MAP 1 – CURRENT NVIT LEARNERS BY BAND

In 2019/20, NVIT served 139 BC bands within its learner population of 1725.

The NVIT family acknowledges and thanks our founding bands for welcoming and hosting us in their traditional territories.

We also recognize and appreciate the traditional territories of our many community partners.

NVIT learners represented 10 other provinces and territories including Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Northwest Territories, Yukon Territory, New Brunswick, Newfoundland and Nova Scotia.

MAP 2 – NVIT GRADUATES BY BAND

In addition to BC, NVIT had graduates from 4 other provinces. (Alberta, Saskatchewan, Ontario and Yukon)

A total of 218* learners graduated from NVIT during the 2019/20 fiscal year. *as of the date of publication

Credentials awarded include: Bachelor’s Degrees, Associate of Arts Degrees, Diplomas, and Certificates
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I. Accountability Statement

Minister, Advanced Education, Skills and Training  
c/o Governance Branch  
Ministry of Advanced Education  
PO Box 9080, Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Honourable Minister Mark,

As required under the Accountability Framework guidelines provided by your Ministry, NVIT is pleased to provide you with a copy of our Institutional Accountability Plan & Report for the 2019/20 reporting cycle. As BC’s Indigenous public post-secondary institute, NVIT is strategically positioned to play a significant role in the education of Indigenous students and supporting the education priorities of Indigenous communities across the province. The recognition and commitment your Ministry makes with respect to Indigenous education has a significant impact to Indigenous learners and their communities.

In the development of this year’s Accountability Plan, NVIT considered the Ministry of Advanced Education, Skills and Training 2019/20 – 2021/22 Service Plan, the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, the AEST Aboriginal Service Plan and Reporting Guidelines, as well as AEST’s Accountability Framework Standards and Guidelines Manual. NVIT’s Accountability Plan & Report addresses the linkages between our goals and objectives and the system-level strategic objectives that have been set according to the Ministry’s mandate letter. NVIT’s responses to the 2019/20 and 2020/21 Mandate Letters are attached and form part of this Accountability Statement. The performance measures flow from the Ministry’s Accountability Framework and NVIT’s Strategic Plan and its four strategic directions. Although inception was well before the Truth and Reconciliation Report, NVIT, by its very nature, is a comprehensive response to the educational calls for action identified within the report.

As Board Chair and President, we accept responsibility for NVIT’s Institutional Accountability Plan & Report and confirm the report includes the institute’s major achievements and new or unique goals. NVIT takes pride in being BC’s leader in Indigenous Post-Secondary Education. The direction, goals and objectives that NVIT seeks to accomplish are directly related to our mission of “empowering learners by strengthening voice and identity through education.”

Respectfully,

Jamie Sterritt, Board Chair  

Ken Tourand, President
A. Reporting on Mandate Priorities

## Mandate Letter Priorities

### 2019/20 Update

1. Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration.

As BC’s Public Indigenous Post-Secondary Institute, NVIT has a mandate to deliver Indigenous Education to First Nations communities across British Columbia. With a provincial mandate, NVIT is regularly working with Indigenous Adult and Higher Learning Association (IAHLA), British Columbia Assembly of First Nations (BCAFN), Union of BC Indian Chiefs (UBCIC), First Nations Education Steering Committee (FNESC), and the First Nations Summit to explore how we can best meet the needs of Indigenous students and communities. The NVIT Board of Governors is comprised of First Nations leaders from across BC. The NVIT Board provides NVIT with the governance and leadership to meet the TRC Calls to Action as well as UNDRIP. NVIT exists to better the lives of Indigenous People. NVIT’s very inception, and its provincial mandate, form a comprehensive component of BC’s post-secondary system in relation to the TRC Calls to Action and the UNDRIP; so much so that NVIT, together with the Ministry, hosting a TRC Conference in the fall 2016 for the entire Post-Secondary system.

NVIT carries out the TRC and UNDRIP through the building and strengthening of Indigenous capacity by collaborating with other post-secondary institutes to offer degrees and host graduate programs. Sustaining and creating partnerships with an average of 30 Indigenous communities per year provides access to public post-secondary education for individuals who reside in rural and/or remote regions to gain education and skills-based training. NVIT creates pathways for learners to other post-secondary institutions through partnerships that are relevant to Indigenous learners.

2. Work closely with government to support implementation of priority initiatives, including those outlined in my mandate letter (attached). Specific actions include, but are not limited to:

   a. Improving access to post-secondary education with a focus on vulnerable and under-represented students.

As BC’s Indigenous Public Post-Secondary institution, NVIT’s mandate is to serve Indigenous learners from BC’s 203 First Nations communities together with Metis, Inuit and Non Status. NVIT serves a student population whose graduation rates continue to be below non-Indigenous students. To assist in improving these student outcomes and increase the transition rate to post-secondary, NVIT has expanded the Immediate Entry Bursary first offered in 2018. The bursary gives all graduates of School District 58, the local School District of NVIT’s five founding bands (Coldwater, Lower Nicola, Nooaitch, Shackan and Upper Nicola), together with all Indigenous graduates across British Columbia, one-year free tuition at NVIT. In the first two years, 50 students benefitted from the bursary.

   b. Expanding programming aligned with high demand occupations and priority sectors (such as trades, technology and health).

NVIT is one of BC’s most successful public post-secondary institutions. Operating on a budget that is 50% of the next smallest public post-secondary institution, NVIT achieved 130% of its FTE target in 2019/20. One of the reasons for that success is the ability to deliver a wide range of programming across our two campuses and in First Nations communities across BC. Programming includes trades such as electrical, residential carpentry, plumbing/piping, welding and culinary arts; health programs including Health Care
Assistant and Access to Practical Nursing delivered on campus in Merritt and in select First Nation communities; and technology programs including Environmental Resources and, in partnership with the First Nations Technology Council, a Foundations in Innovation and Technology Certificate program. NVIT recently approved a Renewable Energies Technology Diploma program that will commence in September 2020.

c. Expanding co-op and work integrated learning opportunities for all students.
NVIT was excited to launch the NVIT Co-op program in 2019/20. NVIT hired a qualified Co-op Coordinator who has done an excellent job working with learners, industry and small business to identify Co-op opportunities for NVIT learners. NVIT has successfully secured funding for the 2020/21 academic year to continue to expand our Co-op program.

3. Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.
NVIT is committed to offering safe and healthy learning environment for our learners and a safe and healthy work environment for our employees. This includes the construction of a new gymnasium and fitness center, the support for an employee led Aboriginal Run/Walk program, support for our employees and students to participate in events such as the Vancouver Sun Run, several awareness campaigns on sexual violence, Let’s Get Consensual, and sensitivity training. NVIT is excited to offer these training sessions across the institution including learners, Elders, Board members, staff, leadership and faculty.

As per legislation, NVIT has finalized the review of its Sexualized Violence and Misconduct policy. The renewed policy was approved by NVIT’s Board of Governors on May 11, 2020. In the 2020/2021 reporting cycle, NVIT will implement the recommendations from the stakeholder groups with respect to reporting and preventing sexualized violence and other general campus safety concerns. For information regarding stakeholder engagement and consultation as well as recommendations related to the policy and practices please see the engagement notes, Summative Report and approved Policy attached as Appendix C.
NVIT continues to create a wholistic Healthy Campus Charter and anticipates final development and the beginning phase of implementation in the upcoming year. Initiatives within the Charter focus on mental, spiritual, emotional and physical health and the desired environment to support and sustain the initiatives. Included in the Charter is the development of a peer mentorship program for mental health.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new BC Graduation Program.
NVIT continues to participate in the implementation and has offered workshops in conjunction with the local School District to discuss the process. In the Spring of 2020, NVIT’s Education Council approved the necessary equivalencies to ensure grade 12 graduates can seamlessly transition to NVIT. The expanded Immediate Entry Bursary for all School District #58 graduates and all BC Indigenous graduates should make this process even easier.

5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.
NVIT continues to be an active participant in EducationPlannerBC. During the 2019/2020 cycle, NVIT worked with EducationPlannerBC to onboard with XML High School Transcript Exchange. On April 8, 2020, NVIT went live with the XML High School Transcript exchange.
NVIT is engaged with EducationPlannerBC with respect to the Master Institute List Project and, within the scope of NVIT, advancing the initiatives within the project.

At this time, as a small school, NVIT does not have the resources to appoint a representative to the governance/strategic committees.
6. **Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.**

   *NVIT was founded by the five First Nations Bands in the Nicola Valley with a mandate for Indigenous Education.*

   *Although NVIT welcomes all learners, the institute does not have any resources allocated to International recruitment, admission, support services or reporting. NVIT’s resources are entirely dedicated to advancing the mission and vision of NVIT as an Indigenous Public Post-Secondary institution.*

   *Although NVIT does not presently recruit international students, we do have increasing interest from our learners to embark upon learning experiences abroad. NVIT has recently developed a Co-op program that includes an international Co-op course. Further opportunities to collaborate with other public post-secondary institutes to offer international Co-op experiences for NVIT learners will be explored in the upcoming year.*

7. **Meet or exceed the financial targets identified in the Ministry’s three-year Service Plan tabled under Budget 2018, including maintaining balanced or surplus financial results.**

   *NVIT is pleased to report balanced budgets and surplus financial results for over ten straight years. Financial accountability is a key performance indicator for NVIT. Ensuring the NVIT Board and the Ministry of Advanced Education Skills and Training are fully aware of our financial position at all times is an ongoing priority for NVIT.*

8. **Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.**

   *At a recent Board meeting, the NVIT Board of Governors approved a 2% tuition increase. The Board also signed off on the mandate letter to adhere to the tuition cap imposed by the Ministry. NVIT has the lowest tuition by design. We offer every single graduate of School District 58 a bursary equivalent to the first years’ tuition. In 2020, we announced an expansion of this bursary to every Indigenous graduate in British Columbia. NVIT has no plans to increase tuition more than the 2% even if it was allowed.*

   *In terms of mandatory fees, NVIT adheres to the cap on these fees as well.*
**Mandate Letter 2020/21**

**Required for Planning /Implementation**

1. **Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.**

   NVIT is engaged in projects that significantly addresses the TRC Calls to Action and the UN Declaration on the rights of indigenous Peoples (see Appendix B). A major project includes NVIT collaborating with Native Education College and Urban Native Youth Association to develop an Urban Indigenous Youth and Education Strategy that potentially changes the entire landscape of Indigenous youth living in Vancouver. The project involves the creation of a joint capital project over two sites that ensures each of the three partners have a presence. The project plan includes Indigenous student housing. This capital project could be one of the largest Indigenous projects and is a likely game-changer for Indigenous youth residing in metro Vancouver.

   Together, the Ministry and NVIT play advocacy roles to further increase access to higher education for Indigenous learners and communities. NVIT in partnership with UBC, UBCO, UNBC, RRU, SFU, UFV, TRU and NEC are moving community-based education forward to create more access opportunities for Indigenous learners. In partnership with other PSI’s NVIT has created access through the support of the Ministry for Masters’ level cohorts. In addition, NVIT is working with a consortium of PSI’s to advance the Indigenous Language Fluency Degree, where language learning is accessible to community learners. NVIT collaborates with the First Nations Health Authority to deliver Chemical Addiction Worker programs in community. This partnership intends to address the health and wellness of community members. NVIT works with Communities to offer the Aboriginal Governance and Leadership Certificate program to increase community leadership capacity.

2. **Contribute to an affordable and accessible post-secondary system by:**

   a. **Implementing initiatives to increase participation and success of students, including vulnerable and under-represented groups, and promoting gender parity;**

      Indigenous youth are our priority. In June 2018, NVIT committed to increasing the transition rate from grade 12 graduation to post-secondary by offering an Immediate Entry Bursary (tuition equal to a maximum of 30 first-year arts credits) to every dogwood graduate from School District 58. We also offered 6 Immediate Entry Bursaries to Indigenous students graduating from the Burnaby School District for learners immediately transitioning to NVIT’s Burnaby Campus. For the 2019/20 year, NVIT, in meeting our unique Indigenous and Provincial-wide mandate is offering the same Immediate entry bursary for all grade 12 graduates in First Nations School Association Schools across the Province of British Columbia. The program continues to expand and the bursary is now available to all School District 58 graduates and Aboriginal graduates from anywhere in BC.

      NVIT was one of the first to offer a Youth in Care tuition waiver, and we continue to offer this waiver to fill the gaps in the now Ministry Lived Experience waiver.

      NVIT continues to expand its scope of courses and programs to develop dual-credit partnerships with K-12 districts across the province. Programs and courses to-date include Indigenous languages, trades, Health Care Aids, College Readiness and Culinary Arts.

   b. **Ensuring student safety and inclusion;**

      NVIT will advance the initiatives identified within the Sexualized Violence and Misconduct policy review. Initiatives include a dedicated information and response tool on the NVIT website, continuance of the Let’s Get Consensual program, multi-media information regarding the response and reporting processes for
Sexualized Violence as well as general campus safety. Since 2017, NVIT’s Stronger Together Project, a team of faculty, staff, learners and administrators, has advocated for safe and positive spaces campus-wide by hosting Consent Workshops and a Sexual Violence Awareness Week. Rainbow crosswalks welcome visitors to both campuses.

NVIT continues to be an active “Healthy Minds/Healthy Campus” participant. Current initiatives include development of the Healthy Campus Charter, planning dedicated clinician space, renewing counselling contracts, promoting Here2Talk – the 24/7 counselling and referral helpline; and lastly, NVIT employees presented at Healthy Minds/Healthy Campus conference.

c. Enhancing system innovation through participating in a post-secondary digital system strategy including delivery of Education Planner and other initiatives;
NVIT is exploring digital supports such as online appointment bookings, exam/assessment proctoring and timetable software. Training for faculty and staff is currently being offered to assist in advancing necessary skills for curriculum and service delivery and support in a virtual environment.
NVIT is engaged with EducationPlannerBC’s Master Institute List Project and, within the scope of NVIT, advancing the initiatives within the project.

d. Providing programming that meets local, regional or provincial labour market and economic needs;
NVIT recently approved a Renewable Energy Program that will launch in September 2020. Many First Nations across British Columbia are entering the green economy. NVIT will continue its partnership with First Nations Technology Council in offering the Foundations in Innovation and Technology Program. NVIT continues to produce health care aide and practical nurse graduates to fill the labour demand. Lastly, NVIT is participating in the Ministry’s expanded early childhood education programming with deliveries in Bella Coola and En’owkin.

e. Working with the Ministry to implement a student-centered international framework for British Columbia that supports the success of domestic and international students.
In light of the current COVID-19 environment, NVIT is suspending admission processing for new international students for the 2020/21 academic year. Current NVIT international students may continue studies at NVIT so long as academic and IRCC requirements are satisfied.

3. Develop and recognize flexible learning pathways for students to and between post-secondary institutions,

   a. Actively engaging with your local school districts to expand dual credit opportunities for students;
NVIT expanded the Immediate Entry Bursary province-wide for Aboriginal graduates and all School District #58 graduates. NVIT also partnered with SD 58 in the creation of two transition coordinators to assist students who transition to post-secondary. In addition, NVIT has aligned all admission criteria and program requirements for the updated BC Graduation Program.

   b. Supporting lifelong learning pathways;
NVIT, “Start here go anywhere...” In supporting this moto, NVIT offers its Community-Based Assessment services to learners interested in exploring post-secondary at NVIT or elsewhere. The service is offered in remote and rural communities and intended to develop an educational pathway to assist the participants to identify the steps to meet their educational and career goals.
Additionally, NVIT has established many transfer (block and individual courses) agreements to offer an educational experience where learners can take much of their NVIT course work and transfer into partner institutes. Likewise, we have established degree-granting partnerships with universities such as the
University of the Fraser Valley and Thompson Rivers University to offer the Bachelor Degree of General Studies and Bachelor Degree of Social Work. Additionally, NVIT has a partnership with UBC to deliver a Masters of Indigenous Education and Leadership as well as a Master’s degree in Social Work with the University of the Fraser Valley. The Masters degrees are open to all learners and NVIT Alumni are often the majority of participants.

c. Advancing and supporting open learning resources.
   Programs such as Environmental Resources Technology, Business and Math will continue to be paperless through the use of open learning resources. In addition, the Learning Commons continues to expand open learning resources for students. As part of NVIT’s learner-centered approach, faculty are encouraged to explore the availability and utility of resources through Open Ed. Further, the library coordinator and the Learning Commons continue to share information on supporting learning through Open Ed by providing a monthly update on available resources to Faculty and Staff.

4. Strengthen workforce connections for student and worker transitions by:
   a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
      Along with the programs identified in 2b of the 2019/20 Mandate Letter Priorities (page 5), NVIT continues its partnership with Okanagan College delivering foundational trades programming.
   b. Increasing co-op and work-integrated learning opportunities;
      NVIT secured funding to implement the recently developed co-op program which has enabled several students to gain work experience in fields related to their education. NVIT anticipates increased student interest and growth of the program in 2020/21.
   c. Responding to reskilling needs to support employment transitions;
      A partnership between WorkBC and NVIT explores reskilling opportunities for displaced forestry workers.
   d. Supporting students’ awareness of career planning resources (such as the Labour Market Outlook).
      NVIT’s Success Centre offers seminars for career exploration and planning. This includes partnerships with ASETS and WorkBC. In addition to the Success Centre, NVIT’s Co-op and work integrated-learning initiatives also support student awareness of career planning resources.
II. Strategic Direction and Context

A. Institutional Description

Purpose
The Nicola Valley Institute of Technology was founded in 1983 by the Coldwater, Shackan, Nooaitch, Upper Nicola, and Lower Nicola Indian Bands to offer a relevant and high quality educational experience for Indigenous learners. Designated as a Provincial Institute under the British Columbia College and Institute Act on September 1, 1995, NVIT now operates as an accredited public post-secondary institute and is an independent and equal member of BC’s post-secondary education system with legislated authority to grant its own certificates, diplomas, and associate degrees. The Institute also has the authority to jointly confer a Bachelor of Social Work Degree with Thompson Rivers University.

In response to Indian Control of Indian Education (1972), NVIT was constructed over thirty years ago with the intention of improving the quality of life for Aboriginal people of the Nicola Valley. Today, this now, global vision is reinforced through the emerging landscape to Indigenize education through the adoption of the recommendations of the Truth and Reconciliation Commission (TRC), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Royal Commission on Aboriginal Peoples (RCAP). NVIT responds to community needs throughout British Columbia and Canada by ensuring public post-secondary education remains accessible and relevant. In being committed to its vision, NVIT not only continues to support our communities and create Indigenous academic space, but also expands our Indigenous circle of belonging among those with whom we serve.

Response
As the Indigenous centre for excellence in public post-secondary education for the Province of British Columbia, NVIT enjoys an award winning main campus situated in Merritt, BC, a satellite campus in Burnaby, BC, and in any given year partners with an average of 30 Indigenous communities and agencies across BC and Canada to deliver community-based education. NVIT offers innovative, relevant credentials for future Indigenous leaders in a comprehensive range of courses and programs from literacy to a four-year baccalaureate degree. While face-to-face instruction is the primary means for delivering on and off-campus courses, videoconference and online learning using the Moodle Learning Management System are also utilized to increase access and support to learners. The overall programming focus of the institute, regardless of a program’s field and credential, is on inspiring learners to strengthen community.

The importance of partnerships is a key deliverable within the Aboriginal Post-Secondary Education and Training Policy Framework. A core focus in the day-to-day operations, as well as in NVIT’s vision for the future, is working in partnership with other organizations and with Indigenous communities. NVIT believes this approach not only enhances services but also provides a leveraging effect in order to serve more students and communities. NVIT has working relationships with communities.
throughout British Columbia and continually strives to serve them effectively, particularly in relation to meeting the communities’ needs with relevant training that recognizes and respects their traditional cultures and values. Examples of ongoing and new collaborations with institutions and organizations include Thompson Rivers University (Bachelor of Social Work); Kitimat Valley Institute (College Readiness, Aboriginal Early Childhood Education and Environmental Resources); En’owkin Centre in Penticton (ongoing affiliation agreement); and First Nations Technology Council in partnership with Royal Roads University (Foundation in Innovation and Technology Program). NVIT also has relationships with the First Nations Wellness/Addictions Counsellor Certification Board (Chemical Addictions Worker); the University of the Fraser Valley (Bachelor of General Studies Degree-Chemical Addictions); and Lake Babine Nation (Indigenous Human Services, Business Administration and Environmental Resources). In addition, NVIT has educational affiliations with the Coastal Training Centre (Health Care Assistant Program); Regional Alliance for Rural Health (Health Programs); as well as Coast Salish Employment and Training (Health Care Assistant).

We are extremely proud of our relationship with the Indigenous Adult and Higher Learning Association, First Nation Education Steering Committee, University of Northern BC, University of British Columbia, and Simon Fraser University in relation to the emerging Indigenous language program (Indigenous Language Fluency Program). Exciting new and ongoing collaborations include progress towards a Bachelor of Education Degree with UBC; and a second and third delivery of a Masters of Education with UBC. NVIT also has a strong relationship with Okanagan College (Trades Programs), and Blueberry River First Nation (Health Care Assistant) and Kelly Lake (Business Administration) in partnership with the Ministry of Advanced Education, Skills and Training.

Results

In fiscal year 2019/20, NVIT’s combined full- and part-time student body was over 1700 students. Approximately 81% of NVIT’s domestic full-time equivalent students identify as Aboriginal. In 2019/20, NVIT’s student body represented 139 or 68% of British Columbia’s First Nations communities and First Nations communities in 10 other provinces and territories across Canada. NVIT’s FTE production continues to produce solid results; this year, NVIT operated at 130.4% of our 2019/20 AEST FTE target.

In addition to being part of British Columbia’s public post-secondary system as a “provincial institute” within the Ministry of Advanced Education, Skills and Training, NVIT is a member of Colleges and Institutes Canada (CICAN), the Canadian Association of College & University Student Services (CACUSS), the British Columbia Registrars’ Association, the BC Association of Institutes and
Universities (BCAIU), the BC Indigenous Adult and Higher Learning Association (IAHLA), the National Association of Indigenous Institutes of Higher Learning (NAIIHL), Higher Education Information Technology for British Columbia (HEITBC), the Administrative Systems Consortium (ASC), the Rural Community College Alliance (RCCA), the League for Innovation, and numerous program and services related organizations.

**B. Strategic Direction**

In February 2017, the NVIT Board of Governors held their annual planning retreat and discussed engaging in a strategic planning process in preparation for the 2018–23 Strategic Plan. The NVIT Board of Governors approved NVIT’s new 2018-23 Strategic Plan in October 2017. Continuing with the four strategic directions, NVIT’s new plan refreshed NVIT’s Vision, Mission, Goals, and Key Strategies as follows:

**NVIT’s Vision**

As an Indigenous centre for excellence, NVIT inspires learners to strengthen community.

**NVIT’s Mission**

Empowering learners by strengthening voice and identity through education.

**NVIT’s Guiding Principles**

- We are learner-centered.
- We are grounded in Aboriginal culture, tradition, and Indigenous Knowledge.
- We are committed to the advancement of our learners, employees, communities and institute.
- We seek to engage all learners and members of the NVIT community.
- We will maintain a standard of academic excellence that ensures that our learners have the widest range of future choices possible.
- We are committed to a high level of organizational discipline where all aspects of this Strategic Plan, governance and operations are guided by formalized policies, procedures, monitoring and review processes.
NVIT’S Values

Respect
- We have respect for the dignity, rights, cultures and beliefs of all people.
- We care and support each other and have respect for our environment.

Accountability
- We are accountable to ourselves, the Elders, our communities, our learners and to the provincial government.

Integrity
- We embrace honesty and trust in all of our relationships.
- We encourage the sharing of knowledge and appreciate we are all learners.

Balance and Harmony
- We seek and encourage balance and harmony in all activities.
- We understand that no one part is greater than the other and that together we are a whole.
- We acknowledge and use systemic thinking and planning.

Growth and Development
- We promote the continual growth and development of individuals and communities.
- We encourage critical self-examination and a willingness to admit both strengths and weaknesses.

Inclusion
- We are grounded in Indigenous Knowledge.
- We honour and respect our communities and our partnerships.
- We extend education related support to government, industry, education and other organizations to improve their relevance to the Aboriginal community.

Communication
- We value communication and promote openness, respect and trust in our communication.
Strategic Directions

The following four strategic directions are fundamental for NVIT to achieve its vision and mission. NVIT strives to achieve excellence in each of the identified directions. The NVIT Board of Governors reaffirmed these foundational strategic directions in the 2018-2023 NVIT Strategic Plan.

NVIT’s four strategic directions are:

- Learner-Centered
- Academic Excellence
- Community Relevance
- Organizational Effectiveness

III. Strategic Context

A. External Scan: Post-Secondary Aboriginal Student Context

This section provides selected Aboriginal population and student data relevant to NVIT as an Indigenous public post-secondary institute. It describes elements of the external operating environment that influence the development of institutional direction and action. It is important to note that this provincial level, and to a degree national level, data is important to NVIT for the following reasons:

- NVIT has a provincial mandate to provide Indigenous post-secondary education;
- NVIT has campuses in Merritt and Vancouver;
- NVIT also delivers programs, on average, in 30 different communities across the province;
- In 2019/20, approximately 81% of NVIT’s domestic students identified as Aboriginal and reflected 139 (68%) of BC’s First Nations communities;
- According to the Representative for Children and Youth’s Annual Report 2018/19, as of March 31, 2019, Indigenous children accounted for 65% of BC’s Youth in Care;
- The 5 goals outlined in the Aboriginal Policy Framework are directly linked to the mission, vision and strategic directions of NVIT; and
- NVIT has partnerships with industry, post-secondary institutions, the RCMP, and other Indigenous organizations that are committed to Indigenous education including First Nations Technology Council, First Nations Education Steering Committee (FNESC), Indigenous Adult and Higher Learning Association (IAHLA), Aboriginal Skills and Employment Training Strategy (ASETS), School District #58 (Nicola Similkameen) and Steps Forward.
1. Statistical Attributes of Prospective and Current Indigenous Learners

a) Young and Expanding

Changes to federal legislation have generated opportunities for traditionally non-registered Indigenous people to qualify for registered status. This change created significant increases in the registered Indigenous population across Canada. On a national level, census data indicates the Indigenous population increased 42.5% since 2006, four times faster than the rest of the population, and now comprises 4.9% of Canada's total population. Statistics Canada predicts the Indigenous population will exceed 2.5 million in the next twenty years. The average age of the Indigenous population in Canada is 32.1 years almost a decade younger than the non-Indigenous population. The number of Indigenous youth aged 15 to 34 increased by 39% between 2006 and 2016, compared to an increase of just over 6% for non-Indigenous youth.

Currently, BC has 203 (32%) of Canada’s 617 First Nations communities recognized by the British Columbia Assembly of First Nations and the BC Treaty Commission. This number reflects 17.6% (172,520) of Canada’s First Nations population, suggesting the average size of BC First Nations communities is approximately half that of the average for Canada (850 vs. 1584). According to the most recent census data (2016), British Columbia’s Aboriginal population increased to 270,585 in 2016, a 16.5% increase over 2011 (almost three and a half times the rate of the non-Aboriginal population which increased by only 4.8%). In 2016, BC’s Aboriginal population was 5.9% of the total population compared to 5.4% in 2011, 4.8% in 2006, and 4.4% in 2001. First Nations people made up 2.8% of Canada's population in 2016, while Metis people comprised 1.7% and Inuit people 0.2%.

In BC, the 2016 Census data indicates the Aboriginal average age is 32.8 compared to the non-Aboriginal average age of 42.4. Related to this, the Aboriginal 0-14 age cohort is 25.8% of the Aboriginal population as compared to 14.5% of the non-Aboriginal population. Similarly, the Aboriginal 15-24 age cohort is 16.7% of the Aboriginal population as compared to 11.6% of the non-Aboriginal population.

While the Aboriginal population is the youngest and fastest-growing, a Labour Force Survey study based on the transition from school to work indicates Aboriginal youth have a considerably higher unemployed and inactive NEET (not in employment, education or training) rate than the overall population. The study uses the NEET rate to identify the proportion of youth who are not in school or employed in the 20- to 24-year old age group. Previous fact sheets published in 2018 include NEET rates for the remaining two “youth” age groups: 15- to 19-year olds and 25- to 29-year olds. The following chart compares NEET rates between the off-reserve Aboriginal population and the total population for all three youth age groups over the last 10 years. Although the gap between Aboriginal and non-Aboriginal is slight in the youngest group, it increases significantly for the older age groups.
NEET rate of the off-reserve Aboriginal population and NEET rate of the total population by age group, Canada, 2007/2008 to 2018/2019

**b) Education**

The BC Ministry of Education’s 2018/19 Aboriginal Students: How Are We Doing report shows the Six-Year High School Completion rate (Dogwood) for Aboriginal students is 69%, up from 63% in 2014/15, compared to 87% this year, and 86% in the previous 4 years, for non-Aboriginal students. The percentage of Grade 12 Aboriginal students who took English 12 in 2018/19 and received a C+ grade or better was 62% as compared to 75% for non-Aboriginal students. It’s interesting to note that when the comparison is made for students who received a C- or better the field is flat – 97% for Aboriginal students and 98% for non-Aboriginal students. The most recent data for Math is from 2015/16 and shows 49% of Aboriginal students who took Foundations of Math and Pre-Calculus Math 10 received a C+ or higher compared to 67% of non-Aboriginal students.

With a focus on ensuring relevance to the communities it serves, NVIT offers community-based assessment services. During 2019/20, NVIT provided assessment services in seven communities, assessing 91 prospective learners. Of the 72 who completed math assessments, six were assessed at an introductory Math 11 level or higher. Results of the English assessments show higher attainment levels with 30 of the 85(35%) assessed having a Grade 11 or higher English equivalency. The higher attainment level in English over the past three years (63% in 2017/18 and 70% in 2018/19) is possibly the result of fewer prospective learners being assessed and, of those participating, an increased number assessed for admission to post-secondary level programs – rather than bridging or upgrading. Overall results continue to show a need for access to key prerequisite courses that assist in post-secondary access and success.
As BC’s Indigenous post-secondary institute, NVIT has an intimate understanding of the struggles that current and prospective Indigenous learners experience when attempting to access and be successful at pre-requisite level studies. Family commitments, access, readiness, funding, and confidence are primary considerations. Unfortunately, reductions in education funding both at the community and the post-secondary level restricts the ability for NVIT to deliver developmental level programming in communities. Federal government education funding policies and reductions combined with family commitments and personal readiness severely reduce the likelihood of Indigenous learners in rural and remote communities relocating to access and/or recognize success in developmental level studies on established campuses. Although we met the target this year, the restricted ability to deliver developmental level programming and support services in communities slows the growth between the recognized demand and an increased developmental FTE allocation to NVIT.

Bridging the gap for those who require developmental level (including literacy and numeracy) programming to access post-secondary level studies remains a constant priority for the institute. NVIT estimates that there are approximately 35,000 prospective Indigenous post-secondary learners in British Columbia without a Grade 12 education.

Long before the Ministry of Advanced Education, Skills and Training mandated tuition-free ABE, NVIT delivered all developmental level courses tuition-free and will continue to deliver developmental studies on a tuition-free basis. Through the delivery of NVIT’s College Readiness programming, NVIT was able to increase access to training within communities. These programs align with NVIT’s commitment to maintaining affordable access to literacy, numeracy and essential skills education and development.

An examination of 2018/19 Student Transitions Project data indicates the five-year transition rate (rate of enrolment in a BC public-post-secondary institute within five years of graduation) for Grade 12 Aboriginal students is only 63% compared to 71% for non-Aboriginal students. The 2017/18 report shows the 10-year transition rate of Grade 12 Aboriginal students to post-secondary is 73% (2256).
compared to 78% (32,434) of non-Aboriginal students. While these gaps may appear small, the reality is that many Aboriginal students do not make it to Grade 12. Additionally, if one factors in the decrease in potential earnings due to a 10- or even 5-year delay in transition, promoting immediate entry becomes even more beneficial.

Reviewing Central Data Warehouse data over a 5-year period, using the Ministry’s ever-Aboriginal category which includes learners who have ever been identified as Aboriginal in the BC K-12 or post-secondary system, approximately 18% of the Aboriginal headcount accessing BC’s college, institute and teaching university system are enrolled in developmental programs. The percentage of ever-Aboriginal learners accessing developmental programs has gradually decreased from 21% in 2013/14. Rounding out the top three programs of choice are trades and arts and sciences programming.

NVIT continues to be cognizant of the existing demands and needs of its target population. The institute responds to current and anticipated trends by reviewing existing programs while exploring and developing new program areas and partnerships.

c) Employment

Labour Force Survey data estimates 2019 unemployment rates for the non-Aboriginal population age 15+ in BC was 4.6% compared to the Aboriginal population unemployment rate of 7.7%.

British Columbia’s First Nations communities tend to be rural and economically underdeveloped. The on-reserve population faces a much higher unemployment rate than the non-Aboriginal population. Anecdotal information from communities suggests the real unemployment rate is far greater than that formally reported.
Further insight into Aboriginal unemployment is provided by comparing educational attainment and unemployment data offered by the Labour Force Survey. In general, employment rates increase with education level. Of the Aboriginal working age (25 years and over) population, 21% have less than high school compared to 12% for non-Aboriginals in the same age group. Unemployment rate gaps for the same age group reduce significantly to only 2.7% for those who complete post-secondary education (6.8% vs 4.1%). In 2019, 61% of Aboriginal people who participated in the Labour Force Survey age 25 and over completed a post-secondary education compared to 73.1% of non-Aboriginal people. In spite of post-secondary education attainment, Aboriginal students continue to experience higher unemployment rates upon return to their community. Many communities do not have a sufficient economic base to provide them with employment.

Labour market indicators show some economic improvement for Indigenous people aged 25 to 54, since 2015 when their employment rate was 67.5%, the third lowest since the inclusion of Indigenous data in the Labour Force Survey (LFS) in 2007. The Indigenous employment rate increased 5.1% in the last five years to 72.6%. In the same time frame, the non-Aboriginal population employment rate increased 1.8% to 83.6%, an employment gap of 11%. It is important to note the Labour Force Survey does not include on-reserve data so the true employment rate for Indigenous people is likely significantly lower than the LFS suggests.

In 2019, 50.6% of Aboriginal youth, ages 15-24, were employed, 7.2% lower than their non-Aboriginal counterparts (57.8%). The participation rate, the number of labour force participants expressed as a percentage, for Aboriginal youth was 60.7% compared to 64.8% for non-Aboriginal people in the same age group. The overall labour force participation rate for 2019 was 64.6%. As baby boomers age out of the labour force, overall participation rates are projected to drop to between 59.7% and 62.6% by 2031, the lowest levels since the late 1970s.

Note that the unemployment rate of post-secondary graduates is one accountability measure used by the Ministry to assess institutional performance and this measure cannot be assessed for NVIT due to on-reserve unemployment rates. The on-reserve unemployment rates may also affect the ability of Aboriginal students to repay their Canada Student Loan, resulting in Aboriginal students potentially having higher default rates than non-Aboriginal students.

B. External Scan: Institutional Context

1. Meeting the Increasing Demand

The combination of the socio-economic realities for NVIT’s target population and communities, gaps in success and completion for Aboriginal learners in the K-12 system, and pressures from industry for skilled talent confirms the need for NVIT’s unique mandate. The current environmental context also emphasizes the importance of NVIT’s relevance to its prospective and current learners and their communities. NVIT is pleased that BC has placed significant priority on improving the quality of life for Indigenous people. NVIT is a key strategic partner for the Ministry toward meeting the capacity, quality, access, relevance, and efficiency performance measures related to Indigenous education.
Ministry priorities related to Indigenous education in the province increases the profile of Indigenous learners. BC’s mainstream public post-secondary institutions have progressed significantly in addressing the needs of their Indigenous students in terms of programming relevance, access and support. The focused priority on Indigenous education system-wide also increases competition for NVIT’s Indigenous learners, faculty and staff. Responding to the growing Indigenous education priorities and competition necessitated the implementation of strategic enrolment management practices at NVIT.

Enrolment management at NVIT brings together all the parts of the Institute to integrate a combination of educational options and services for prospective learners with a means to effectively communicate these options and services while nurturing current learner engagement and achievement. As BC’s Indigenous Post-Secondary Institute, NVIT has developed comprehensive processes to recruit and retain students. NVIT’s strategic enrolment management and retention initiatives are an integral component of NVIT’s operation and strategic direction in working towards provincial FTE and graduate goals and in ensuring that student experiences are relevant and positive. Overall, an effective enrolment management strategy includes short and long term institutional and program targets, educational and learner services planning and communications/marketing and recruitment priorities informed by institutional data and internal and external systemic needs. NVIT’s Enrolment Management strategy focuses on:

- the individuals (prospects, applicants, students, graduates) at each phase of the cycle;
- the transitions of individuals through the cyclical process;
- reviewing the initiatives undertaken to assess the effectiveness of NVIT processes and practices;
- revising NVIT processes and practices to increase the transition rates between Prospects, Applicants, Students and Graduates.

The higher rate of increase for the Indigenous population and its younger median age than the non-Indigenous population and the vast provincial locale of the Indigenous communities provide a significant opportunity for NVIT. This information suggests NVIT must focus on providing relevant on-campus programs and services while expanding community-based curriculum delivery and supports. There are 203 First Nation communities with small populations – increasing the likelihood of low student numbers. The data highlights the continuing challenges in providing in-community delivery in cost-effective ways.
2. Learner and Community Relevance

A high percentage of the Indigenous population has less than high school graduation as their highest education level. According to the Ministry of Education’s Six-Year Dogwood Completion Rate, 31% of Aboriginal students in BC’s K-12 system still do not graduate from high school compared to 13% of non-Aboriginal students. This challenge is compounded when considering the rural locale and number of prospective Aboriginal learners, high school graduates or not, who lack the academic prerequisites for post-secondary.

BC Indigenous students are more likely to have to relocate from their home community to study compared to non-Indigenous students. Indigenous students are also more likely to be single parents and to interrupt their studies for financial reasons. The high on-reserve annual population growth rate also points to an increasing opportunity for community-based programming. The current situation highlights the need for NVIT to address the literacy and numeracy gaps both on-campus and in communities to bridge the learners to post-secondary – a critical element to ensuring equivalent participation and completion rates in post-secondary between the Indigenous and non-Indigenous population. NVIT’s community-based assessment initiatives and Youth In Care Tuition Waiver policy are examples of NVIT’s ongoing efforts to remain relevant and provide access.

Feedback from Indigenous students in BC’s post-secondary system includes the desire for more Indigenous content (e.g. Elders input, accurate Indigenous history, aspects of traditional beliefs and values) in their curriculum. Indigenous learners also raised the need for more student support including increased tutoring, individual attention, smaller classes and more time with instructors. NVIT’s Education Plan identifies these learner priorities by ensuring all programs are based in Indigeneity, epistemology, and taxonomies. The Strategic Enrolment Management (SEM) activities include various ways of offering relevant and effective learner supports intended to increase the retention and success rates of NVIT’s learners.

Unless pathways to high school completion and completion of course and program prerequisites are facilitated, many Indigenous students will not be able to enter post-secondary education and training. The fundamental issue is that post-secondary access for Indigenous students is significantly addressed when NVIT is able to arrange for programs and supports to be available in Indigenous communities. In spite of the challenges that exist in providing cost-effective delivery of such programs, the need and opportunity exists for NVIT to expand activities related to flexible, off-campus delivery of curriculum and services.

3. Programs and Skills that Lead to Jobs

In many remote and rural areas of the province, particularly Indigenous communities, connectivity to participate in the anticipated tech-sector is limited. This includes the opportunity for prospective learners to access educational opportunities within the alternative delivery / virtual learning environments. NVIT, as BC’s Indigenous Public Post-Secondary Institute, is well-positioned to support the advancement of technology sector training within Indigenous communities. NVIT is flexible and innovative in its relationships with partner post-secondary schools and industry to meet the digital education and training needs of Indigenous communities.
As an Indigenous institute with core values connected to wholistic and systems-based theories, NVIT’s Board of Governors recently confirmed the Institutional Learning Outcomes (ILO), identifying skills and traits deemed essential for NVIT alumni. It is anticipated that through the next year the Institute will immerse these ILOs throughout its programs and services to provide a wholistic educational experience that not only results in academic attainment but also develops the skills and characteristics required for graduates to advance their communities. Over the next three years, the Institute will develop tangible ILO attainment measures and those learners with successful assessments will receive a co-curricular transcript reflective of skills and characteristics attained. The co-curricular transcript compliments the academic transcript and the two combined will be evidence that students have both the classroom and experiential experiences necessary for employment.

NVIT is responsive to in-demand job training by offering programs such as the Bridging to Trades, Electrical Pre-Apprenticeship (ITA Foundation Level), Plumbing and Piping Trades Certificate (ITA Foundation Level), Residential Construction (ITA Foundation Level) and Culinary Arts Professional Cook 1 Certificate. Most recently, NVIT delivered its first Welder Foundation Certificate program. In 2019/20, with support from Royal Roads University, NVIT and First Nations Technology Council delivered a bridging to technology program, Foundation in Innovation and Technology, in six communities to almost 100 learners. This tri-partnership provides critical access to skills training for those who may not otherwise be able to participate in #BCTECH initiatives. NVIT has also worked with several Indigenous communities to deliver essential and employment skills for transition to job training programs. The Health Care Assistant Program is one example of a long-standing and successful NVIT program offered in remote Indigenous communities that leads to employment.

Recently, NVIT completed construction of its multi-million-dollar Centre of Excellence in Sustainability. The design and purpose of the building reflects NVIT’s commitment to sustainability. Learners seeking training in Culinary Arts (PC1) and alternative energy/green technology programming appreciate the space, which includes a teaching kitchen, a clean energy lab, a solar teaching lab and a functioning greenhouse. The experiential learning opportunities offered in the labs are designed to equip learners with the skills needed for emerging industry employment. NVIT identifies the expansion of activities related to sustainability in the areas of applied research and programming as a priority.
4. Conclusions

Whereas Aboriginal demographics point to opportunities for NVIT as the province’s Indigenous Post-Secondary Institute, the institutional operating environment nevertheless contains a number of threats and challenges. Chief among these, and possibly the longer lasting, is the competition NVIT faces for Indigenous students and faculty. In response to increased competition, labour market demands, and multiple Key Performance Indicators and accountability measures, NVIT relies on its strategic enrolment management initiatives and Indigenous institutional partnerships to ensure strategic positioning within the post-secondary system and First Nations communities. Not only does NVIT offer an Indigenous educational experience on our campuses, we are also the most sought-after public post-secondary school to deliver programming within Indigenous communities.

NVIT differentiates itself from other public post-secondary institutions by ensuring enhanced use of Indigenous epistemologies, philosophies and taxonomies that serve the “Indigenous identity” that is lacking in other post-secondary institutes. NVIT’s commitment to providing highly efficient, effective and relevant programs and services directly aligns with the spirit and intent of the Ministry’s Aboriginal Framework and Aboriginal Service Plan.

In short, NVIT will compete most effectively for students and faculty if the institute is true to its origins and mandate. NVIT will continue to empower learners by strengthening their voice and identity by hosting an accessible and relevant educational experience.
C. Internal Scan

1. NVIT’s Strengths - People

Students

Over the past five fiscal years, more than 80% of NVIT’s student body has self-identified as having Aboriginal heritage. In the 2019/20 reporting cycle, learners from 139 First Nations communities across British Columbia and 10 provinces and territories committed to the NVIT experience. NVIT’s learner population serves a vast age range with a slightly predominant 30 – 39-year old group. With an average 68/32 split in gender distribution, the under representation of male learners highlights significant opportunity to attract and retain young, Indigenous male learners. In total, NVIT served 1725 learners on-campus, in-communities and on-line in the 2019/20 fiscal year. NVIT’s learners substantially achieved the Ministry credential target rate and we celebrated 244 graduates (target is based on 2018/19 data).

The NVIT community is strengthened by an increasingly engaged and committed student population who actively participates in NVIT’s Board of Governors, Education Council, Strategic Enrolment Management Committee, Student Voice forums, provincial and national initiatives, and various campus-wide events. In addition to NVIT achieving most of the outcomes targets, the 33 NVIT respondents to the Student Outcomes Survey for Diploma, Associate Degree and Certificate programs, consistently rated their NVIT experience on par or higher than the system norm in the areas of overall satisfaction, and skill development. Just as they are NVIT’s strength, we are confident our learners will strengthen communities.

Students continue to indicate overall satisfaction with their NVIT experience. Student outcomes data supports that NVIT’s graduates reflect a high level of satisfaction with their education and instruction at NVIT and further rated their skill development higher than the system-wide averages. (See chart on next page.)
With NVIT’s vision of inspiring learners to strengthen community, the success of our learners after their NVIT experience is critical. Employed graduates of NVIT’s diploma, associate degree and certificate programs assessed the skills and knowledge from their program as very useful or useful in performing their job higher than their BC counterparts and all indicated their program prepared them for further studies.

![2019 Key Student Outcomes Indicators - Skill Development](chart1)

![2019 Key Student Outcomes Indicators - Usefulness of Studies](chart2)
Staff and Faculty

NVIT prides itself on having the largest percentage of Aboriginal employees in the public post-secondary system. The large number of Aboriginal employees contributes to the fact that we are truly BC’s Indigenous Public Post-Secondary Institute and ensures that NVIT’s students, that currently represent 68% of the Bands in BC, are welcomed into an educational experience that reflects a commitment and inherent knowledge related to Indigenous education.

Elders’ Council

NVIT’s Elders’ Council is integral to NVIT’s success. Elders are recommended by Council members and communities and are representative of the traditional territories of our Merritt and Vancouver campuses as well as the Metis. For in-community services, such as community-based assessments, local Elder support is planned and integrated into the service delivery. Activities of NVIT’s Elders’ Council members include participation in campus-wide activities, committees, governance and curriculum development. Elders support NVIT’s students and staff by sharing traditional and cultural knowledge, advice and support.

Board of Governors

NVIT is fortunate to have a 100% First Nations appointed Board of Governors possessing a vast skill base including governance, education, finance, and law. The relevant and strong collective competency of NVIT’s board members is a primary strength. The Order in Council appointed Board members are drawn from across British Columbia while maintaining linkages to NVIT’s five founding bands. With a student body representing 68% of BC’s First Nation communities, the Board of Governors is reflective of perspectives and communities across the province. Appointing two Board members from NVIT’s founding bands ensures the institute remains grounded in its founding communities and purpose.

2. Collaborative Partnerships

NVIT’s ability to collaborate and create purposeful and effective relationships with other post-secondary institutes, First Nations communities and Indigenous and non-Indigenous organizations across BC provides access, relevance and efficiencies. NVIT strives to address community priorities through program development and works collaboratively with community partners for the successful delivery of educational programs and services. Collaboration with other organizations is a key factor in NVIT’s ability to offer an expanded range of programming. Examples include the Bachelor of General Studies - Chemical Addictions Worker with the University of the Fraser Valley and the Bachelor of Social Work Degree with Thompson Rivers University. NVIT is currently negotiating two additional degree partnerships: a Bachelor of Education Degree, with UBC, to be delivered at NVIT; and with Indigenous Adult Higher Learning Association (IAHLA) institutes and a consortium of six public post-secondary institutes for the Indigenous Language Fluency Degree. Furthermore, NVIT signed an affiliation agreement with Fanshawe College of Ontario as in impetus to the creation of the Renewable Energy Technician Program.
Through the BC Student Outcomes Project, NVIT’s former students consistently report a high level of satisfaction with NVIT programs and their relevance to employment. NVIT courses and programs are recognized at public post-secondary institutions throughout British Columbia under the course transfer framework of the BC Council of Admissions and Transfer. Programs have also increasingly formed the foundation for collaborative degree programs with partner universities. NVIT is very pleased to receive reports that some of our graduates have gone on not just to baccalaureate degrees, but also to the successful completion of master’s degree programs. NVIT will continue to enhance the readiness of graduates to find employment or succeed at higher levels of education through its 2018-23 Education Plan and associated program reviews.

NVIT continuously seeks opportunities to better meet the needs of Indigenous students and their communities. As many of NVIT’s learners are situated in rural and remote communities, exploring ways of providing access to Indigenous public post-secondary education remains a priority for NVIT. NVIT anticipates working with AEST over the upcoming year to explore an urban Indigenous education strategy. NVIT looks forward to working with the First Nation communities and the Ministry of Advanced Education, Skills and Training to further grow the Institute in a way that makes it possible to deliver upon NVIT’s Provincial mandate.

In regards to dual credit initiatives, NVIT has partnerships with local school districts (Surrey, Gold Trail, and Nicola-Similkameen). These initiatives include the delivery of a course within NVIT’s Law Enforcement Preparatory Program (LEPP) at Kwantlen Secondary School, Health Care Assistant in Cache Creek, Nle’kepmx Language courses at Merritt Secondary School, and the MOU with School District 58 (Nicola-Similkameen) that supports the district’s students who wish to enroll in the Trades Foundation programs offered at NVIT through the ACE-IT program.

NVIT is a flexible, responsive institute. To achieve relevant and effective services, NVIT uses multiple and often integrated approaches in the delivery of programs. These include:

- on-campus face-to-face instruction;
- in community face-to-face instruction;
- online and blended delivery courses and programs;
- technology-assisted instruction using the Moodle learning management system;
- mobile computer lab for delivery in First Nations communities;
- semester, weekend, or periodic scheduling; and
- video-conference delivery.

3. Efficiencies

In recent years, the Ministry’s funding levels have effectively supported NVIT’s growth and development. NVIT simply could not have doubled its FTEs without such support. However, our ability to grow will be constrained unless additional funding sources or system-wide efficiencies are found to support the growth momentum and to cover cost pressures - particularly annual cost increases driven by progression on the salary scale and the increasing costs of employee benefits. The current state of the economy provincially and nationally increases concern about the future...
funding that will be available to NVIT. NVIT will not be able to sustain our growth and offer new programs without additional funding.

While NVIT remains the smallest public post-secondary institute in the province, the results being produced are impressive. In 2019/20, NVIT achieved 130% of its FTE target. The NVIT Board of Governors and Leadership Team believe that NVIT has demonstrated the capacity and is strategically positioned to increase FTEs. NVIT’s Centre for Excellence in Sustainability provides space for NVIT to deliver in-demand programs related to sustainability and green technologies as well as culinary arts. The greenhouse enhances the experiential learning components of the Environmental Resources program and provides opportunities for students and Elders to grow traditional foods. The building includes a gymnasium and fitness centre to provide recreational facilities and equipment to promote wholistic wellness across the campus community.

The addition of the culinary arts program, allows NVIT to augment the partnership with the local school district to provide ACE-IT spaces, expand our opportunities for dual credits, support the ITA initiative of increasing female and Indigenous apprentices, and lastly, meet the needs of Indigenous youth and Indigenous communities.

NVIT selectively uses video-conference classes between campuses to increase student choice or to realize operational savings from running video-conference classes instead of duplicating small classes. NVIT continues to develop expertise in faculty who utilize video-conferencing in their classes. This service allows students and employees to video-conference using Skype or web-conferencing and is used for classes, meetings and instructor support. The use of hybrid learning models is becoming more popular with students. The ability to combine online learning with some face-to-face instruction has proved to be very popular. NVIT is delivering a number of courses using a blended learning model.

4. Opportunities

NVIT’s 2018 – 2023 Strategic Plan provides the institute with a focused mission, vision and four strategic directions to guide operations. Having a significant portion of Aboriginal employees, and continuing to grow the institute in student FTEs and headcount through on-campus, in community and online curriculum delivery has contributed to NVIT’s success. NVIT is committed to a growth strategy and wishes to see both the FTE target and related funding increase substantially.

The AEST Service Plan and Aboriginal Framework identify Aboriginal youth, trades, and partnerships as priorities over the coming years. B.C.’s Aboriginal Service Plan identifies increasing access, retention, completion and transition for learners. NVIT is strategically positioned to assist the Ministry in fulfilling these mandates. NVIT’s unique vision and comprehensive strategic directions and initiatives directly link to the priorities identified by government related to Indigenous public post-secondary education. As BC’s Indigenous Public Post-Secondary Institute, NVIT supports these initiatives and recommends NVIT’s funding be targeted towards Indigenous programming. With 68% of BC’s First Nations Bands represented by our student body, a First Nations Board of Governors, an Elders’ Council, and 81% of our domestic students self-identifying as Aboriginal, targeting NVIT’s funding under Aboriginal programming will assist the Ministry in meeting that target.
NVIT has demonstrated the ability to deliver relevant, quality programs and services for Indigenous learners and communities. We have used designated ASP funding to develop and implement various bridging (K-12 and stop-outs), persistence (on-campus) and transition (industry, workplace and further post-secondary) activities as well as provided access to relevant programming through the delivery of curriculum in communities. NVIT continues to request that the Ministry support NVIT’s strategic efforts through capital expansion and an increase in our FTE target and related funding levels. NVIT has been very successful at fulfilling its mandate of providing quality Indigenous education to British Columbia’s Indigenous students while advancing the Ministry’s Aboriginal education priorities. NVIT is proud to be BC’s Indigenous Public Post-Secondary Institute.
IV. 2019/20 Reporting Cycle Results Summary

The 2019/20 Reporting Cycle is based upon NVIT’s Strategic Plan and is presented in NVIT’s four strategic directions of Learner-Centered, Academic Excellence, Community Relevance and Organizational Effectiveness which support Ministry objectives identified in the current Ministry of Advanced Education, Skills and Training Service Plan; Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan; Ministry of Advanced Education, Skills and Training Aboriginal Service Plan and Reporting Guidelines; and Ministry of Advanced Education, Skills and Training Accountability Framework Standards Manual.

**NVIT Strategic Direction**

**NVIT Strategic Direction**: Learner Centered

NVIT offers a welcoming, supportive, fun and comfortable space for knowledge sharing and skills development. We are a family that ignites curiosity, highlights opportunities, and encourages individual growth and development. Learners who engage in the NVIT learning environment experience a support system committed to the advancement of their education and employment aspirations.

<table>
<thead>
<tr>
<th>NVIT Goals</th>
<th>Government Priorities</th>
<th>NVIT Key Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Motivated and engaged students;</td>
<td><strong>AEST Service Plan</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1. Create an environment where learners are motivated and actively engaged in learning, campus life and governance;</td>
</tr>
<tr>
<td>1.2 Shared responsibility and accountability for a learner-centered environment;</td>
<td>Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training.</td>
<td>2. Create an institute-wide environment of shared responsibility and accountability;</td>
</tr>
<tr>
<td>1.3 Opportunities for career development and training;</td>
<td>Goal 2: Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.</td>
<td>3. Expand initiatives that promote learner academic and career pathways;</td>
</tr>
<tr>
<td>1.4 Services and supports that honour an Indigenous experience.</td>
<td>Goal 3: Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.</td>
<td>4. Actualize traditional and contemporary Indigenous ways of knowing.</td>
</tr>
</tbody>
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**NOTES:**

5. Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
NVIT Strategic Direction:\textsuperscript{5} Academic Excellence

At NVIT, academic excellence is intimately related to education that values and embraces diversity, grounded in a pedagogical approach informed by Indigenous Knowledge and practice. We deliver accredited courses and programs that offer learners a quality education and experience that meets or exceeds that of other public post-secondary institutes.

<table>
<thead>
<tr>
<th>NVIT Goals\textsuperscript{5}</th>
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</thead>
</table>
| 2.1 Reputable as a school of excellence; | \textit{AEST Service Plan}\textsuperscript{1}  
Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training.  
Goal 2: Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.  
Goal 3: Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.  
Objectives: 1.1, 2.1, 2.2, 3.1, 3.2  
\textit{Aboriginal Framework}\textsuperscript{2}  
Goal 1: Systemic change  
Goal 5: Continuous improvement  
\textit{Accountability Framework}\textsuperscript{3}  
Strategic Objective: Quality  
\textit{Aboriginal Service Plan}\textsuperscript{4}  
- Increase the receptivity and relevance | 1. Strive for excellence and relevance in teaching, learner support, curriculum and graduates;  
2. Deliver academic and applied programs that are transferable, recognized, and supported by academic policies that meet or exceed industry standards;  
3. Ensure that NVIT has qualified and committed faculty supported by high quality, flexible and innovative approaches through Indigenous pedagogy;  
4. Resourceful, competent and qualified educators equipped with the tools to effectively facilitate learning. |

\textit{NOTES:}  
\textsuperscript{1} Ministry of Advanced Education, Skills and Training 2019/20 – 2021/22 Service Plan February 2019  
\textsuperscript{2} Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan  
\textsuperscript{4} Ministry of Advanced Education, Skills and Training Aboriginal Service Plan and Reporting Guidelines  
\textsuperscript{5} Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
## NVIT Strategic Direction: Community Relevance

NVIT provides educational and skill enhancement opportunities that are essential for Indigenous learners to champion community advancements for today and future generations.

<table>
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</thead>
<tbody>
<tr>
<td>3.1 Advocate for Indigenous education; 3.2 Meet the educational and training needs of Indigenous communities and organizations; 3.3 Develop and sustain relationships/partnerships with organizations that support NVIT’s mandate; 3.4 Deliver accredited, transferable and credentialed programs and services.</td>
<td>NVIT: Institutional Accountability Plan &amp; Report 2019–2023 Strategic Plan 2018–2023 NVIT: Educational and Training Services Plan 2019–2023 AEST Service Plan 2019–2023 AEST Service Plan 2019–2023 Aboriginal Framework 2019–2023</td>
<td>1. Provide access and support to meet the educational and skill development needs identified by Indigenous communities; 2. Develop and sustain strategic and positive relationships with local, national and global Indigenous organizations and integrate those relationships into the NVIT community; 3. Develop and sustain strategic and positive relationships with government, industry and other stakeholders; 4. Maintain and enhance strategies to respond to community needs for programs and services.</td>
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### NOTES:

5. Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
**NVIT Strategic Direction**\(^5\): Organizational Effectiveness

NVIT, a public post-secondary institute, remains accountable to its learners, Indigenous communities, NVIT board of governors, the provincial government, and to one another. As a learner-centered organization, NVIT operates efficiently and effectively to promote the achievement of its learners, employees, and organizational objectives.

<table>
<thead>
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<th>NVIT Goals(^5)</th>
<th>Government Priorities</th>
<th>NVIT Key Strategies(^5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Organizational culture that supports evidence-based planning and decision-making;</td>
<td><strong>AEST Service Plan</strong>: Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training. <strong>Objectives</strong>: 1.1 <strong>Aboriginal Framework</strong>: Goal 1: Systemic change Goal 5: Continuous improvement <strong>Accountability Framework</strong>: Strategic Objectives: Capacity, Efficiency <strong>Aboriginal Service Plan</strong>: - Strengthen partnerships and collaboration</td>
<td>1. Create a culture of accountability and informed decision-making; 2. Ensure that financial processes are transparent, meet provincial requirements, and support the financial accountability and viability of NVIT; 3. Everybody, everyday, embraces and models a respectful and positive environment; 4. Recruit and retain employees with a demonstrated commitment to an Indigenous learner-centered environment.</td>
</tr>
<tr>
<td>4.2 Trusted financial processes that are transparent and efficient;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Positive working environment through engaged employees;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Employ individuals who embrace NVIT values and philosophy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**
- \(^1\) Ministry of Advanced Education, Skills and Training 2019/20 – 2021/22 Service Plan February 2019
- \(^2\) Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan
- \(^4\) Ministry of Advanced Education, Skills and Training Aboriginal Service Plan and Reporting Guidelines
- \(^5\) Nicola Valley Institute of Technology 2018 – 2023 Strategic Plan
As evidenced below, NVIT’s efforts this year have been focused on expansions in partnerships, services and programs, and infrastructure. Below is a synopsis that highlights some of the key initiatives to overall strategic advancements.

<table>
<thead>
<tr>
<th>NVIT Goals</th>
<th>AEST System Objectives</th>
<th>Indicators of Strategic Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 4.1</td>
<td>Access Quality Relevance Efficiency</td>
<td>Coordinated and conducted the 2019/20 Student Engagement Survey, including a switch to online due to COVID-19. 87 students participated.</td>
</tr>
<tr>
<td>1.1, 4.1</td>
<td>Access Quality Relevance Efficiency</td>
<td>Student Forums were held on Merritt campus (October 16) and Vancouver campus (October 17) to obtain feedback from students regarding campus services and student experience. This year additional forums were held on February 12 (Merritt) and 13 (Vancouver) to give students an opportunity to discuss the challenges of the RYUK cyber attack.</td>
</tr>
<tr>
<td>1.2</td>
<td>Quality Relevance Efficiency</td>
<td>Newly elected Board of Governors, Education Council and NVIT Student Society student representatives invited to Student Leadership meetings for the Vancouver campus on February 13 and February 12 for the Merritt campus.</td>
</tr>
</tbody>
</table>
| 2.1, 4.2   | Access                   | Awards Ceremonies:  
Vancouver campus (Sept 25) – 15 students, award total: $21,200  
Merritt campus (Sept 28) – 49 students, award total: $46,450 |
| 1.2, 2.2, 4.4 | Quality        | Academic Policy Review Continues |
| 1.1, 2.4   | Quality                   | Speaker Series  
Merritt Campus:  
Change of Season Ceremony  
Learning at Lunch series: Arnie Narcisse, residential school survivor, discussed his book “Hard To Be a Good Indian”; Wendy Wickwire presented the story of James Teit; and Andrew George, NVIT’s Culinary Arts Instructor and author of 3 cookbooks, introduced himself and the program. |
<p>| 3.1, 3.2, 3.4 | Access                  | In 2019/20, NVIT offered Community-Based Assessments in 7 communities to 91 prospective learners. |</p>
<table>
<thead>
<tr>
<th>2.1, 3.1, 3.4, 4.1,</th>
<th><strong>Access</strong></th>
<th>2019/20 recruitment efforts resulted in 143 visits across the Province to various communities/agencies and events organized through the Post-Secondary Institutes Organization and the Strengthening Connections program. Events and visits that were scheduled during Spring 2020 were cancelled due to the Covid-19. New online recruitment strategies are being developed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1, 4.3</td>
<td><strong>Efficiency</strong></td>
<td>Central Data Warehouse submission completed. All Ministry data quality management plan thresholds were met or exceeded.</td>
</tr>
<tr>
<td>4.2</td>
<td><strong>Efficiency</strong></td>
<td>GST Audit and Year-end Audit complete.</td>
</tr>
</tbody>
</table>
| 4.3               | **Capacity**
|                   | **Access**
|                   | **Relevance** | 12 Employees took advantage of the computer purchase plan. The plan supports continuing employees by offering the opportunity to purchase a computer to encourage access and development of information technology. |
| 4.3               | **Access** | Health Benefit – 29 employees utilized this plan. |
| 1.2, 4.3          | **Relevance**
|                   | **Access** | Held regular campus safety committee meetings. |
| 1.2, 4.3          | **Access**
|                   | **Efficiency** | Encouraged all employees to review NVIT’s Human Rights Policy online and to complete training on bullying and harassment to reinforce a culture of respect at NVIT. |
| 4.3               | **Capacity**
|                   | **Quality** | Long Service Awards presented during Welcome Back events on August 28 and 29. Two employees were recognized for 20 years of service, and two for 10 years. Guest speaker, Chief Harvey McLeod, shared the history of NVIT. Sessions included Human Rights and Disability Services; EFAP, Healthy Campus, Sustainability; and IT. |
| 4.1               | **Efficiency** | Coordinated & prepared the Ministry FTE Report. |
| 1.1, 1.2          | **Access**
|                   | **Relevance**
|                   | **Quality** | Disability support services extended to attested (non-documented) students to reduce barriers to student success and retention. |
| 4.4               | **Relevance** | Elders’ Honouring Ceremonies held on April 10 on the Merritt campus and April 11 on the Vancouver campus. Staff and students signed blankets in the days leading up to the ceremony and students presented the blankets to the Elders at a surprise ceremony. |
| 4.1, 4.4          | **Quality**
|                   | **Efficiency** | HR Committee continues to review all HR policies and practices |
| 1.1               | **Access**
<p>|                   | <strong>Capacity</strong> | Hosted “Long Night of Procrastination” events on both campuses to support learners with end of term assignments/studying. |
| 1.3, 4.1 | Access Capacity | Marketing, communications and recruitment strategy has been reviewed and updated. Document continues to guide the initiatives, planning and reporting. |
| 1.1, 1.4 | Relevance Access | Healthy Minds/Healthy Campus initiatives include: planning dedicated clinician space, renewing counselling contracts, NVIT employees presented at Healthy Minds/Healthy Campus conference and development of the Healthy Campus Charter. |
| 1.1, 4.1 | Efficiency | Completed first full cycle for Key Performance Indicators (KPIs) and reporting process based on annual governance and operations cycles. |
| 1.2, 4.3 | Relevance | NVIT sent representatives, Administration and Students, to the Ministry’s forum in June in Richmond. NVIT continues to participate in provincial initiatives and engages in campus-wide sessions to address equity, inclusion and diversity. |
| 1.2, 4.1 | Quality | Developed and implemented policies on Individual Conduct (replaced non-academic conduct), reviewed and revised the Sexualized Violence and Misconduct policy and developed and implemented the Accommodations and Accessibility policy. |
| 1.1, 1.4, 3.1 | Efficiency | Planning for the assessment and documentation of Institutional Learning Outcomes currently under development. |
| 1.4, 4.3, 4.4 | Quality | New Employee Wellness Committee formed with representation from across the institute. The committee organized local events at both campuses to participate in the annual Moose Hide Campaign provincial day of gathering; submitted Extended Health Benefit coverage initiative (approved) for 20/21. Created a Teams channel for a digital space to connect and support NVIT employee community during global pandemic. |
| 3.2, 3.4, 4.3, 4.4 | Quality | 73 new employee postings and 400 employment agreements/contracts |
| 1.1, 1.3, 1.4 | Access Quality Efficiency | Learning Commons initiatives: Collaborated with NVIT Student Society to purchase Mental Health resources available in the Learning Commons; Co-op presentation for students to explore opportunities provided by program; and EBSCO database updated to ensure up-to-date online resources are available and accessible for students. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Access</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.3, 1.4, 2.1, 4.3,</td>
<td>Student Success Centre initiatives: Disabilities funding supported peer and professional tutoring; Mental Health First Aid training provided for students and staff; and worked with the University of the Fraser Valley to develop Universal Design modules.</td>
<td>Access Climate Change Strategy funds to replace 1200 T8 florescent lamps with self-ballasted LEDs to reduce lighting energy consumption by 50%.</td>
</tr>
</tbody>
</table>
### Nicola Valley Institute of Technology
#### 2019/20 Accountability Framework Performance Measure Results

<table>
<thead>
<tr>
<th>Performance Measure¹</th>
<th>Reporting Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018/19 Actual</td>
<td>2019/20 Target</td>
</tr>
<tr>
<td><strong>Student spaces²</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Student Spaces</td>
<td>538</td>
<td>543</td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>43</td>
<td>34</td>
</tr>
<tr>
<td>Development</td>
<td>34</td>
<td>60</td>
</tr>
<tr>
<td><strong>Credentials awarded³</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>243</td>
<td>258</td>
</tr>
<tr>
<td><strong>Aboriginal student spaces⁴</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td>426</td>
<td>75% of FTE target</td>
</tr>
<tr>
<td>Ministry (AEST)</td>
<td>416</td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education⁵,⁶</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Former Diploma, Associate Degree and Certificate students</td>
<td>93.9%</td>
<td>5%</td>
</tr>
<tr>
<td>Trades Foundation and Trades-Related Vocational graduates</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction⁵,⁶</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Former Diploma, Associate Degree and Certificate students⁵</td>
<td>93.8%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Trades Foundation and Trades-Related Vocational graduates</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Student assessment of skill development\(^5\)\(^6\)

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate</td>
<td>91.2%</td>
<td>6.6%</td>
<td>91.2%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Degree and Certificate</td>
<td></td>
<td></td>
<td>89.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades Foundation and</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Trades-Related Vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>N/A</td>
<td>N/A</td>
<td>96.3%</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

### Student assessment of usefulness of knowledge and skills in performing job\(^5\)\(^6\)

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate</td>
<td>N/A</td>
<td>N/A</td>
<td>95.5%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Degree and Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades Foundation and</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Trades-Related Vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Unemployment Rate\(^5\)\(^6\)

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Diploma, Associate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Degree and Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades Foundation and</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Trades-Related Vocational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor Degree graduates</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Notes:
- TBI - Institutions are required to include their target and assessment.
- N/A - Not assessed
- Results from the 2018/19 reporting year are based on data from the 2018/19 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year.
- Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2019/20 reporting year are a three-year average of the 2016/17, 2017/18, and 2018/19 fiscal years.
- Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.
- As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students. 2018/19 actuals have been restated using the revised student groupings.

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\(^5\)\(^6\) Results from the 2018/19 reporting year are based on 2018 survey data; results from the 2019/20 reporting year are based on 2019 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%.
As of the 2019/20 reporting year, the “exceeded” category has been removed. Performance measure results will now be assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved.

<table>
<thead>
<tr>
<th>Target assessment scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>100% or more of the target</td>
</tr>
<tr>
<td>Substantially achieved</td>
<td>90% - 99% of the target</td>
</tr>
<tr>
<td>Not achieved</td>
<td>Less than 90% of the target</td>
</tr>
<tr>
<td>Not Assessed</td>
<td>Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets</td>
</tr>
</tbody>
</table>

**Nicola Valley Institute of Technology**

**2019/20 Accountability Framework Performance Measure Results**

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Reporting Year</th>
<th>2018/19 Actual</th>
<th>Target</th>
<th>2019/20 Actual</th>
<th>2019/20 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Former Diploma, Certificate, and Associate Degree Students' Assessment of Skill Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill development (avg. %)</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td>Written communication</td>
<td>91.2%</td>
<td>6.6%</td>
<td>≥ 85%</td>
<td>89.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>84.8%</td>
<td>7.5%</td>
<td></td>
<td>86.9%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>93.8%</td>
<td>5.3%</td>
<td></td>
<td>90.7%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>93.9%</td>
<td>5%</td>
<td></td>
<td>91.9%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>90.9%</td>
<td>6%</td>
<td></td>
<td>89.4%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>93.8%</td>
<td>5.3%</td>
<td></td>
<td>92%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>97%</td>
<td>3.6%</td>
<td></td>
<td>89.7%</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor Degree Graduates' Assessment of Skill Development</th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill development (avg. %)</td>
<td>N/A</td>
<td>N/A</td>
<td>≥ 85%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Written communication</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>95.7%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>95.7%</td>
</tr>
<tr>
<td>Group collaboration</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>95.7%</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>95.7%</td>
</tr>
<tr>
<td>Problem resolution</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>95.7%</td>
</tr>
<tr>
<td>Learn on your own</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>95.7%</td>
</tr>
</tbody>
</table>
V. Conclusion

The Centre for Excellence in Indigenous Public Post-Secondary Education

Being the Indigenous centre of excellence in education in British Columbia requires the vision and leadership of the Indigenous community and a solid foundation based on Indigenous culture, tradition and Indigenous Knowledge. NVIT’s 2018 – 2023 Strategic Plan is designed to ensure that learners seeking an education grounded in relevant experiences and Indigenous Knowledge find their way to NVIT. NVIT’s new Strategic Plan sets a clear vision for NVIT as we embark on the next five years.

NVIT will continue to expand on the success of its past by working toward the identified strategic directions and goals. These directions and goals are designed to support NVIT as a leading comprehensive Indigenous public post-secondary institute. Our combined directions ensure that NVIT is positioned to anticipate and respond to the educational needs of our communities, one learner at a time. Our learners are our family, and through an unwavering commitment to provide an educational environment that empowers learners so they can strengthen communities and champion change, NVIT welcomes, embraces and celebrates the achievements of our family.

Through NVIT’s Strategic Plan and the work NVIT is involved in on a day-to-day basis, NVIT continues to advance the original vision of the five founding bands of the Nicola Valley while meeting government priorities and objectives. The results of our key performance measures in the preceding section reflect the overall outcomes of our initiatives and activities toward achieving Ministry targets. NVIT is a true success story.

Financial Information:

Audited Financial Statements can be found on the NVIT website or follow this link: NVIT audited financial statements to March 31, 2020.
Appendix B – Mandate Priority #1 Progress Report

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress.

<table>
<thead>
<tr>
<th>TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</th>
<th>PROGRESS</th>
<th>NEW INITIATIVES AND PARTNERSHIPS</th>
<th>CONTINUING INITIATIVES AND PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please identify if New or Continuing and if N/A, In Progress, or Implemented)</td>
<td>(Please provide key details for new initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</td>
<td>(Please provide key progress details for initiatives begun prior to and continued through 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</td>
<td></td>
</tr>
</tbody>
</table>

1 “...” represents omitted text not related to post-secondary education from the original Call to Action.

2 Use N/A if there is no relevant program on this subject offered at institution.
| 1: SOCIAL WORK | Implemented | NVIT offers an Indigenous Bachelor of Social Work Degree in partnership with Thompson Rivers University. This degree has been offered for over 25 years and is unique in Canada.

NVIT has designed, developed and implemented an Indigenous Human Services diploma that ladders into the SW degree. This program is delivered on campus as well as in Indigenous communities.

Additionally, NVIT secured funding and partnered with University of the Fraser Valley to deliver an Indigenous Masters of Social Work Degree at the NVIT Merritt campus. |

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.
<table>
<thead>
<tr>
<th>12: EARLY CHILDHOOD EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</td>
</tr>
</tbody>
</table>

**Implemented**

NVIT offers both a one-year certificate and two-year diploma in Aboriginal Early Childhood Education. In addition to NVIT’s regular offering at the Merritt campus, NVIT also delivers this program in First Nation communities across British Columbia. NVIT is currently offering this program in partnership with En’owkin.

<table>
<thead>
<tr>
<th>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</td>
</tr>
</tbody>
</table>

**Implemented at diploma level and Degree development in Progress**

NVIT is a member of the Language Fluency Degree Framework working group. This working group is collaboratively developing a language fluency degree. NVIT’s existing two-year language program has established the framework for the degree.

NVIT has approved the Nleʔkepmxcin (NLEK) Language Fluency Certificate and Diploma Program and the Nsyilxcen (NSYL) Language Fluency Certificate and Diploma Program. Both programs will be delivered in 2020/21: NLEK on-campus and NSYL in community. St’át’imcets Language Fluency Certificate and Diploma Programs are in the approval process and will be delivered in community pending funding.
| **23: HEALTH-CARE PROFESSIONALS** | Implemented | NVIT currently offers the Health Care Assistant programs on campus in Merritt as well as in First Nation communities across British Columbia. This program includes cultural competency training for the learners. Along with a delivery on the Merritt campus in 2019/20, NVIT partnered with School District 74 for a delivery Ashcroft; Blueberry River First Nation for a delivery in their community; and with Coastal Training Centre for a delivery in Prince Rupert. |

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

---

<table>
<thead>
<tr>
<th>NVIT currently offers the Access to Practical Nursing program at our campus in Merritt. This program includes Indigenous health issues, 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. The program includes skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>28: LAW SCHOOLS</td>
</tr>
</tbody>
</table>

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.
| **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. | **Implemented** | NVIT offers an Aboriginal Leadership and Governance Program that is ideal for federal, provincial, territorial and municipal governments to learn about Indigenous history, rights and title and learn the necessary skills to lead and govern in an intercultural environment. The three program deliveries in Northern BC, Central BC and metro Vancouver that started in 2019/20, are continuing this year. |
### 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.

<table>
<thead>
<tr>
<th>Implemented at diploma level and Degree development in Progress</th>
<th>Completed M.Ed. Partnership</th>
</tr>
</thead>
</table>

NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Teacher Education program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Aboriginal people. Graduates from these programs transfer to various degrees. Further, NVIT offers the Native Adult Instructor Diploma (NAID). The NAID program Indigenizes the standardized PID.

In partnership with UBC/NITEP, NVIT is currently working on the framework and course syllabi for a Joint Degree of Bachelor of Indigenous Education. The program has been approved by Education Council and is scheduled for delivery in Fall 2022. As part of the approval process, NVIT approved eleven 3rd year Arts courses to be offered in Fall 2021 as part of a bridging year designed to meet the entrance requirements for the BEd program.

In partnership with UBC, NVIT has completed a Masters of Indigenous Leadership in
<table>
<thead>
<tr>
<th>86: JOURNALISM AND MEDIA SCHOOLS</th>
<th>Implemented within scope</th>
<th>NVIT offers Associate of Arts degrees in First Nation Studies, General Arts and Criminology. Although NVIT does not currently have a Journalism and Media program, students benefit from courses infused with Indigenous knowledge and immerse in an Indigenous learning experience. The courses and experiences at NVIT provide historical context and legacies relevant to Aboriginal people and the law. Graduates will have a breadth of knowledge to transfer into third year of studies at any research or teaching intensive institutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92: BUSINESS SCHOOLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implemented</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MBA in progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVIT offers a one-year certificate and two-year diploma in Administrative studies. We also offer a two-year diploma in Public Administration and Aboriginal Community Economic Development. In all of these programs there is a commitment to educate on the history of indigenous people, the skills required to work in Indigenous communities and for Indigenous organizations, and the importance of working in a cross cultural workplace.</td>
</tr>
<tr>
<td>NVIT intends to launch an MBA in partnership with a BC PSI and continues to seek a partner Institute to offer an MBA with a focus on Indigenous business and economics.</td>
</tr>
</tbody>
</table>
**UNIVERSAL 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.

<table>
<thead>
<tr>
<th>Implemented</th>
<th>NVIT is BC’s Indigenous Public Post-Secondary Institution. With a First Nations Board of Governors, Indigenous programs, a strong connection to Indigenous communities, and a dedicated and committed staff, NVIT is Indian control of Indian Education. NVIT’s program breadth either offers or prepares learners to advance in all areas. In addition, NVIT is a member of the Indigenous Adult Higher Learning Association (IAHLA) which is a consortium of Indigenous Education Institutions and is an advocacy and policy table. Our VP Academic is Chair of the Association. NVIT exists to improve the lives of indigenous people. NVIT’s vision is “As an Indigenous centre for excellence, NVIT inspires learners to strengthen community”. NVIT’s mission is “Empowering learners by strengthening voice and identity through education.” Every program that is offered, every support that is provided, and every decision that is made is for the betterment of Indigenous students and communities.</th>
</tr>
</thead>
</table>
**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.
Appendix C – Sexual Violence Policy Review Summary
Overview

In January 2020, a review of the NVIT Sexual Violence Policy was initiated. As part of the review, feedback was sought from members of the NVIT community on both campuses, including students, staff, faculty and Elders. Two focus group sessions were held on the Merritt campus (January 15 & 22) and one focus group session was hosted on the Vancouver campus (January 30) to allow the opportunity for members of the NVIT community to provide input. Additionally, an external focus group session with representatives of various agencies from the outside community was held on January 28, 2020. In total, 49 individuals participated in the review. A summary of the key themes from the focus group sessions are summarized below. In addition, notes from each session have been appended to this document.

Awareness of Policy/ Location of Policy on Website

Although many were aware that NVIT had a sexual violence policy, many had not seen it prior to the review and did not know how or where to find it. Some felt that the Sexual Violence policy and policies in general were buried on the NVIT website and should be in a more prominent position. Some suggested the policy could be made more visible by including it in a drop down menu or adding a button to the website.

Policy language & general content

Those who participated in the review were satisfied with the terminology “complainant” and “respondent”, but some felt the policy should be Indigenized and should incorporate gender inclusive language. It was noted that although the policy applied to all members of the NVIT community, it seemed to emphasize the student. This was identified as a potential area for improvement. Additionally, one participant noted that there was no reference to the Freedom of Information and Protection of Privacy Act in the policy and felt that it should be cited. A suggestion was made that rather than naming the various members of the NVIT community (i.e. students, staff, faculty, Elders, contractors, Board members), it might be better to use the word “individuals” to be more inclusive. Some felt that the policy should provide more information on how to report incidents.

Visitors & Facility Users

An oversight identified in several focus group sessions was that the policy neglected to reference visitors or guests. It was noted that there were often user groups on campus (i.e. high school sports teams, community volleyball, conferences, tours etc.) and the policy should also apply to these groups. It was suggested that the policy be referenced on Facility Use Agreements, as well as, Community Education Service Agreements.

Safe Spaces/ Lighting on Merritt Campus

At two of the sessions on the Merritt campus, lighting was identified as a safety issue. Participants identified a number of areas on Merritt campus where they felt the lighting was not sufficient to
provide for a safe space (i.e. parking lots, outside Student Housing Building ‘B’, lower level washroom and exit). Additionally, it was noted that there were not any phones in the Trades building which could be problematic in an emergency situation. Participants also mentioned that the Trades building and COES building were relatively isolated and not patrolled by security frequently enough to provide for a safe space. Security checks/ walk-abouts were recommended every half hour. Other suggestions for improving campus safety included cameras at the entrances to the building and help call buttons in the parking lots.

**Education**

Participants from sessions at both campuses identified education as an important factor in preventing sexual violence. The efforts of NVIT’s “Stronger Together” campaign were recognized with many participants suggesting that this training should be mandatory for all members of the NVIT community. It was also suggested that increased effort should be made to raise awareness of the policy, where to find it and behavioural expectations of campus members. Several participants recommended that this information be incorporated into Orientation Day at the beginning of the academic year. Participants at one session suggested YouTube videos might be an effective way of informing the campus community of the policy, how to report an incident and identify the resources/support available in the event of an incident.

**Training**

At focus group sessions on both campuses, participants recognized the need for training. Participants felt that training should be provided for those designated to receive disclosures and complaints. Additionally, the opportunity for post-incident debriefing was emphasized. Other training suggested by participants included trauma informed training, self-defense classes and healthy relationships workshops.

**Improvements to Response Flow Chart**

Improvements to the Response Flow Chart were suggested at all four of the sessions. The first improvement identified was the need to tailor the flow chart for incidents which occur on the Vancouver campus. It was suggested that a specific flow chart be developed for each campus. Participants also suggested that contact numbers for Victim Services, Crisis Line and the Kamloops Sexual Assault Counselling Centre (KSACC) be included on the chart. At the external focus group session, it was pointed out that Victim Services in Merritt is “police-based” which means that any time a referral is received it is assigned a police file number. Concern was raised that this may violate an individual’s rights if they do not want to submit an official complaint. Another oversight of the response flow chart is the fact that sexual assaults are not processed at the hospital in Merritt, they are sent to Royal Inland Hospital in Kamloops via ambulance or RCMP. This may pose a barrier for many individuals as they may not have transportation back to Merritt. It was also discovered that sexual assaults in the vicinity of Vancouver campus are processed at VGH which may also be problematic for members of the Vancouver campus community.
Reporting

Participants emphasized the need for a simple and direct reporting process. It was recommended that the reporting process be made clear on the NVIT website. A gap identified was the need for a designated contact for complaints on the Vancouver campus. Participants also felt that a resolution process should be included in the policy. It was emphasized that there was a difference between tracking and resolution. Participants also recommended that more options be made available for reporting. A drop box, safe person and online reporting tool were some of the suggestions which were made at the sessions.

Summary

Participation and input from the NVIT Community and external Advisory Committee demonstrated thoughtful engagement and the information gathered not only supports the Sexualized Violence and Misconduct policy at NVIT but also safer campus initiatives institute wide. It should be noted that the planning included looping back with the participants to share results of the review and the draft policy changes; however, COVID-19 has presented some challenges. We have included the majority of the feedback in the policy and/or the procedures and process. As a result of the review, the following actions are underway, or will soon be.

1. Policy Update – the policy has been updated to include the addition of “visitor” in both the applicable heading and definition of NVIT Community. The updated policy is attached for review and approval. The policy now includes reference to British Columbia’s Freedom of Information and Protection of Privacy Act (FIPPA).

2. Website Reporting – plans are underway to develop a “Safe Campus” heading to NVIT’s website. This will provide reporting mechanisms dedicated for incidents of Sexualized Violence and Misconduct (anonymous), as well as, an area for the NVIT community to identify concerns and opportunities to support all aspects of safety on campuses. Links to the policy itself will also be posted on the SV page. In addition, a “drop box” format for anonymous reporting will be provided in the Learning Commons at both campuses.

3. Feedback regarding safety on campus (lighting, security, etc.) will be forwarded to NVIT’s facilities department as well as the Campus Safety Committee. Opportunities to identify safety concerns will be provided on the Safe Campus website as well as through drop boxes in the Learning Commons at each campus.

4. Education, Training and Prevention – the initiatives identified in the policy shall continue and be reviewed annually for effectiveness and contemporary practice.

5. Response Flow Charts – the flow charts shall be updated and reviewed annually for accuracy of information and resources. The information and tools will be on the Safe Campus website dedicated to the prevention and education of sexualized violence and misconduct initiatives.
Kylie provided background information on the sexual violence policy, informing the group that it was drafted through consultation with the NVIT community 3 years ago. She posed a question as to how many were aware of the policy. Most in the group indicated that they were vaguely aware that a policy existed, but that they didn’t really know where to find it. A few mentioned that they were aware of the policy because of the Stronger Together project.

There was a general consensus that it was difficult to find the sexual violence policy (and other institutional policies) on the NVIT website. The group felt that policies should be in a more prominent location on the website.

It was suggested that an annual “to do” list be put together for students with policy review as one of the items. Another suggestion was that the student body could be informed of the sexual violence policy as a part of Orientation Day.

The question “what elements are most important to include in a sexual violence policy?” was posed to the group. The participants split into break out groups to discuss what elements they felt should be included in a sexual violence policy and what elements should be added to our policy. The feedback from each of the groups is summarized below.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe spaces</td>
<td>Educational activities – Stronger Together, Consent Tea, Sexualized Violence Awareness Week</td>
<td>Not just aware of yourself, but of others (i.e. at night, when alone or others are alone)</td>
</tr>
<tr>
<td>Emergency phones</td>
<td>Posts are effective</td>
<td>More lights outside (e.g. daycare exit, behind student housing)</td>
</tr>
<tr>
<td>Campus security walk around checks every ½ hour</td>
<td>Institutional Policies should be at the top of the web site</td>
<td>Help call buttons (i.e. in parking lot)</td>
</tr>
<tr>
<td>More cameras directed at entrances</td>
<td>New student policy checklist</td>
<td>More emphasis on “flirting is not yes”</td>
</tr>
<tr>
<td></td>
<td>Not enough focus on policy at orientation</td>
<td>Self-defense classes and on how to say yes or no</td>
</tr>
</tbody>
</table>

In addition to the above, students felt that posting the crisis line number beside posters around campus, a drop-box or on-line reporting tool and YouTube videos about the sexualized violence policy would be of benefit.

Some felt that Stronger Together training should be mandatory for students, staff & faculty. Training is needed to define what is considered unacceptable behavior and the consequences.
Attendees:

1 Elder  
11 Staff (Leadership, Managers, Support, Faculty)  
2 Co-chairs  
1 Recorder

- Kylie provided background information on the sexual violence policy, informing the group that it was drafted through consultation with the NVIT community 3 years ago. She queried the group as to how many were aware of the policy or where to find it. Concerns were expressed about the placement of institutional policies on the NVIT website as they seem ‘hidden’. It was suggested that policies should be included on one of the drop down menus, a tab or a button. It was noted that it would be difficult to have one button for all policies as they were under different authorities and some pertained to staff, while others students.

- In regards to policy review, it was suggested that advance notification be circulated to staff to remind them of upcoming policy reviews.

- A gap identified in the policy was that it did not refer to visitors or guests to the campus (i.e. high school students using CoES, Film Society, tours, vendors etc.).

- A question was raised as to how the policy tied into other policies on campus. Kylie noted that other related policies were cited on the first page of the policy.

- Participants split into 3 groups to discuss what elements were missing or what would be important elements to incorporate into the current policy. The feedback from the break out groups is summarized below.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include guests/visitors in policy</td>
<td>More information available via social media (i.e. definition of sexual violence)</td>
<td>Include visitors in the policy</td>
</tr>
<tr>
<td>Safety issues – emergency beacons/phone for Trades &amp; CoES buildings</td>
<td>Identify who the policy applies to</td>
<td>Use term “individuals” rather than naming specific groups of people (i.e. students, staff, faculty, contractors)</td>
</tr>
<tr>
<td>No reference to FIPPA</td>
<td>More info on how to report – what are our roles? Is there a formalized process for reporting?</td>
<td></td>
</tr>
<tr>
<td>Trauma informed based training needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy seems to focus on students. More information for staff experiences needed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- A concern was raised that there were only two males participating in the group today. It was suggested that it was important to get word of mouth out to staff.

- It was acknowledged that intergenerational trauma has been normalized in many communities. Is there a way to make the policy more known to our faculty and students in community?

- The group was asked to identify their top 2 priorities for improvement of the sexual violence policy. The feedback has been consolidated below.
<table>
<thead>
<tr>
<th>Priority #1</th>
<th>Priority #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interactive reporting (i.e. online, phone #, dropbox, safe person etc.)</td>
<td>• Easy to understand</td>
</tr>
<tr>
<td>• Education</td>
<td>• What is NVIT’s role as an institution to broaden the dialogue and all to know that this is a systemic priority</td>
</tr>
<tr>
<td>• Incorporate ‘guests’ into policy</td>
<td>• Trauma informed based training and practice</td>
</tr>
<tr>
<td>• Incorporate facility users/visitors/guests</td>
<td>• Use of technology to provide anonymous tip line for anyone to access/ use</td>
</tr>
<tr>
<td>• Community Education faculty, students, community – raise awareness of the policy</td>
<td>• Comprehensive staff policy included</td>
</tr>
<tr>
<td>• Who needs to be included – reporting</td>
<td>• Shedding light on this concern – what is function and what is dysfunction and expectations</td>
</tr>
<tr>
<td>• Unlearning the habits of teachings (violence)</td>
<td>• Need workshops</td>
</tr>
<tr>
<td>• Policy to include visitor/guests – workshops to raise awareness</td>
<td></td>
</tr>
</tbody>
</table>
Attendees:

- 3 Community Stakeholders (Campus Living Centres, Nicola Family Therapy, Scw’exmx Child & Family)
- 2 RCMP Members
- 2 Co-chairs
- 1 Recorder

- Kylie provided background information on the sexual violence policy and how it was drafted. It was noted that as it had been 3 years since the policy was established it was time for a review. As part of the review, members of the original External Advisory Group have been called back together, in addition to other external experts from the community for feedback on the policy.
- The policy requires the President to report to the Board of Governors each year. To date we have had 3 incidents reported (2 student, 1 employee).
- Kylie introduced Ashley Nickel, NVIT’s new HR advisor. She is assuming the former role of Sheila Whittaker, as the first point of contact for complaints regarding staff, faculty or contractors. Kylie is the first point of contact for complaints involving students.
- Establishing a sexual violence policy was legislated a requirement of post-secondary institutions by government, but NVIT’s policy is one of only a few which focus on the entire campus community (most apply only to students).
- The group was queried as to whether they were aware of the policy or where to find it on the NVIT website. It was noted that the policy was difficult to find on the NVIT website.
- Interesting information was brought forward by the RCMP participants in the meeting. Members of the RCMP present at the meeting explained that the RCMP is not permitted to disclose reports of sexual assault unless the accused is deemed a ‘dangerous offender’.
- The group was asked whether there was any room for improvement of the response flow charts. Members of the group suggested that the Kamloops Sexual Assault Centre (www.ksacc.ca) and contact information and Crisis Line 1-800 numbers be added.
- It was noted that although Victim Services was cited on the flow chart as a potential support for ‘disclosures’ of sexual violence, Victim Services in Merritt is not community-based, but police-based. As it is police-based, any referral to Victim Services results in the opening of a police file. This could violate a complainant’s rights if they do not wish to launch an official complaint.
- Tracy informed the group that sexual assault kits were not processed in Merritt. Victims of sexual assault must be transported to Royal Inland Hospital in Kamloops via ambulance or RCMP for processing.
- A question was raised as to the definition of contractor. Wouldn’t contractor’s policy supersede NVIT’s policy?
- It was noted that the response flow charts seemed to be specific to Merritt campus and should be customized for the Vancouver campus.
- The group split into break out groups to discuss how NVIT’s sexual violence policy could be improved or what the most important elements were to include. Information from the flip charts is recorded below.
<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prevention – training - is it ongoing, developing. When &amp; how often?</td>
<td>• Reporting – Kamloops Sexual Assault Society &amp; Victim Services/community</td>
</tr>
<tr>
<td>• How equipped is person receiving the disclosure? How are employees being</td>
<td>• Reference checks for residents in Housing</td>
</tr>
<tr>
<td>trained? Is someone the first point of contact?</td>
<td>• Community collaboration table</td>
</tr>
<tr>
<td>• Visitors or service users? Reference policy on user agreement.</td>
<td>• Training for staff on protecting themselves</td>
</tr>
</tbody>
</table>

- The group was asked to identify their top two priorities in regards to improvement of the sexual violence policy. Feedback from the flip chart is recorded below.

<table>
<thead>
<tr>
<th>Priority #1</th>
<th>Priority #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowing who to go to if you are a victim.</td>
<td>• Education on keeping yourself safe</td>
</tr>
<tr>
<td>• Health, safety and security follow up</td>
<td>• Resources – Victim Services, Counselling, Incident Reporting</td>
</tr>
<tr>
<td>• Training for employees/ support for disclosures</td>
<td>• Education on prevention and consent</td>
</tr>
<tr>
<td>• Training for staff and resource info available to support initial contact</td>
<td>• Support for staff involved post-incident – debrief, check-in/check-out</td>
</tr>
<tr>
<td>• Manage complaint incident – facilitate process next steps or services for individual</td>
<td></td>
</tr>
<tr>
<td>• Policy of process not hinder legal process or outside process</td>
<td></td>
</tr>
</tbody>
</table>

- Scw’exmx provides mental health services. Scw’exmx Child & Family provides support services to all Indigenous people (not just the 5 local bands). Nlaka’pamux Health also has mental health services.
Attendees:

1 Elder
9 Students
8 Staff (Managers, Support, Faculty)
2 Co-chairs
1 Recorder

- Kylie provided background information on how and why the sexual violence policy was established and the requirement for review every 3 years.
- The sexual violence policy is a legislated requirement of post-secondary institutions by government, however, most institutions have created a policy which pertains to only to students. NVIT’s policy is a community based policy (applies to students, staff, faculty, contractors, Elders, Board members etc.)
- There is a requirement for NVIT’s president to report back to the Board every year regarding incidences of sexual violence.
- Aside from this focus group session, a student focus group, a staff focus group and an external advisory group session were held on Merritt campus. Feed back on the policy received from the other sessions included questions about the response protocols and whether everyone was equipped to receive disclosures, gaps in support services in Merritt (hospital does not process sexual violence patients, Victim Services is police-based). Need someone to review the response flow chart for Vancouver campus to determine if there are gaps and ensure the rights of the complainant are protected.
- The attendees split into two groups with students in one classroom and staff/faculty in another. The question “what elements are most important to include in a sexual violence policy?” was posed and each group discussed the most important elements to include in a sexual violence policy. The feedback from each group is summarized below.

### Staff/Faculty break out groups

<table>
<thead>
<tr>
<th>Group 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Agree with language i.e. claimant/respondent</td>
</tr>
<tr>
<td>• Need to incorporate gender inclusiveness i.e. Males, LGBTQ2</td>
</tr>
<tr>
<td>• Reporting needs to be direct and simple – immediate response not hierarchy of communication</td>
</tr>
<tr>
<td>• Reporting process needs to be clear on website. Seek input from students as to who would be most appropriate contact for complaints.</td>
</tr>
<tr>
<td>• Offer 3rd party counselling/support</td>
</tr>
<tr>
<td>• Definitions are clear, but could include the gender piece</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who is responsible for monitoring/ implementing? Need stronger language around why this policy is implemented/ not just legislated requirement but a cultural value.</td>
</tr>
<tr>
<td>• Gender involvement &amp; inclusion should be explored. Men should be mandated.</td>
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<tr>
<td>• What does healthy relationship look like?</td>
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<tr>
<td>• What are the measures for success of this policy? What are the student engagement success measures?</td>
</tr>
<tr>
<td>• Mandatory teaching of this policy at the beginning of term for all new students.</td>
</tr>
<tr>
<td>• Clarify definitions of policy</td>
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<tr>
<td>• Sexual relationships with staff &amp; teachers, male sexual violence?</td>
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<tr>
<td>• There should be a timeline for review.</td>
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<tr>
<td>• Dispute resolution- who, why, what, when?</td>
</tr>
<tr>
<td>• Healthy sexuality</td>
</tr>
</tbody>
</table>

### Student break out groups
All groups were asked to identify their top priorities for improvement of the sexual violence policy. Feedback from student and staff sessions is amalgamated below.

<table>
<thead>
<tr>
<th>Priority #1</th>
<th>Priority #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Burnaby flow chart – who to report to</td>
<td>• Process of education i.e. orientation</td>
</tr>
<tr>
<td>• Education &amp; prevention is key</td>
<td>• Response procedures</td>
</tr>
<tr>
<td>• Prevention &amp; education</td>
<td>• Stronger language</td>
</tr>
<tr>
<td>• Who are we disclosing to on campus?</td>
<td>• Feeling safe which goes hand in hand with security and community development</td>
</tr>
<tr>
<td>• Clarify roles</td>
<td>• Communicate process – be honest &amp; transparent</td>
</tr>
<tr>
<td>• Safety of complaint so disclosure is acted upon</td>
<td>• Inclusion of visual chart on website</td>
</tr>
<tr>
<td>• Ensure privacy</td>
<td></td>
</tr>
</tbody>
</table>
APPLIES TO: Students, Elders, Board of Governors, Employees, Contractors, Visitors

AUTHORITY: College and Institute Act  
Sexual Violence and Misconduct Policy Act  
BC’s Freedom of Information and Protection of Privacy Act (FIPPA)

RESPONSIBILITY: Associate Vice President - Students, SEM and Registrar

SCOPE

This policy has been developed in response to the Sexual Violence and Misconduct Policy Act (the Act) passed by the BC provincial government May 19, 2016. In accordance with the Act, this policy outlines the Nicola Valley Institute of Technology’s (NVIT) position on sexual violence and the response procedures for any incident occurring on or off campus involving any member of the NVIT community. In the event of a disclosure, complaint, or report the Institute will take necessary and appropriate action to protect the safety and welfare of the NVIT community and learning environment. This may include taking necessary and appropriate action in cases where a member of the NVIT community is accused of serious conduct, and there is a clear nexus to the NVIT community regardless of where the conduct occurred or is alleged to have occurred.

POLICY

Sexual violence is not tolerated by the Nicola Valley Institute of Technology. The Institute’s procedures for prevention, education and response to incidents of sexual violence is articulated in this Policy. Members of the NVIT community who disclose experiences of sexual violence will be respected in their choices as to how to proceed, this includes, but is not limited to, stopping at disclosure, seeking restorative processes, and reporting to RCMP or other policing bodies of jurisdiction. It is the right of those who experience sexual violence to decide whether to access available services and, if so, which services to access and whether to report to police or campus personnel. Disclosures are private and confidential and subject to BC’s Freedom of Information and Protection of Privacy Act (FIPPA).

NVIT community members who are confirmed to have committed an act of sexual violence will be held accountable by the Institute, and will be subject to disciplinary action up to and including expulsion or termination. Action may be determined in accordance with federal and provincial laws such as the Criminal Code of Canada, and institutional policies including but not limited to:

- B.2.6 Human Rights  
- B.2.8 Conflict of Interest  
- B.2.9 Health and Safety  
- B.4.1 Acceptable Computer Use
Purpose
NVIT is committed to providing a safe and supportive environment for all members of the NVIT community. The intent of the Sexual Violence Policy is to provide a unified approach to the prevention of and response to incidents of sexual violence. Its purpose is to:

- Promote a safe campus environment in which sexual violence is not tolerated;
- Ensure that those who have experienced sexual violence are supported in a fair and respectful manner; and
- Ensure that incidents of sexual violence are responded to appropriately in a timely manner.

Objectives
NVIT’s response to incidents of sexual violence has the following objectives:

- To take reasonable steps to mitigate the safety risk to individuals within the NVIT community;
- To provide appropriate assistance and support to NVIT community members who are affected by sexual violence;
- To provide procedural guidelines for responding to reports of sexual violence;
- To facilitate collaboration between relevant departments and services and invoke all relevant and existing policies to effectively respond to cases of sexual violence involving NVIT community members.
- All processes must follow the principles of natural justice and must appropriately protect the rights of both the person making a complaint and the person accused.

Definitions
Sexual Violence: means any unwanted act (physical, verbal or psychological), carried out through sexual means or by targeting sexuality. This violence takes different forms including sexual assault, sexual abuse, sexual harassment, stalking, indecent or sexualized exposure, degrading sexual imagery, voyeurism, cyber harassment, trafficking and sexual exploitation. Neither formal criminal charges nor a human rights complaint is necessary for this definition to operate for the purposes of this Policy. For greater certainty, sexual violence can include, but is not limited to:

Sexual assault: means any type of unwanted sexual act committed by an individual against another that violates the sexual integrity of the individual to who it is directed. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, and/or threatened. It is carried out in circumstances in which the person has not freely agreed, consented, or is incapable of consenting to the act.
**Substance-facilitated sexual assault:** refers to the use of alcohol and/or drugs to intentionally sedate or incapacitate another individual for the purpose of committing a sexual assault.

**Sexual harassment:** Sexual harassment is defined under this Policy as: to “engage in vexatious comment or conduct of a sexual nature that is known or ought to reasonably be known to be unwelcome.” Sexual harassment often occurs in environments in which sexist or homophobic jokes and materials have been allowed, and may involve the use of social media to bring about this unwanted attention.

**Sexual cyber harassment/ cyber stalking:** Often used interchangeably, cyber harassment and cyber stalking are defined as repeated, unsolicited, threatening behaviour of a sexual nature by a person or group using cell phone or Internet technology with the intent to bully, harass, and intimidate others. Such harassment can take place in any electronic environment where communication with others is possible, such as on social networking sites, on message boards, in chat rooms, through text messages, through email, etc.

**Non-consensual distribution of intimate images and communications:** The distribution of sexually explicit photographs, videos or other communications to one or more individuals without the consent of all persons in the photographs, videos or communications.

**Consent:** The voluntary agreement to engage in sexual activity. An individual must actively, willingly and continuously give consent to all sexual activity. Sexual activity without consent is sexual assault. Consent is never assumed or implied; it is not silence or the absence of “no”. Consent cannot be given by a person who is impaired by alcohol or drugs, or is unconscious. Consent can never be obtained through threats or coercion, and it can be revoked at any time. Consent cannot be obtained where one is in a position of trust, power, or authority.

**Coercion:** When someone uses manipulation tactics including threats, bribes, guilt, etc. to persuade another person to engage in sexual activity.

**Disclosure:** Notification from an individual that they have experienced an incident of sexual violence (different from complaint).

**Complaint:** Formal notification to an NVIT representative from an individual who has experienced sexual violence that an incident(s) has taken place. The complaint may be accompanied by a request for action (different from disclosure).

**Report:** Notification to an NVIT representative from a third party (i.e. someone not directly involved) that an incident of sexual violence has occurred. This could include a student, employee, RCMP, etc. (different from disclosure).

**Student:** An individual who is registered or was registered in a course or program of study at the Institute at the time an incident of sexual violence is alleged to have occurred.

**NVIT Community:** Students, employees, Elders, Board of Governors as well as visitors and guests touring, participating in events or related to external facility bookings, and contractors at any NVIT campus or community where NVIT courses are delivered.
Policy: Sexual Violence

Prevention and Education

NVIT is committed to ensuring education and awareness of sexual violence is embedded into the knowledge framework of the Institute. Similarly, NVIT will ensure that information regarding support services for those affected by sexual violence is well communicated.

Best practices in sexual violence prevention and education indicate that successful education and awareness efforts:

- Are peer-led;
- Leverage social media;
- Include interactive activities;
- Involve many members of the NVIT community (including employees, students, and Elders); and
- Are tailored for specific groups.

Prevention and education activities will include, but are not limited to:

- Engaging new students through curriculum delivery (e.g. STSC 101) and campus activities designed to communicate the expectations of the NVIT community and introduce relevant policies, reporting procedures, and support services available;
- Training student leaders (Student Society members, Resident Assistants, Student Housing representatives etc.) in bystander intervention strategies;
- Providing specialized sexual assault crisis intervention training to key persons who may be the most likely to receive disclosures of sexual violence;
- Offering bystander intervention training to the broader NVIT community including employees, students and Elders;
- Leveraging print and social media campaigns to increase public education about consent, resources and supports available to those affected by sexual violence;
- Engage students in community-based anti-violence and awareness events; and
- Collaborating with community services (e.g. Nicola Family Therapy, Interior Health, Victim Services, RCMP) to develop and deliver comprehensive and integrated prevention and education programming.
RESPONSE PROCEDURES

Individuals who disclose or report an experience of sexual violence have the following rights:

- To have confidentiality protected as per BC’s Freedom of Information and Protection of Privacy Act (FIPPA);
- To be treated with dignity and respect;
- To be informed about on and off-campus services and resources;
- To be informed about the procedures in place to address sexual violence, and reporting options;
- To decide whether to access available services and choose the services they believe will be most beneficial;
- To make an informed decision regarding whether to report the incident to campus authorities and/or local police;
- To have a plan to protect their safety; and
- To have reasonable and necessary actions taken to prevent further unwanted contact with the other individual involved in the incident of sexual violence.

A party to sexual violence may choose to disclose or file a complaint with any member of the NVIT community. All disclosures, complaints and reports received by any member of the NVIT community must be forwarded to the Associate Vice President, Students, SEM and Registrar and/or the Human Resources Advisor for the completion of a Sexual Violence Incident Report. Subject to this policy and the limits to confidentiality herein, every effort will be made to protect the confidentiality of all parties involved.

Any member of the NVIT community who experiences or is witness to sexual violence, including incidents off-campus, or has reason to believe that sexual violence has occurred may pursue any of the options outlined below:

1. Disclosure:

   Individuals who have experienced sexual violence who do not want to report the experience through the criminal justice system or NVIT’s complaint option may choose to disclose their experience to any other member of the NVIT community.

   a. A student may opt to disclose their experience to NVIT personnel and/or counselling agency to receive the support and academic accommodations that may be needed;
   b. An employee can seek assistance and any necessary accommodations through NVIT’s Employee and Family Assistance Program;
   c. Elders, members of the Board of Governors, contractors and campus visitors can seek assistance by contacting the NVIT Human Resources Advisor.
   d. Disclosure may not initiate a process to investigate the sexual violence or engage any resolution process.
2. **Complaint:**

A complaint will initiate an investigation and/or resolution process. Procedures under NVIT policy *B.2.6 Human Rights* will govern the investigation and/or resolution process. A complaint should be directed as follows:

- **a.** Students – an NVIT counselling agency, the Associate Vice President, Students, SEM and Registrar (or designate), Elders, Student Housing Coordinator or Advisor;
- **b.** Elders and employees – a supervisor, Human Resources Advisor, or Dean;
- **c.** Board Members – the Board Chair or Vice-Chair.
- **d.** Contractors and campus visitors – Human Resources Advisor

Individuals may choose to report their allegations through the criminal justice system by contacting the RCMP, local policing authority or tribal police. If an individual chooses this option, NVIT can facilitate making a report to the police and will cooperate with any criminal investigation.

3. **Report:**

Third party reports of sexual violence should be directed as follows:

- **a.** Incidents involving students should be reported to the Associate Vice President, Students, SEM and Registrar
- **b.** Incidents involving employees, Elders, members of the Board of Governors, contractors or campus visitors should be reported to the NVIT Human Resources Advisor.

**Interim Measures**

Prior to the commencement of an investigation or resolution process, NVIT may impose interim measures as may be appropriate for safety of the individuals involved, and the NVIT community, in any report or complaint of sexual violence. Interim measures may include, but are not limited to:

- **a.** Alteration of the academic schedule of any student involved in a complaint of sexual violence;
- **b.** No-contact undertakings or no-contact direction;
- **c.** Temporary, non-disciplinary, leave of a person alleged to have committed sexual violence; and
- **d.** Any other interim restrictions as may be determined by the Institute.

**Academic Accommodations**

A student who has experienced sexual violence, including sexual violence at a non-NVIT sanctioned activity, and who may require an academic accommodation (for example, exam deferral, an extension on an assignment, withdrawing from a class, changing location of studies to another campus or from home, etc.), will be supported by the NVIT Student Success Centre.

A student requesting an academic accommodation under this policy is not required to file a report or complaint of sexual violence to receive an academic accommodation.
Confidentiality

“Confidentiality” means to protect the privacy of personal information and prevent the disclosure of information to others and is governed by BC’s Freedom of Information and Protection of Privacy Act (FIPPA). Every effort will be made to protect the privacy and anonymity of anyone who discloses an incident of sexual violence. Prior to disclosure of any information, the expressed consent of the individual who disclosed the incident is required, except in circumstances where limits to confidentiality apply.

Limits to Confidentiality: The following circumstances may require the Institute, represented by the Associate Vice President Students, SEM & Registrar and/or the Human Resources Advisor, or their designate to take immediate action in relation to a disclosure of sexual violence; including, but not limited to, the Institute directly contacting law enforcement authorities.

- An individual is a minor under the Child, Family and Community Services Act and reporting is required by law
- An individual is at imminent risk of severe or life-threatening self-harm;
- An individual is at imminent risk of harming another person;
- There are reasonable grounds to believe that others in the NVIT community may be at risk of harm based on the information provided.

NVIT has a responsibility to balance the wishes of the person who has disclosed an experience of sexual violence with the obligation to protect the wider NVIT community.

Support

Any member of the NVIT community who has experienced sexual violence may choose to confide in any member of the community. Members of the NVIT community should be prepared to provide a compassionate and reassuring response. A supportive response involves:

- Listening with acceptance and without judgement;
- Communicating that those who have experienced sexual violence are not responsible for the occurrence of sexual violence;
- Helping the individual who has experienced sexual violence to identify and access available on – or off-campus services, including emergency medical care;
- Respecting the right of the individual to choose the services they feel are most appropriate and decide whether to report to police or campus authorities;
- Respecting the individual’s choice as to what and how much to disclose about their experience; and
- Making every effort to respect confidentiality and anonymity.

Campus and Community Resources

Resources for the response to disclosures, complaints and reports of sexual violence will be readily available on the NVIT website, portal and all campuses and communities where NVIT
courses are delivered. Resource information and response procedures will be clearly identified in Services Agreements for community deliveries.

**Policy Review**

To maintain the policy’s currency and relevance, the content will be revisited and updated every three years or when relevant social, resource, or legal changes otherwise warrant any updates.

The President will report to the Board of Governors on the implementation of this policy on an annual basis.

*For more information, contact the Associate Vice President, Students, SEM and Registrar and/or the Human Resources Advisor.*