



nus 'uztelelh
we will create the future

CNC ACADEMIC PLAN 2022-2027





Acknowledgement of Territories and Aboriginal Partners

The College of New Caledonia is honoured to work with the Aboriginal people in this region, inclusive of the First Nations, Métis, and Inuit peoples. We acknowledge the graciousness of the First Nations peoples in welcoming those who are seeking knowledge on their traditional unceded territories. CNC has campuses in six communities, serving 22 First Nations communities.

It is also important to acknowledge the participation of other Indigenous groups whose participation on Aboriginal Advisory Committees and the Yinka Dene Council contribute to the success of Aboriginal Education at CNC: *Carrier Sekani Tribal Council, PG Nechako Aboriginal Employment & Training Association (PGNAETA), Métis Nation of BC, Prince George Native Friendship Centre, North Cariboo Family Program, Cariboo Chilcotin Aboriginal Training Centre, Tillicum Friendship Centre, and Aboriginal representatives from the University of Northern British Columbia as well as School Districts of Nechako-Lakes (91), Prince George (57), and Quesnel (28).*

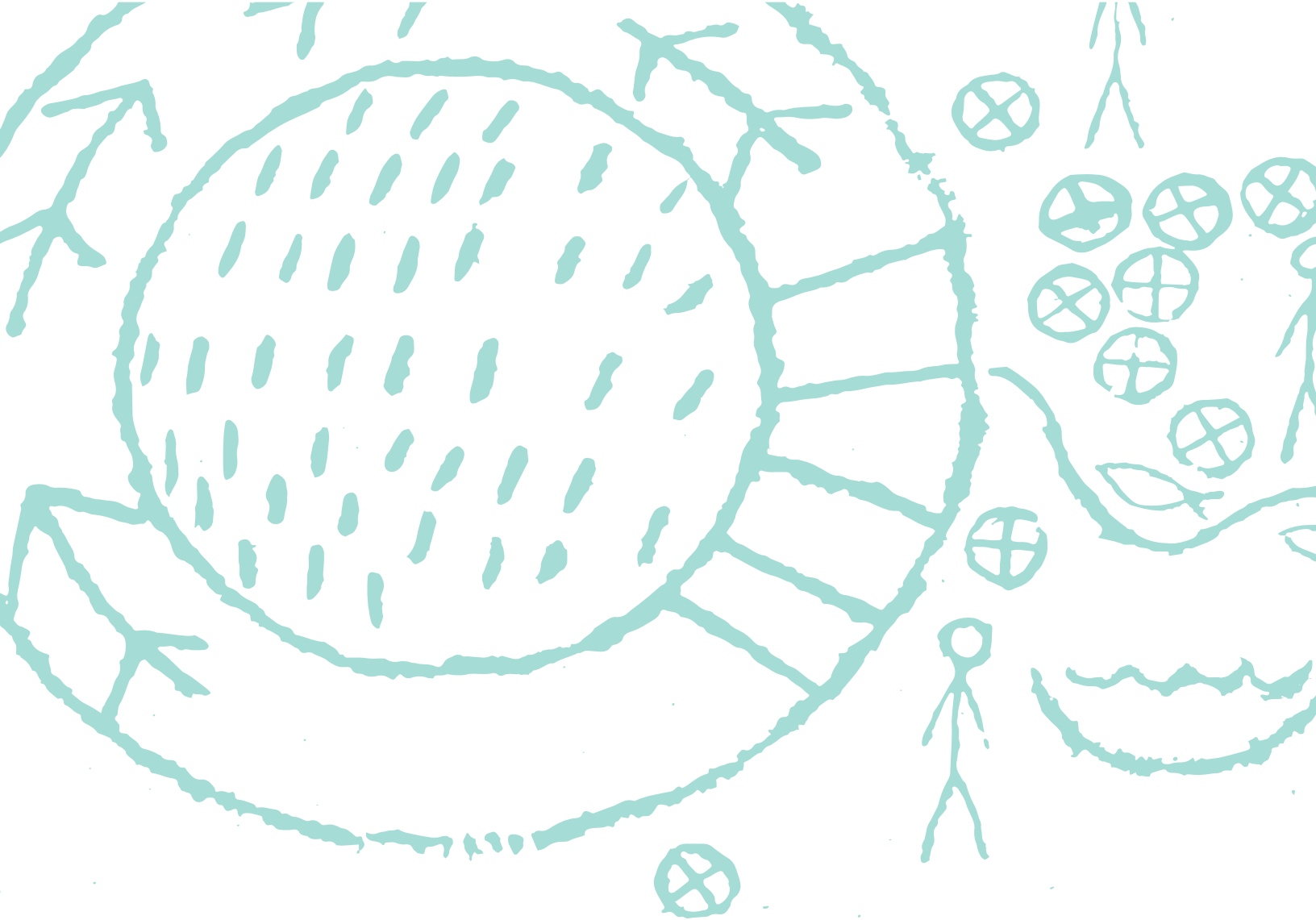


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Hello from the Vice President Academic

Right now, you are all asking “What’s with all the pictures of feet? And where is the usual portrait photograph of some CNC executive?” Well, one answer is that while I am the Vice-President Academic and those are my feet, I’m just not that photogenic.

The real reason is that CNC is going places. We want you to come on this journey with us.

CNC’s Academic Plan is nus’uzteleh (we will create the future). I believe very strongly – and this is a conviction shared by all of us at CNC – that education is how we will create our future. We can only do it together.

CNC exists to serve students – those who are here now, and those in the years to come – and to work with them to create a better future for all of us in north-central BC. That is what we aspire to do in this plan.

Our world has not simply changed – it is going to keep on changing. CNC will need to change too. We must prepare the youth of today and tomorrow, and those of us who may think we are long past our college days, for a world that is constantly changing.

We have a changing economy. We have the moral and legal imperatives of the Truth and Reconciliation Commission Calls to Action and the Declaration of the Rights of Indigenous People Act. We have a changing climate that is already affecting us all. A pandemic has changed much for us.

I do not know what the next change will be. We at CNC need to be ready to work with all our students for whatever comes next.

We are ready to accept the challenge.

Dr. Chad Thompson, Vice President Academic





Who we are and what we believe

Our guiding beliefs flow from CNC's Mission and Values and will ground everything we do over the next five years.

We are committed to student success and to developing a culture centered around students.

We are proud of our role as a community college and the difference we make in students' lives.

We provide quality experiential learning opportunities in a community college context.

We are committed to indigenization, decolonization, and inclusion.

We strive for dependability and consistency across programs, but we operate within a complex environment, and understand that not everything we want to do can or should be applied to every program.

All CNC campuses work together to provide education and training that is accessible, relevant, and attainable by a diverse range of students.

Our robust, flexible, and transferrable programming supports lifelong learning.

We embrace continuous improvement, reflective practice, collaboration, inclusion, and civic engagement.



CNC Mission

Provide access to lifelong learning and to facilitate the achievement of educational and personal goals. We are responsive to the diverse needs of our students, our employees, and the communities in our region. In a dynamic, consultative environment, we deliver quality programs and promote the success of every student.



CNC Values

Respect

Accountability

Integrity

Transparency

Relationships



Who we are and what we believe

A CNC education is:

- Employment, future education, and career focused.
- Attuned to both workforce and community needs. We are relevant and responsive, and we make an impact in the region we serve.
- Robust and high quality.
- Vertically aligned with partners in the regional school districts, employment agencies, Indigenous Adult Higher Learning Associations, and with the provincial post-secondary system. A CNC education allows for articulation and transfer anywhere and is a foundation for continued learning.
- Flexible in meeting students where they are, allowing them to define their own learning goals, and providing multiple entry and exit points for program and credential completion.
- Welcoming and easily accessible. We actively remove barriers to success for every student no matter where they are in their learning journey.

A CNC education delivers:

- Relevant and future-focused curricula, knowledge, and skills.
- Work-integrated, practical learning opportunities.
- Essential 21st century literacies and competencies.

We know we don't currently live up to all of these, but we aspire to, and, over the next five years, we will move closer to making all of them a reality.



CNC Vision

Learning together, changing lives, creating futures.

Ihulh whuts'odutel'eh
(we will learn together),

Ihk'enazdulkat
(we change ourselves),

nus 'uztelelh
(we will create the future).



Plan development process

CNC Strategic Plan established May 2021

Context Settings

February to March 2022

Utilizing insights from the strategic planning process, gather information on:

- External environment including political, economic, socio-cultural, technological, legal, and environmental trends
- Post-secondary education and training trends and best practices
- Academic portfolio performance

Community Engagement

March 2022

Initial thoughts on Academic portfolio strengths and challenges, what a CNC education should be, and where CNC needs to focus in the future were gathered via:

- Series of open forum on-line questions
- Survey of CNC students, faculty, and staff
- Focus groups with Program Advisory Committees, and Aboriginal Advisory Committee

Analysis and synthesis of findings – Context Setting Report

Development of Academic Themes and Goals

April to June 2022

Academic leadership planning sessions to frame direction, themes, and goals

Community Engagement

May 2022

Planning sessions and focus groups to test the draft themes and goals with

- Students
- CNC Faculty and Faculty Coordinators
- CNC Operational Staff

Refinement and Approvals

June to August 2022

- Steering Committee refinement to finalize focus areas and associated goals
- Board review and input
- Executive and Education Council approval
- Academic Administrators and Advisors
- CNC Executive and management

CNC Academic Plan 2022-2027



Development of this academic plan was guided by the CNC Strategic Plan

The comprehensive stakeholder engagement and research undertaken in 2019 as part of the strategic planning process provided a starting point for academic planning. During our strategic plan consultations, we heard a lot about what a CNC education should be and we used that input to help us identify broad themes for further exploration.

We then used these broad themes to guide research and discussions with faculty, staff, students, and community members. Through these consultations, we gained a better understanding of future workforce and community needs and expectations, where we were meeting the mark, and where we weren't. This input helped us clarify and focus our academic direction and was used by the academic leadership team to draft academic themes and goals for the next five years.

We tested the draft themes and goals (our 'academic plan framework') in a series of planning sessions with faculty, staff, and students in May. Based on their feedback we refined and finalized the academic plan framework.

The framework was presented to the CNC Board of Directors for input and, following some revisions, was proposed to the Executive Team for approval and recommendation to Education Council.

Education Council approved the framework themes and goals in August, and the final plan was drafted.

Throughout the development process, updates on progress were provided to Education Council and input was sought at critical junctures.



Academic Planning

- Flows from the strategic plan
- Clarifies CNC's academic purpose and goals
- Outlines what the academic portfolio will focus on over the next five years to help CNC achieve its strategic goals
- Provides focus so that everyone is on the same page and working with the same information towards the same priorities
- Will be implemented through a series of annual cascading plans that outline the specific actions academic schools and departments will take



Consultation by the Numbers

- 108** survey responses
- 3** external focus groups
- 10** internal planning forums
- 14** Academic leadership and Executive planning sessions



Academic Plan Framework

- Themes and Goals

The plan is intentionally future-focused and broad.

The academic themes and goals align to the CNC Strategic Plan, integrate with Strategic Enrolment Management directions, and will guide activities and action planning throughout the academic portfolio.

Lenses	Truth and Reconciliation (TRC) and Declaration of the Rights of Indigenous Peoples Act (DRIPA)	
	Climate Action	
	Equity, Diversity, and Inclusion (EDI)	
	Strategic Enrolment Management (SEM)	
Themes	Access and Flexibility We provide flexible programming options that meet students where they are and get them where they want to go	Quality We provide quality experiential learning in a community college context
	Relevance We provide programming that responds to regional workforce and community needs. Graduates are knowledgeable, practice-ready, technologically literate, environmentally aware, culturally competent, resilient, and future-flexible	Academic Culture We provide an innovative, collaborative, and supportive educational environment

The framework is made up of four themes for the five years ahead:

- Access and Flexibility
- Quality
- Relevance
- Academic Culture

Each theme has several related goals that provide further focus.

In implementing these themes four lenses will be used:

- Truth and Reconciliation Commission of Canada Calls to Action (TRC) and the Declaration on the Rights of Indigenous Peoples Act Action Plan (DRIPA)
- Climate Action
- Equity, Diversity, and Inclusion
- Strategic Enrolment Management (SEM)

These lenses permeate all themes and goals, and they will guide implementation actions and activities.



Access and Flexibility

For CNC this means:

We provide flexible programming options that meet students where they are and get them where they want to go.

GOALS:

1. Assess and develop flexible options for program entry, progression, and exit.

Providing pathways to educational success is a cornerstone of our mandate. We will look for opportunities to make it simpler for students to come to CNC and be successful in achieving their learning goals, with multiple entry and exit points for program and credential completion.

2. Review and update admission, progression, and graduation requirements.

As a community college, our role is to help students access and succeed in higher education. We will continually review our policies to ensure we are maintaining program quality while supporting access and student success.

3. Improve flexibility of program delivery options and reduce barriers to enrollment, inclusion, engagement, and success.

Building on recent lessons learned during the pandemic, we will assess our programs and courses to identify where flexible delivery opportunities can make it possible for more students to attend CNC while maintaining quality.

4. Adopt and integrate teaching and delivery strategies that enhance learning.

As a learning organization, CNC is always looking to improve what it offers and how it delivers. We will embrace and share best practices in teaching and learning across the academic portfolio.





Quality

For CNC this means:

We provide quality experiential learning in a community college context.

GOALS:

1. **Develop and implement processes for curriculum creation and review that are responsive, agile, efficient, and considerate of the range of responsibilities and resources across the College.**

Our curriculum development processes are the key to assuring quality. We will improve these processes so we can create and maintain programs and courses that meet the needs of the communities we serve.

2. **Increase work-integrated learning (WIL) opportunities.**

Work-integrated learning provides students with an invaluable head-start on their careers, offering an experience of what employment in their field is really like. We will expand WIL opportunities in new and existing programs.

3. **Make evidence-informed decisions to guide program development, student success and retention, and process improvement.**

Sound decision-making practices will help us navigate the complex future. We will elevate the rigour of our information gathering, research, and analysis. Every time we make important decisions, we will look to these insights as an input. We will strive to be curious and ask ourselves probing, strategic questions.

4. **Continually assess academic practices to keep up to date with technological, societal, and environmental changes.**

The world around us is changing faster than ever before. We will stay up to date on these changes and benchmark against wise practices in teaching, learning, and delivery to ensure our programming and curriculum are current and relevant.

5. **Review curriculum, policies, practices, and methodologies for bias and assumptions.**

We know that a Western world view biases the way we currently do things. We will integrate definitions and procedures for examining these inherent biases in our review processes.





Relevance

For CNC this means:

We provide programming that responds to regional workforce and community needs. Graduates are knowledgeable, practice-ready, technologically literate, environmentally aware, cross culturally competent, resilient, and future-flexible.



GOALS:

1. Anticipate, evaluate, and respond to relevant emerging trends and provincial priorities.

To be truly relevant we must listen to rights-holders and stakeholders and respond to their needs. We will improve processes to gather and assess information from students, Indigenous peoples, partners, industry, and government on workforce, community, and learning needs and will manage our program mix to respond to identified trends.

2. Incorporate future-facing technical and human skills into programming, curriculum, and learning activities.

Helping students thrive after graduation, whatever they have chosen to do, is important to us. We will integrate necessary literacies with program specific skills and knowledge so students are well prepared for life after CNC.

3. Expand recognition of CNC education and training.

Having career and further learning options following graduation is important for students. We will improve employment and transfer pathways.

4. Encourage and support students and employees to engage in diverse ways of learning, knowing, and being.

Exposure to, and respect for other viewpoints, opinions, and beliefs are part of a well-rounded educational experience. We will integrate curriculum and experiences that expose participants to cross-cultural thinking and collaboration.



Academic Culture

For CNC this means:

We provide an innovative, collaborative, and supportive educational environment.

GOALS:

1. Support, showcase, and celebrate the CNC learning community.

Faculty are at the heart of learning activities. We will empower them to identify and implement the pedagogical, technological, and training supports required to enhance curriculum development, teaching, and delivery skills.

2. Help students, faculty, and staff develop cross-cultural competencies.

Diversity is our strength, and we appreciate the richness multiple perspectives bring to the College. We will support the development of cultural competencies through training and knowledge development.

3. Implement the Truth and Reconciliation Commission of Canada (TRC) Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act Action Plan (DRIPA) through relevant, quality, and accessible programming.

CNC's Strategic Plan includes a commitment to the Truth and Reconciliation Commission of Canada's (TRC's) calls to action and the development of an Indigenization plan. We will support these activities as well as the implementation of post-secondary actions from the BC Declaration on the Rights of Indigenous Peoples Act Action Plan.

4. Provide welcoming, safe, and inclusive learning environments.

For learning to happen, students must feel comfortable and welcome. We will focus on fostering an atmosphere where learning can thrive.

5. Collaborate to enhance interdepartmental and interdisciplinary approaches to learning within and outside of the College.

Learning cannot happen in a vacuum. We will reach out to others to generate ideas and work together to make them come to life.





Using the Plan

The Academic Portfolio will identify a handful of goals to focus on each year. Then there will be further implementation or action planning for the goals identified that will specify detailed and tangible deliverables with timelines and resources.

This cycle will be repeated annually.

Remember....

- Inherent tensions exist within the plan. Through implementation, planning, and execution we will improve access and flexibility while maintaining quality.
- Some prioritized goals will result in division-wide action plans or initiatives, while others will need to be implemented at the School, program, and course level.
- Translation and implementation of the plan by each CNC School, Program, Department, and work unit will require thoughtful planning and common sense. The desired end result is the same, but there is flexibility in how each School or program gets there.
- Goals that are identified for annual implementation will be resourced – time, budget, and people.
- Things change. We need to be flexible and responsive to changes in our environment. The academic goals in this plan provide us with our direction, but we will need to review and adjust how we get there as we implement this plan.



Thank Yous

Nus'uztelleh (we will create the future) was only possible because of a great deal of work from a lot of people. I cannot name everyone, but I hope you see yourselves reflected in the list below. This plan provides us with a clear direction for CNC education in the upcoming years.

Thanks to:

All the CNC students, operational, faculty, and management staff who contributed through focus groups, emails, virtual sessions, face to face sessions, online questions, and surveys

- Aboriginal Advisory Committee
- Academic Plan Steering Committee
- College Board
- Community Advisories
- Education Council
- Faculty Working Group
- Prime Strategic Planning
- Program Advisory Committee chairs
- Student Affairs & Academic Leadership group

Finally, a special thanks is owing to Annette Stevens, the Executive Assistant in the Vice-President Academic's Office, who had to coordinate and organize everyone in the list above!

Mussi cho

Chad Thompson

The communities served by CNC

22 First Nations communities and nine municipalities served by CNC



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