagement with learning beyond the traditional certificate, diploma, degree framework.</p> <p>B.C.'s K-12 system has already moved in this direction with their new curriculum and approach to student learning. Strong regional K-12 distance learning (NIDES, PIE) has created graduates who are successful digital learners.</p>	<p>Foster NIC awareness and belonging in the K-12 system through dual credit and outreach initiatives.</p> <p>Promote government, NIC Foundation and other financial supports available to students.</p> <p>Evaluate and consider a micro-credentials strategy.</p>	<p>Articulate &amp; recognize the skill-based learning that occurs in all courses and programs.</p> <p>Create more alternate, competence-based ways to recognize skill-based learning, including badges/micro or nano-credentials which can be stacked.</p> <p>Examine the creation of skill based, personally-customizable credentials.</p> <p>Review and revise Policy #3-22 Program and Course Credentials to support shorter programming.</p> <p>Find more ways to recognize co-curricular learning; i.e., learning that occurs outside of the classroom.</p>	<p>Review, assess, and adjust.</p>	<p>Self-directed learning that is personalized, customizable, and credentialed.</p>

<sup>18</sup> Whang, O. (2020). When virtual life turns into quarantine. *National Geographic*. Washington, DC, National Geographic Society. 238: 15-18.

<sup>19</sup> Statistics Canada. (2020). [Impacts of the COVID-19 pandemic on post-secondary students](#).

<sup>20</sup> Vedder, R. K. (2020 06 30). [Will More Unemployment Increase Fall College Enrollments?](#) *Forbes*.

<sup>21</sup> Schrumm, A. (2020). [The Future of Post-Secondary Education: On Campus, Online and On Demand](#). *Human Capital*. RBC.

## 7. Socially Just and Green Learning

Macro condition:

**We are part of a social and environmental reckoning.** The recovery from the impact of COVID-19 must be both socially just and green.<sup>22</sup> Racism, colonialism, gender inequality, homophobia, ableism, and climate justice are inextricably linked. Diversity, equity & inclusion as well as sustainability must be embedded in the reset of our society and economy.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Racism</b> Racialized British Columbians are more likely to get COVID-19 and suffer economically and socially because of it.<sup>23</sup> This is coupled with rising anti-Asian racism in BC,<sup>24</sup> Canada's "shadow pandemic"<sup>25</sup> and a reckoning about racial inequality as represented in Canada's <u>Black Lives Matter movement</u> and <u>Scholars Strike</u>.</p> <p><b>Indigenization &amp; the TRC Calls to Action</b> Bill 41 - BC adopts the United Nations Declaration on the Rights of Indigenous People (UNDRIP). Provincial and federal mandate to respond to the Truth &amp; Reconciliation Commission's (TRC) <u>Calls to Action</u>.</p> <p><b>Gender Inequality/The "she-cession."</b><sup>26</sup> Women are disproportionately negatively affected by the economic downturn &amp; COVID-19 reducing women's ability to participate in post-secondary education.</p> <p><b>Climate Change</b><sup>27</sup> Post-secondary institutions face clear and growing risks from climate disruption.</p>	<p>Growing student insistence that NIC advance social justice and climate change issues through action. Opportunity to foster hope and unity across the college community.</p> <p>Strong relationships &amp; reputation with the NIC Indigenous Education Council (IEC) &amp; First Nation communities.</p> <p>Foundation for systemic and structural change created by the President's Diversity Matters project and the work of Student Affairs.</p> <p>NIC has been reducing greenhouse gas emissions. Adapting to climate change through education is the next step.</p>	<p><input checked="" type="checkbox"/> Creation of Student Life Engagement &amp; Programming plan that addresses social justice.</p> <p><input checked="" type="checkbox"/> Women in Trades program offered.</p> <p><input checked="" type="checkbox"/> Digital delivery of Indigenous language education.</p> <p>Development of NIC's Indigenization Plan.</p> <p>Respond to First Nation community program needs through Indigenous Skills Training and Education Program funding.</p> <p>Examine the participation, GPA &amp; completions rates of Black, Indigenous and people of colour (BIPOC), women, &amp; students of diverse abilities in NIC programming.</p>	<p>Implement the TRC's Calls to Action for education.</p> <p>Take additional steps to become Indigenous-serving, that is, supportive of Indigenous learner &amp; First Nation self-defined interests and determination.</p> <p>Increase employee awareness and competencies in diversity, equity and inclusion (DEI).</p> <p>Increase the successful participation of women, BIPOC, and students with access needs, in all college programming.</p> <p>Include climate change as well as the experiences of BIPOC and people of diverse abilities in curricula across a range of disciplines, basic &amp; specialized.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Socially and environmentally just learning that:</p> <ul style="list-style-type: none"> <li>• responds to the TRC Calls to Action &amp; UNDRIP;</li> <li>• addresses structural racism and inequality by improving the completion rates of BIPOC, women &amp; students with accessibility needs;</li> <li>• meets First Nation identified education and training needs and</li> <li>• includes climate change in the curricula.</li> </ul>

<sup>22</sup>Currie, B. (2020). "The opportunity to build sustainability into our sector." *People, productivity and place: A new vision for colleges*. The Independent Commission on the College of the Future. p. 30-31

<sup>23</sup> Hager, M. (2020 08 2013). B.C. survey shows racialized people most likely to suffer from effects of COVID-19 pandemic. *The Globe and Mail*.

<sup>24</sup> Xu, X. (2020 09 13). Data shows an increase in anti-Asian hate incidents in Canada since onset of pandemic. *The Globe and Mail*.

<sup>25</sup> Shore, R. (2020 06 22). Anti-Chinese racism is Canada's shadow pandemic,' say researchers. *The Vancouver Sun*.

<sup>26</sup> Watt, J. (2020 05 24). The 'she-cession' may be new but its underlying causes are not. *The Star Vancouver*.

<sup>27</sup> Dyer, G., & Andrews, J. (2013). Higher Education's Role in Adapting to Climate Change. American College & University Presidents' Climate Commitment.

## 8. Embedded and Virtual Student Supports

Macro condition:

**De-stabilized lives and exacerbated ‘normal’ stresses** with uncertainty in finances, employment, mental health and caring. Worry about the future combined with high levels of loneliness.<sup>28</sup>

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 2020/21	Reshape		Renewal Goals
			Strategies for Academic Year (AY) 2021/22	AY 22/23 & Onwards	
<p><b>De-stabilized lives</b> Students report feeling more de-stabilized during an already anxious period of a person’s life.<sup>29</sup> Student mental health concerns were already at record highs before the pandemic.<sup>30</sup> Financial and lifestyle changes have been dramatic, in many cases, and include precarious employment, trepidation about digital learning and social isolation in addition to fear of COVID-19.<sup>31</sup></p> <p><b>Decreased Student Persistence</b> Student persistence with their post-secondary studies is down. Nationally<sup>32</sup>, 11% of students indicate they are not able to complete their planned credential with 17% of secondary school graduates reporting that they are now not be able to complete post-secondary.</p> <p>BC government launched Here2talk, a free 24/7 counselling services was announced on April 16, 2020.</p>	<p>As expressed in the “We are NICe” campaign, NIC has a strong reputation for providing caring learning and student services which can be delivered remotely.</p> <p>NIC launched its first annual Thrive week focused on mental health in February 2020.</p> <p>NIC has formally adopted the Okanagan Charter, an international charter for health promoting university and colleges collaboration locally and globally.</p>	<p><input checked="" type="checkbox"/>Virtual Student Services: Aboriginal Advising &amp; Elder support, Assessment Services, Counselling, Department of Accessible Learning (DALs), Educational Advising, Financial Aid, Library &amp; Learning Commons services, Student Life &amp; Outreach, Work-integrated Learning/Student Employment conducted through video conferencing and telephone methods.</p> <p><input checked="" type="checkbox"/>Implementation of a self-care campaign.</p> <p><input checked="" type="checkbox"/>Outreach to vulnerable students.</p> <p><input checked="" type="checkbox"/>Creation of virtual graduation and orientations.</p> <p><input checked="" type="checkbox"/>Single support contact for students established to support persistence. Financial aid options are communicated and referrals to other services are provided. Very positive feedback.</p> <p><input checked="" type="checkbox"/>Financial support to students increased by \$205K (Ministry funded).</p>	<p>Include strategies to support student mental health and well-being in all programming.</p> <p>Create virtual learning and support communities that are accessible to students in all programs.</p> <p>Create virtual campus life to increase peer-to-peer connections and support.</p> <p>Embed student services into the delivery of courses and programs.</p>	<p>Review, assess, and adjust.</p>	<p>Student mental health and well-being woven into teaching and learning.</p> <p>Embedded virtual and in-person student learning &amp; well-being supports in courses &amp; programs.</p>

<sup>28</sup> Whillans, A et al. (2020 08 03) “Why a Covid-19 World Feels Both Tiring and Hopeful for College Students” *Harvard Business Review*.

<sup>29</sup> Ford, Carla. (2020). “How colleges empower a civic mindset.” *People, Productivity and Place: The Civic Role of Colleges*. The Independent Commission on the College of the Future. p. 28-29.

<sup>30</sup> Steele, K. (2020). *Immediate Impacts of COVID-19*. *Eduvation*.

<sup>31</sup> Statistics Canada. (2020). *Impacts of the COVID-19 pandemic on post-secondary students*.

<sup>32</sup> Ibid.

## 9. Rethinking the Teaching Itself.<sup>33</sup> Pedagogically focused teaching & learning.

Macro condition:

**Overnight yet uneven transition to digital and blended forms of learning and service** which will continue beyond the pandemic.<sup>34</sup>

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year 2021/22	AY 22/23 & Onwards	
<p><b>Teaching and Learning</b> NIC's transition to digital forms of learning and service was difficult due to the emergency nature of the transition and the need for greater investment (funding and skills) in the digital learning environment.</p> <p>While our ardent and determined commitment to learners prevailed, the experience was taxing for faculty and for students.</p> <p>While a return to face-to-face instruction is the goal of many post-secondary institutions, digital and blended learning modalities are also here to stay.<sup>35</sup> NIC must strategically retool our pedagogies to meet this new environment.</p> <p><b>Digital Divide</b> Digital learning requires access to a computer and the internet. Many NIC students do not have easy access to either and are attempting to learn on smartphones. Access to internet is particularly difficult for many learners: "The students community colleges and other open-access institutions tend to serve -- nontraditional, low-income and underrepresented students -- might not be going home to broadband. They rely on public transportation, computer labs and food pantries"<sup>36</sup></p>	<p>There is an opportunity to embed what we have learned about digital learning and service and to keep what works well on an ongoing basis.</p> <p>Structures to support program relevancy have been created by major revision of policy#3-11 Program Review in 2019 &amp; through investment in the Centre for Teaching and Learning Innovation (CTLI).</p>	<p><input checked="" type="checkbox"/> Centre for Teaching and Learning (CTLI) prioritization on supporting faculty with digital teaching &amp; learning. Work on program review &amp; QAPA delayed.</p> <p><input checked="" type="checkbox"/> Acquisition of licenses for Bluejeans &amp; Zoom (video conferencing), Kaltura (video production &amp; Blue (evaluation).</p> <p><input checked="" type="checkbox"/> Further development of <i>Teach Anywhere</i> website.</p> <p><input checked="" type="checkbox"/> CTLI staff increase of 1.5 FTE. Educational Technologies group (IT) aligned with CTLI.</p> <p><input checked="" type="checkbox"/> Creation of campus-based videography kits to allow the recording of lectures, seminars, demonstrations and learning activities.</p> <p><input checked="" type="checkbox"/> Open student computer labs at each campus.</p> <p>Evaluate future suitability of Blackboard Learn (learning management system).</p>	<p>Gather feedback &amp; explore research about the student experience during COVID-19.</p> <p>Learn from faculty about their digital learning experiences and adopt evidence-informed practices.</p> <p>Develop ways to enhance student-centered learning experiences and student-faculty connections through digital learning.</p> <p>Advance program review and government's QAPA (Quality Assurance Process Audit) requirements.</p> <p>Enhance employee's digital literacies and competencies through professional development.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Pedagogically focused curriculum design and delivery in all programs/areas of instruction.</p>

<sup>33</sup> Warnica, R. (2020, 08 14). [How professors and students across Canada are preparing for a university year like no other](#). *National Post*.

<sup>34</sup> Villasenor, J. (2020, 01 06). [Online college classes are here to stay. What does that mean for higher education?](#) *Brookings Institute*.

<sup>35</sup> Ibid.

<sup>36</sup> St. Amour, M. (2020 03 19) "[Worry, Hope for Community Colleges](#)" *Inside Higher Education*.

## 10. A Robust and Effective IT Platform

Macro condition:

**Increased reliance on technology for instructional delivery, student services and working from home.** Always essential for NIC's operations, information technology (IT) is now the conduit for all instruction and service including digitally and on-campus.

Impact on NIC/Post-secondary	Opportunity	Reset Fiscal Year 20/21	Reshape Fiscal Year 2021/22 and Onwards. Review, assess and adjust as necessary.	Renewal Goal
<p><b>Peak reliance on technology</b> for core business operations. COVID-19 revealed NIC's and other college's under-investment in digital infrastructure, resources, and skills.<sup>37</sup></p> <p>Our infrastructure is insufficient to sustain both on and off campus learning and working indefinitely. Immediate investment in critical resources and infrastructure is required.</p>	<p>NIC's dependence on technology during COVID-19 comes with recognition that increased investment in IT is necessary.</p> <p>COVID-19 presents an opportunity to change approach and refocus IT's role and mission. Financial realities dictate that investment must contribute to NIC's core mission of teaching and learning.</p> <p>NIC is a member of BCNet, the province's shared services for higher education and research which provides procurement, shared systems, licensing, and best practice resources. Where appropriate, NIC can draw upon their technological responses to COVID-19.</p> <p>IT literacies and competencies can be an area for focused professional development for all College employees.</p>	<p><input checked="" type="checkbox"/> Enhanced back up &amp; recovery and service desk solutions.</p> <p><input checked="" type="checkbox"/> Facilitated remote staff &amp; student access to NIC computing resources.</p> <p><input checked="" type="checkbox"/> Increased IT staffing (3 FTE) and investment in training.</p> <p><input checked="" type="checkbox"/> Capital investment in IT to create faculty technological toolkit (laptop &amp; accessories). Delivery of 75 toolkits.</p> <p>Execute IT project plan:</p> <ul style="list-style-type: none"> <li>• Migrate on premise Exchange 2013 to Exchange 2016 in BCNet EduCloud</li> <li>• Pilot Microsoft Azure Windows Virtual Desktop – remote access for staff and students</li> <li>• Implement new backup and recovery solution</li> <li>• Redundant Firewall at CV campus (NIC's data centre)</li> <li>• Server Room UPS upgrade – stable power backup systems for on premise infrastructure</li> <li>• Implement Microsoft InTune – Microsoft cloud tools for remote device management (e.g. NIC laptops at home)</li> <li>• Implement DIGARC Acalog – Academic Calendar solution</li> <li>• Implement DIGARC Curriculumlog – solution to manage tool Education Council and Curriculum development activities. Implementation will likely occur into next fiscal.</li> <li>• Migrate Ellucian Colleague test server infrastructure to BCNet EduCloud</li> <li>• Implement TeamDynamix – IT Service Management solution (helpdesk, asset management, project management)</li> </ul>	<p>Pursue an IT strategy that:</p> <ul style="list-style-type: none"> <li>• defines and minimizes services hosted on-premise</li> <li>• focuses on resiliency, stability and security for on-premise core services</li> <li>• delivers services via software as a service (SaaS) and infrastructure as a service (IaaS) where feasible</li> <li>• increases the implementation of applicable Microsoft services</li> <li>• transitions to more formal IT service management practices</li> <li>• maximizes return on existing IT investments</li> <li>• evaluates use of BCNet shared services.</li> </ul> <p>Establish an IT governance framework that is supported by:</p> <ul style="list-style-type: none"> <li>• satisfaction/feedback mechanisms</li> <li>• stakeholder input</li> <li>• consultative program planning</li> <li>• a multi-year IT plan inclusive of predictable costs/service levels</li> </ul>	<p>IT governance body directing investment in a rolling 5-year IT infrastructure &amp; service plan that produces a robust and effective IT infrastructure reflecting best practices.</p>

<sup>37</sup> Crowther, N. (2020). "How an embedded civic ethos will make the sector resilient to future crises." *People, Productivity and Place: The Civic Role of Colleges*. The Independent Commission on the College of the Future. p. 32-35

## Owners & Outcomes

Owner	Phase	Strategy	Outcome
<b>1. Safe and Healthy Place-making</b>			
Programs	Reset	Develop a formal process to remotely complete students that need to pause &/or are sick.	Program Renewal Plans
Programs	Reshape	Offer a selection of programs and courses through <u>HyFlex</u> learning.	
Programs	Reshape	Define the value and purpose of place-based learning for each program/area of instruction. Adjust programs and modes of delivery accordingly.	Program Renewal Plans
AVP A&R	Reshape	Develop a plan/purpose for campuses & centres in the digital learning environment.	Campus/Centre Learning plans
EVPA/VPF	Reshape	Put a COVID-19 lens on the NIC Housing Commons business case and adjust planning accordingly.	
Deans & Directors	Reshape	Promote safety plans for each program (blended learning) or service that has a required on-site component.	Safety plans
SET, Education Co.	Reshape	Review and update college expectations regarding student attendance and performance.	Policy & Procedure
<b>2. Fiscal Strength</b>			
EVPA/SLT	Reset	Advocacy/Review financial situation with AEST.	Funding
EVPA/VPF	Reset	Review tuition and fee structures to address out-of-market anomalies.	Bylaw #4
Exec Dir IE	Reset	Develop a phased plan to broaden and renew international education for Fall 2021. Review paused plan to develop international contracts, projects, cohorts and partnerships.	IE Plan Program Renewal Plans
SET	Reset	Develop a multi-year plan to reduce deficit that includes increasing revenue and reducing costs.	Annual budgets
Deans & Directors	Reset	Increase revenues through new instructional models and programming that yields new tuition.	21/22 Timetable
Deans & Directors	Reshape	Build enrolment/tuition revenue considerations into department operating budgets.	Annual budget
Deans & Directors	Reshape	Reduce program & course duplication and overlaps.	21/22 Timetable
Deans & Directors	Reshape	Develop seat utilization benchmarks.	21/22 Timetable
Deans & Directors	Reshape	Consider partnerships to foster student access to programming with limited demand	Program Renewal Plans
Deans & Directors	Reshape	Examine workloads for fairness and consistency.	Workload assignments
Deans & Directors	Reset	Maintain access to upper level/lower enrolled programming by pairing course deliveries within a section.	21/22 Timetable
Deans & Directors	Reshape	Assess the opportunities to provide digital and mobile in-community programming.	21/22 Timetable
<b>3. Program Response &amp; Renewal Plan</b>			
Dir Enrol, Planning	Reset	Update enrolment planning processes and plans to reflect COVID-19 projections	Enrol. Planning Templates
Programs	Reshape	Consider the opportunity for community-based service learning and/or projects in programs and departments.	Program Renewal Plan
Programs & Deans	Reshape	Expand and create labour oriented & responsive programming with embedded services for students-in-transition.	Program Renewal Plans
Deans	Reshape	Sunset or reconceptualize programs with low demand or poor economic outlook.	Program Renewal Plans
Programs	Reshape	Develop pathways and links between non-credit (CET) models of instruction and credit programming.	Program Renewal Plans
Programs	Reshape	Develop ways to attract and support negatively affected workers and small business owners with transition.	Program Renewal Plans
Programs	Reshape	Expand WIL across programming. Move to formally recognize learning that occurs in the labour market.	Program Renewal Plans

Owner	Phase	Strategy	Outcome
<b>4. Higher Levels of Participation</b>			
Programs	Reshape	Develop strategies that increase the ability of students to be directly admitted into their first-choice program. Evaluate entry and admission requirements and create modules of learning to support entry into programs.	Program Renewal Plans
Programs	Reshape	Consider co-requisites and embedded learning supports for math and English in place of pre-requisite requirements.	Program Renewal Plans
AVP Access/ABE faculty	Reshape	Reinvent & renew the delivery of 'upgrading' education.	Program Renewal Plans
CTLI	Reshape	De-mystify digital learning & promote NIC's roots in distance learning & expertise in personalized, caring instruction.	21/22 Timetable
Programs, OGE, Dir SS	Reshape	Develop and offer modes of delivery and support mechanisms to serve international and other out-of-region students.	21/22 Timetable
Programs, Exec D IE, Dir EP	Reshape	Set annual domestic and international application and registration targets for each program/instructional area.	Program Renewal Plans
Programs, Deans, Dir EP	Reshape	Re-develop recruitment & marketing strategies for each program/instructional area.	Program Renewal Plans
Programs	Reshape	Focus on alumni stories and successes.	Program Renewal Plans
<b>5. Multi-modal, Flexible, Demand-based Enrolment that occurs Year-round</b>			
Dir Enrolment Planning	Reshape	Continue NIC's intersessions and 14-week spring session with offerings in all program areas.	21/22 Timetable
Programs & Deans	Reshape	Create multiple entry points for each program (i.e., continuous-intake and entry, monthly starts, etc.)	Program Renewal Plans
Programs	Reshape	Offer a mix of face-to-face, digital; (asynchronous and synchronous) and blended in all instructional areas.	21/22 Timetable
Programs, Deans	Reshape	Consider new ways to meet students' learning needs beyond existing offerings and modes of delivery.	Program Renewal Plans
<b>6. Self-directed Learning &amp; Customizable Credentials</b>			
Dir EP & Deans	Reset	Foster NIC awareness and belonging in the K-12 system through dual credit and outreach initiatives.	Recruitment Plan 21/22 Timetable
Dir Student Affairs	Reset	Promote government, NIC Foundation and other financial supports available to students.	Recruitment Plan
SET	Reset	Evaluate and consider a micro-credentials strategy.	Policy & procedure
Programs	Reshape	Articulate & recognize the skill-based learning that occurs in all courses and programs.	ACDs
SET	Reshape	Create more competence-based credentials, including badges/micro or nano-credentials which can be stacked.	Policy & procedure
SET	Reshape	Examine the creation of skill based, customizable credentials.	Policy & procedure
SET, Education Council	Reshape	Review and revise Policy #3-22 Program and Course Credentials to support shorter programming.	Policy & procedure
Programs	Reshape	Find more ways to recognize co-curricular learning; i.e., learning that occurs outside of the classroom.	
<b>7. Socially and Environmentally Just Learning</b>			
Deans & IR	Reset	Examine the participation, GPA & completions rates of Black, Indigenous and people of colour (BIPOC), women, & students with accessibility needs in NIC programming.	Report
Dir Indigenous Ed. & Deans	Reshape	Implement the TRC's Calls to Action for education.	Program Renewal Plans
Dir Indigenous Ed. & Deans	Reshape	Take additional steps to become Indigenous-serving, that is, supportive of Indigenous learners & First Nations self-defined interests and determination.	Program Renewal Plans
Deans	Reshape	Increase employee awareness and competencies in diversity, equity and inclusion (DEI).	PD offerings
Programs & Deans	Reshape	Increase the successful participation of women, BIPOC, and students with special abilities, in all college programming.	Program Renewal Plans
Programs	Reshape	Include climate change in curricula across a range of disciplines, e.g., basic education in all areas as well as specialized courses.	Program Renewal Plans
<b>8. Embedded &amp; Digital Student Supports</b>			
Programs	Reshape	Include strategies to support student mental health and well-being in all programming.	Program Renewal Plans
Programs, Student Services	Reshape	Create digital learning and support communities that are accessible to students in all programs.	Program Renewal Plans
Dir. Student Services	Reshape	Create virtual campus life to increase peer-to-peer connections and support.	Student Service Plan
Dir. Student Services	Reshape	Embed student services into the delivery of courses and programs.	Student Service Plan



Owner	Phase	Strategy	Outcome
<b>9. Rethinking the Teaching Itself</b>			
Dir CTLI, Dir IT	Reset	Evaluate future suitability of Blackboard Learn (learning management system)	Report & Recommendation
Dir CTLI, IR, Student Services, Deans	Reshape	Gather feedback & explore research about the student experience during COVID-19.	Report
Dir CTLI	Reshape	Learn from faculty about their digital learning experiences and adopt evidence-informed practices.	Report
Programs, Dir CTLI	Reshape	Develop ways to enhance student-centered learning experiences and student-faculty connections through digital learning.	Program Renewal Plans
Dir CTLI	Reshape	Advance program review and government's QAPA (Quality Assurance Process Audit) requirements.	Report
All	Reshape	Enhance employee's digital literacies and competencies through PD.	PD offerings
<b>10. A Robust and Effective IT Platform</b>			
Dir IT	Reset	Execute FY 2020/21 Project Plan	IT Plan
Dir IT	Reshape	Develop and execute a rolling 5-year IT infrastructure and service plan that aligns with college-wide IT strategy	IT Plan
Dir IT	Reshape	Establish an IT governance framework.	Governance body

# Glossary

Term	Definition	Source
Hy Flex	"The hybrid flexible, or HyFlex, course format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Students can decide how to participate. The flexibility of the HyFlex model demonstrates a commitment to student success, and that flexibility can also enable institutions to maintain educational and research activities during a disruption."	<a href="https://library.educause.edu/resources/2020/7/7-things-you-should-know-about-the-hyflex-course-model">https://library.educause.edu/resources/2020/7/7-things-you-should-know-about-the-hyflex-course-model</a>
Micro-credential	"Micro-credentials are mini-qualifications that demonstrate skills, knowledge, and/or experience in a given subject area or capability. Also known as nanodegrees, micro-credentials tend to be narrower in range than traditional qualifications like diplomas or degrees. However, they can also be broad in focus rather than specific. Micro-credentials can be awarded for soft and hard skills. The <a href="#">growing interest</a> in micro-credentialing could be in part explained by the need for workplaces to remain competitive by ensuring employees are continuing to develop new capabilities. Micro-credentialing gives a way to map these career paths and quantify any types of skill."	<a href="https://www.deakinco.com/media-centre/article/Benefits-of-micro-credentials-for-business-and-employees">https://www.deakinco.com/media-centre/article/Benefits-of-micro-credentials-for-business-and-employees</a>
MOOC (Massive Online Open Course)	"Massive Open Online Courses (MOOCs) are <a href="#">free online courses</a> available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale. Millions of people around the world use MOOCs to learn for a variety of reasons, including: career development, changing careers, college preparations, supplemental learning, lifelong learning, corporate eLearning & training, and more."	<a href="https://www.mooc.org/">https://www.mooc.org/</a>
Okanagan Charter	"The Okanagan Charter: An International Charter for Health Promoting University and Colleges, calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally."	<a href="https://bp-net.ca/program/the-okanagan-charter/">https://bp-net.ca/program/the-okanagan-charter/</a>
Pedagogy	"The art and science of how to teach including theories and practices of how to design learning experiences and engage learners. It is not to be confused with 'curriculum' – which defines what is being taught."	Dr. Liesel Knaack
Stackable credential	"Stackable credentials are composed of a sequence of credentials that stack or accumulate towards an additional credential. According to <a href="#">Ganzglass (2014)</a> they serve "to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs." (p.2). Stacking can refer to micro-credentials, digital credentials or badges, or already established HEI credentials such as certificates, degrees and diplomas."	<a href="https://homonym.ca/published/alternative-credential-stacking/">https://homonym.ca/published/alternative-credential-stacking/</a>
Truth and Reconciliation Commission (TRC)	"There is an emerging and compelling desire to put the events of the past behind us so that we can work towards a stronger and healthier future. The truth telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere indication and acknowledgement of	<a href="http://www.trc.ca/about-us/our-mandate.html">http://www.trc.ca/about-us/our-mandate.html</a>

the injustices and harms experienced by Aboriginal people and the need for continued healing. This is a profound commitment to establishing new relationships embedded in mutual recognition and respect that will forge a brighter future. The truth of our common experiences will help set our spirits free and pave the way to reconciliation.”

#### Work-integrated Learning (WIL)

“Work-integrated learning is a model and process of curricular experiential education which formally and intentionally integrates a student’s academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: *an academic institution, a host organization and a student*. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning.”

[https://www.cewilcanada.ca/What\\_is\\_WIL\\_.html](https://www.cewilcanada.ca/What_is_WIL_.html)