



Northern Lights
College

Institutional Accountability Plan and Report

2018-2019 Reporting Cycle

October 10, 2019

Northern Lights College expresses gratitude to the First Nations people of the Cree, Dene, Dunne-Za, Kaska, Sauleau, Tagish, Tahltan, Tlingit, Tse'khene, and Tutchone for sharing their territory with us. We acknowledge the enduring presence of First Nations, Inuit, and Métis people and as guests we live, we work, and we learn on their beautiful land. Together we are able to create hope and opportunity for all the people of our college region through post-secondary educational opportunities.



Northern Lights
College

11401 8 Street
Dawson Creek, British Columbia V1G 4G2

June 30, 2019

MINISTER OF ADVANCED EDUCATION, SKILLS AND TRAINING
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VICTORIA B.C. V8W 9T5

Dear Minister Mark:

We are pleased to provide you with the **Northern Lights College 2018-2019 Institutional Accountability Plan & Report**. This report was prepared in accordance with the *Accountability Framework Standards Manual and Guidelines: 2018/19 Reporting Cycle*.

As Board Chair and President, we hereby affirm our commitments and accountabilities for this plan and report and look forward to reporting on its success.

Yours truly,



Tyler Holte
Board Chair

NORTHERN LIGHTS COLLEGE



M. Bryn Kulmatycki, Ph.D.

President & CEO

NORTHERN LIGHTS COLLEGE

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Northern Lights College is pleased to provide the Minister with the Northern Lights College 2018-2019 Institutional Accountability Plan and Report. This report was prepared in accordance with the *Accountability Framework Standards Manual and Guidelines: 2018-2019 Reporting Cycle*.

Strategic Direction and Context

Northern Lights College is committed to building on its history in post-secondary education by developing the strengths of its staff and the people of Northern British Columbia. The College continues to focus on the preparation of a skilled workforce and plays a critical role in the enhancement of the economy and quality of life in our vast region.

Northern Lights College has been identified as B.C.'s Energy College™, which places some emphasis on programming that supports the Oil and Gas and evolving Clean Energy industries. The College has a diverse range of program offerings that extends beyond the dimension of petroleum-based industries. Programming at Northern Lights College supports primary community needs in business, health, education, social services, culture, workforce development, and continuing education. The College also provides skilled trades workers that meet the needs of industry. By providing a wide range of program offerings and by working through partnerships and collaborations with the communities in the region, the College works toward the goal of sustainability for communities in the North.

Strategic Direction

Northern Lights College has now moved beyond the planning stage and into the dynamic process of executing the Strategic Plan and Framework through the fiscal year 2018-2019.

Building on the three priorities, (1) *Students*, (2) *Programming*, and (3) *People and Culture*, derived through the planning process, the Leadership team completed a goal setting process based on the strategic priorities.

Mission, Vision, and Values

The Mission, Vision and Values that will guide Northern Lights through the 2017-2022 strategic planning cycle and beyond includes the following elements:

Mission

Enriching lives, communities and industry in Northern British Columbia and the world through accessible, applied, and academic learning.

Vision

Northern Lights College is the college of choice for energy, technology and academic Learning.

Core Values

Northern Lights College performs within the highest ethical standards. We respect the following Core Values and take responsibility for our actions:

Accountability – Establishing and achieving objectives that are cost effective and open to public review.

Collaboration – Achieving desired results for students and stakeholders through our teamwork within Northern Lights College, and cooperation with other institutions and organizations.

Excellence - Constantly striving to achieve and foster excellence in everything we do.

Inclusion – Acknowledging and valuing individual perspectives and diversity

Innovation – Encouraging and supporting the development of creative initiatives that address opportunities for constructive change.

Learner Centered – Providing programming, instruction and services that meet the development, employment, and health and safety needs of our students and staff.

Respect – Treating each person fairly and equitably.

Sustainability – Making decisions without compromising our ability to meet future needs (e.g., environmental, financial, etc.)

Institutional Overview

The Northern Lights College (NLC) geographic region comprises the northern third of British Columbia (See Figure 1)¹. The College region is approximately 325,000 square kilometres in area and is occupied by about 72,309² people. In fact, compared to all other colleges in the province, Northern Lights College has the largest geographic area as well as having the lowest population. Most of the population lives along the well-known Alaska Highway which begins in Dawson Creek (Mile 0) and ends in Fairbanks, Alaska. Northern Lights College has campus locations in Chetwynd, Dawson Creek, Fort Nelson, Fort St. John, and Tumbler Ridge, along with access centres in Atlin, and Dease Lake. NLC's distance programming also allows virtual access to students from across British Columbia, Canada, and beyond.

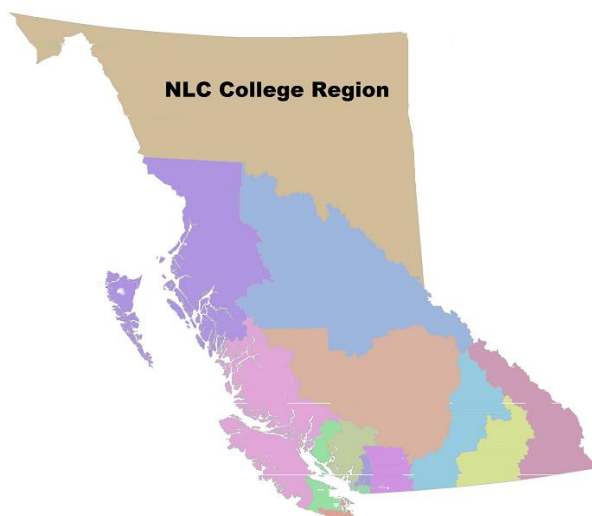


Figure 1 BC and NLC College Regions

As an organization spread across large distances, the College provides services annually for over 2,400 learners in credentialed programs as well as an additional 900 learners in community education and work force training³. Learning needs of our student are met with approximately 80 instructional faculty members. Credentials awarded through the College are non-degree, and include certificates, diplomas, associate degrees, and post-baccalaureate diplomas.

¹ Statistics presented in this report draw from several sources, as such, the geographic region of Northern B.C. is defined differently depending on the source. The three terms, *North*, *Northeast*, and *College region* are used in this report. The regions are defined as follows: The *North* region includes Cariboo, Northeast, North Coast and Nechako. The *Northeast* region includes Peace River and Northern Rockies, and the *College* region refers to the geographic area defined by BCStats. See Appendix 1 for maps depicting the North, Northeast, and College region.

² *BCStats Sub-provincial Population Estimates*. Retrieved on April 15, 2019 from <https://www.bcstats.gov.bc.ca/apps/PopulationEstimates.aspx>

³ Central Data Warehouse summary data for 2018-19 fiscal year as extracted May 8, 2019

History of Northern Lights College

Northern Lights College can trace its beginning to the time when the Canadian government built the Mid Canada Line, an electronic defense against airborne attack over the north. The line's western-most Sector Control Station was constructed in Dawson Creek, and was operational from 1956-64. When this military station closed, it was purchased by the provincial government and converted into a vocational school. The British Columbia Vocational School-Dawson Creek opened in September 1966, serving primarily the Peace River region. The curriculum for the new school was divided into two areas: pre-employment and pre-apprenticeship.

In 1974, a Regional Advisory Committee was formed by the provincial government to investigate creating a community college in the north. The college would serve the areas of Dawson Creek, Fort St. John, Fort Nelson, Chetwynd, and the Stikine/Cassiar region (this area was serviced by the Alaska Highway, and by air from Fort Nelson). In May 1975, a new Northeastern Community College was created through an Order-in-Council. The legislation authorized School Districts 59, 60, 81, and 87 to participate in establishing a college that would be based in Dawson Creek and would serve the northern third of the province. The name Northern Lights College was selected from entries in a "name the college" contest, and was announced on June 3, 1975. Northern Lights College opened officially in September of 1975, recently celebrating its fortieth year of successful operation in the province of British Columbia.

Campuses and Programming

Dawson Creek Campus: The Dawson Creek Campus was the original location for Northern Lights College, having originally housed the B.C. Vocational School from 1966 to 1975. The City of Dawson Creek has a population of approximately 12,775 (up .4% from last year)⁴. In addition to land and assets within the city limits of Dawson Creek, Northern Lights College owns 64.75 hectares of land



Figure 2 Energy House, Dawson Creek Campus

⁴ BCStats2016 *Sub-Provincial Population Estimates*, p.5. Reference date July 2016; Release date January 24, 2017.

outside the city limits, known as our Mile "0" Farm. At the Dawson Creek Campus, priority space includes the northern Aerospace Centre of Excellence, Health Sciences, and the Centre for Excellence in Clean Energy Technology (CECET). The campus also includes a two-wing Student Housing facility with a capacity of 192.

A number of trades and apprenticeship programs are available at the Dawson Creek Campus, with some programs offered at the College's South Peace Campus. In 2018-2019, Trades and Apprenticeship programs offered in Dawson Creek included Automotive Service Technician, Carpentry, Professional Cook, Heavy Mechanical Trades, Millwright, Plumbing, Welding, and Hairstylist. University Arts and Sciences courses are available at the College leading to a University Arts and Sciences Certificate, an Associate of Arts Degree, or further post-secondary studies. Delivery models include in-class sessions, as well as videoconference delivery.

In 2018-2019, vocational programs at Northern Lights included Aircraft Maintenance Engineering, Wind Turbine Maintenance Technician, Practical Nursing, Health Care Assistant, Esthetics and Nail Care Technology, and Applied Business Technology. The Career and College Preparation (Adult Basic Education) department of the College helps students upgrade toward gaining admission into another academic or vocational program at NLC or to complete their grade 12 diploma requirements.

A wide array of Workforce Training / Continuing Education courses are offered for short term study, upgrading and certification. The Dawson Creek Campus includes admissions/registration, student recruitment, Indigenous education services, learning support services, a library, computer/Internet access, access services, a gymnasium, daycare facility, bookstore, financial aid, and access to city transit.

Retrieved on April 15, 2019 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.



Figure 3 Front courtyard of new Trades Training Centre

A notable addition to the Dawson Creek campus is a \$34.4-million new state-of-the-art learning facility for skilled trades which officially opened in September 2018. \$14.6 million in funding was provided through the Government of Canada's Post-Secondary Institutions Strategic Investment Fund and \$16.4 million was provided by the Province of British Columbia. The remaining \$3.4 million was provided by NLC

and donors.

The Trades Training Centre replaces current outdated circa World War II-era training structures and will support domestic and Indigenous trades and apprenticeship learners as well as improve student success and completion rates. The trades programs that will be housed in the new trades centre include Wind Turbine Maintenance Technician, Piping trades, Carpentry, Millwright, and Welding.

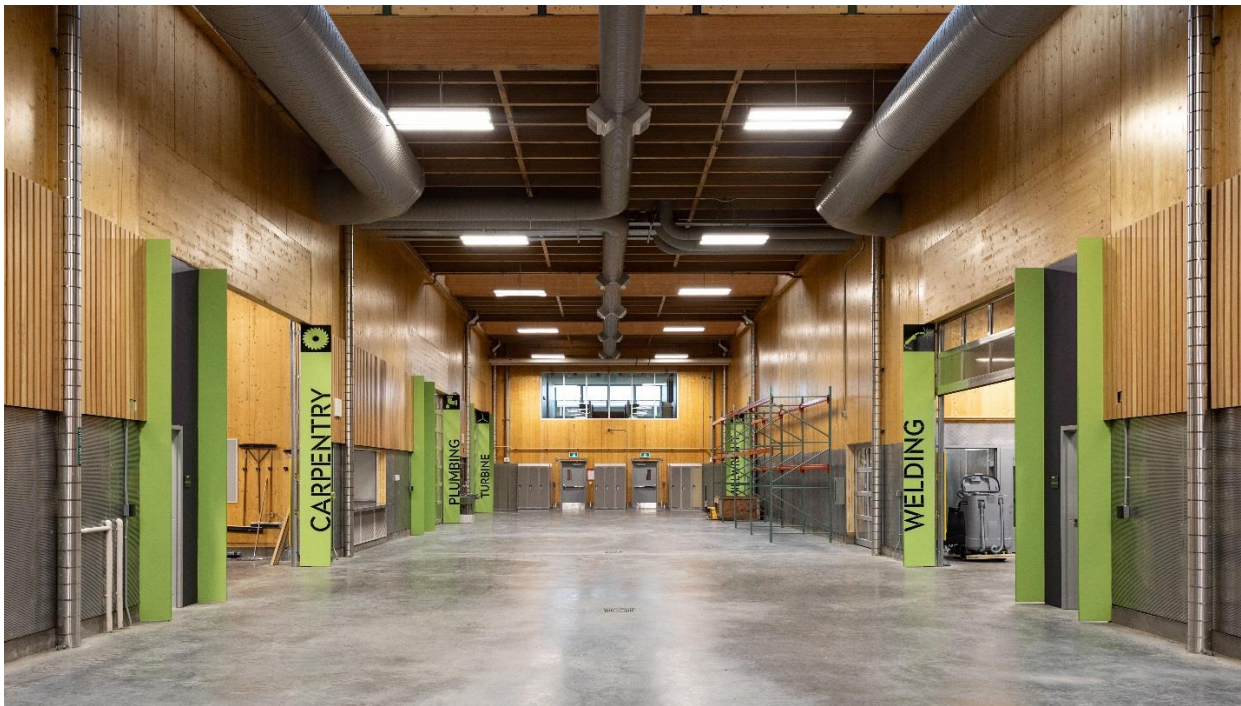


Figure 4 Arctic Corridor featuring access to all the shops

Fort St. John Campus: Fort St. John is known as the Energetic City because of its location in the heart of the oil and gas industry in northeastern B.C. Fort St. John is located at Mile 47 of the Alaska Highway, and has a population of approximately 21, 516⁵ (up 0.6% from the previous year).

The Fort St. John campus of Northern Lights College is located on the north edge of the city, adjacent to the scenic Fish Creek Park and Community Forest. The Jim Kassen Industry Training Centre (ICT) on the Fort St. John campus opened in 2007. The building provides facilities for many successful and progressive Trades and Apprenticeship programs, and is also home to the B.C. Centre of Training Excellence in Oil and Gas.



Figure 5 Jim Kassen ITC, Fort St. John Campus

Trades and Apprenticeship programs available in Fort St. John include Automotive Service Technician, Commercial Transport Technician, Electrician, Heavy Duty Technician, Heavy Mechanical Trades, Oil and Gas Field Operator, and Power Engineering and Gas Processing. Students in Fort St. John can also begin a university degree by completing first and second year University Arts and Sciences courses on campus. Vocational and diploma programs in Fort St. John include Business Management, Early Childhood Education and Care, Social Services Worker, Education Assistant and Applied Business Technology.

The College's Workforce Training and Continuing Education department offers a wide assortment of general interest and employment-related courses in safety, first aid, oil and gas, computer training and other courses relevant to the community. Campus services in Fort St. John include admissions/registration, financial aid, access services, student recruitment, Indigenous education services, learning support services, library, cafeteria, daycare, computer/internet access, bookstore and access to City Transit. The campus also includes Student Housing with a capacity of 102.

⁵ BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. Retrieved on April 15, 2019 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

The Campuses of Fort St. John Campus and Dawson Creek are home to NLC's International Education department. Students from around the world enroll at Northern Lights College to learn English before moving into other programs at the College, or continuing their education at other post-secondary institutions.

Fort Nelson Campus: The Fort Nelson Campus has traditionally provided programming for the forestry and service industries. It is important to note that Fort Nelson has experienced an economic downturn in recent years, particularly in the gas sector. As such, program offerings on campus reflect the changing needs of the



Figure 6 Fort Nelson campus

community. The town of Fort Nelson is the largest centre in the Northern Rockies Regional District, with a population of about 5,524 (down 0.7% from last year)⁶. Fort Nelson is located at Mile 300 on the Alaska Highway, and is the major service hub in northern B.C. between Fort St. John and the Yukon Territory. The Fort Nelson Campus began to offer programming in 1976. Currently, Fort Nelson is NLC's third-largest campus, providing a wide-range of facilities and services to students and residents.

Programming available at the Fort Nelson Campus includes Career and College Preparation, University Arts and Sciences, Applied Business Technology, and some Trades and Apprenticeship programs offered periodically in partnership with local schools. Programming is delivered in-class and via videoconference.

Campus services on the Fort Nelson campus include admissions/registration, Indigenous education services, computer/internet access services, and financial aid.

⁶ BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017. BCStats2016 Sub-Provincial Population Estimates, p.5. Reference date July 2016; Release date January 24, 2017.

Retrieved on April 15, 2019 from <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-estimates>.

Chetwynd Campus: The Northern Lights College Chetwynd Campus is situated in a region with a diverse economy. Forestry and mining play a major role in the Chetwynd region, and the uncertainty of these industries has impacted both the community and the college. Chetwynd has a population of approximately 2,685⁷ people; an increase of 2.2% from the prior year.

The College currently uses a combination of traditional face-to-face as well as alternative delivery models such as videoconferencing and teleconferencing to successfully and efficiently offer programming to the Chetwynd region.

The Northern Lights College Chetwynd Campus supports full and part-time students in programs such as Career and College Preparation, Trades and Apprenticeship, and Workforce Training/Continuing Education. Special intakes of trades and apprenticeship programs such as Oil and Gas Field Operations and Welding are offered as funding allows. Many of the programs at the Chetwynd campus have been designed for the regional job market or to provide residents with the foundation they need to continue their post-secondary education.

Continuing in 2017-18, Chetwynd continued to utilize *Community Adjustment Training* funding provided by AEST for programming aimed to upskill unemployed or underemployed residents. Programming included upgrading (i.e., adult basic education) and safety ticket courses.

The Chetwynd Campus features a team of staff members committed to helping learners achieve their goals. Opportunities exist for in-class learning in a number of areas, as well as distance education for access to programs offered at other locations. Campus services available to students include registration, Indigenous education services, a bookstore, computer/internet access, and financial aid. Library services are available through the Dawson Creek Campus library.



Figure 7 Chetwynd Campus

⁷ Ibid

Tumbler Ridge Campus: The District of Tumbler Ridge was established in 1981 as a coal mining community. The population of Tumbler Ridge is approximately 2,169 people, up 1.8% from last year⁸. Tumbler Ridge is located 90 kilometres from Chetwynd, and 125 kilometres southwest of Dawson Creek. Tumbler Ridge amenities include a hockey arena, curling club, indoor aquatic centre, and community centre. The community of Tumbler Ridge is transitioning from resource-based economies



Figure 8 Tumbler Ridge Campus

such as mining to innovative approaches including tourism that can lead to sustainable development. Tumbler Ridge is home to world-recognized dinosaur, fossil finds and Geopark initiatives that include UNESCO-designated world heritage sites. An attraction to visitors, Tumbler Ridge offers world-class hiking trails, access to a large number of picturesque waterfalls, and groomed ski trails. The Tumbler Ridge Campus is located in the northeast wing of Tumbler Ridge Secondary School, benefitting from the close proximity to the high school with this shared space. The Campus relies on a combination of video-conferencing, teleconferencing and traditional face-to-face formats to deliver programming. The campus provides area residents with opportunities to upgrade their training or education through Career and College Preparation courses, or Workforce Training/Continuing Education. Campus services include a library and computer/internet access.

Dease Lake and Atlin Access Centres:

On the western rim of B.C.'s northernmost region are two unique post-secondary operations in the Stikine area - Dease Lake and Atlin. The total population of the Stikine Region is approximately 717 people, an increase



Figure 9 Dease Lake Access Centre

⁸ Ibid.

of 2.7% from the prior year⁹. Dease Lake is located in northern B.C. on Highway 37 (Stewart-Cassiar Highway) 272 kilometres south of Watson Lake, Yukon and 600 kilometres north of Terrace, B.C. Dease Lake is in the heart Tahltan First Nation territory and is a service area for the region. NLC has two buildings which houses administrative offices and programming space.

Atlin is a small isolated community in the Northwest corner of B.C. and is approximately a three-hour drive from Whitehorse Yukon or Skagway Alaska. NLC leases a school building from School District #87. The Dease Lake and Atlin Access Centres provide support to part-time and full-time vocational and Workforce Training and Continuing Education courses to the following communities:



Figure 10 Atlin Access Centre

- *Telegraph Creek*, a community of 400, located on the Stikine River 119 kilometres west of Dease Lake, on the Tahltan Reserve;
- *Lower Post*, a community of 80, located on the Liard River 20 kilometres east of Watson Lake on the Liard River, on the Kaska Reserve;
- *Iskut*, a community of 350, located on Highway 37, 83 kilometres south of Dease Lake; and
- *Good Hope Lake*, a community of 50, located on Highway 37, 183 kilometres north of Dease Lake.

⁹ Ibid.

Programming in Dease Lake and Atlin is dependent, to a large extent, on funding provided for Essential Skills training and/or demand for workforce training courses. The large geographic distances between communities (i.e., 8 ½ hour drive from Dease Lake to Atlin), the lack of cell phone service across the region, and current bandwidth issues because of its extreme remoteness, all present unique challenges in providing relevant and consistent programming and services to the Stikine Region of the province. Northern Lights College strives to remain active in the region by providing programs and courses in collaboration with a variety of community, education and industry partners. Services available in Dease Lake and Atlin include:

- Meeting rooms
- Computers and printers available for use
- Examination Invigilation
- Tutorials for computer software
- Fax and photocopier services
- Internet access
- Career, personal and academic advising

Centres of Excellence

Northern Lights College is the home of three provincial Centres of Excellence for British Columbia.

Centre of Excellence for Clean Energy Technology: NLC offers the only internationally certified Wind Turbine Maintenance Technician program in British Columbia, in partnership with BZEE, the body that develops curriculum for international certification. The Centre of Excellence for Clean Energy Technology (Energy House) is located at the Dawson Creek Campus and achieved LEED® (Leadership in Energy and Environmental Design) Platinum certification in June 2013 from the Canada Green Building Council in the New Construction and Major Renovation category.

Northern Lights College has the only training tower in the province of B.C. designed to duplicate conditions wind turbine technicians face when repairing, maintaining, installing or otherwise working on wind turbine systems in British Columbia. The training tower, located adjacent to the Energy House on the Dawson Creek campus, serves as a key training element

for students achieving BZEE certification. It also provides support to wind employees and contractors as well as firefighters and other emergency crews for training purposes. It is an ideal classroom environment, as students can practice the same techniques they would use up-tower while working at heights and in rescue scenarios, but do so in a controlled, quieter environment, allowing for better communication. It is also more accessible than wind towers, and allows for learning without shutting down a producing turbine and interrupting energy production for customers.

The tower also serves as the site for refresher training for high-angle rescue courses that energy companies conduct, many of whom recruit a high number of Northern Lights College graduates. Previous to having access to the NLC training tower, industry partners had to send employees as far as Ontario to receive wind turbine-specific rescue training. With the cooperation of the Dawson Creek campus of Northern Lights College, energy companies are now able to train new employees and conduct re-certifications within BC's Peace River Region. With there being several new wind farms in development for the College region over the next few years, the tower at the College will serve as a main source to train wind turbine technicians locally.

B.C. Centre of Training Excellence in Oil and Gas: The Jim Kassen Industry Training Centre, located at the Fort St. John Campus, houses a Simulated Well Site Training facility, as well as a full-sized drilling rig that Nabors Canada donated to the College in 2012. The facility prepares students to enter the oil and gas industry.

The goal of the Centre is to coordinate oil and gas training at post-secondary institutions throughout B.C. NLC serves as a regionally-based hub for post-secondary institutions building on existing activities, expertise and industry connections to better coordinate training opportunities and curriculum development, and to further leverage industry partnerships for consultation with programming related to Oil and Gas Field Operations; Power Engineering and Gas Processing plus safety training through the Workforce Training Department.

This training makes NLC competitive as a College, meets the needs of local industry and is critical to the Peace Region so residents can access the training they need to take advantage of the opportunities provided by industry. The educational components are innovative, learner-centred and learning centred. The curriculum is geared towards hands-on learning in

simulated work environments so the student can feel confident moving from a training lab to a live work site.

The Centre is designed to address the challenges of skills training and education in the oil and gas industry on a provincial scale. Significant contributions have been made in the past by the Centre such as hosting the annual Working in Natural Gas (WING) conference for educators from across the province. The facility also serves as valuable marketing tool for the College's Trades and Apprenticeships programs as it is used on a regular basis for school and industry tours. This Centre of Excellence is mandated to facilitate cross-jurisdictional collaborations aimed at building the capacity and improving the responsiveness of the post-secondary education system to address oil and gas education and training needs in the province of British Columbia.

Centre of Excellence for Aerospace: NLC has achieved national and international recognition for its Aircraft Maintenance Engineering (AME) training provided in fixed wing and rotary wing aircraft in the Aerospace hangar at the Dawson Creek Campus.

The AME program allows students to be prepared for what they may encounter in the workforce as aircraft mechanics, directors of maintenance, quality assurance managers, aircraft maintenance instructors, and trainers at aerospace companies.

The Centre of Excellence for Aerospace is home to Basic Training and Type Training AME programs. When the program began in 1981, the fleet consisted of three planes – a de Havilland Canada DHC-2 Beaver, an Alouette helicopter, and a Piper PA50 Aztec – based in a 1,497 square foot hangar.

Today the hangar has expanded to 26,000 square feet and NLC's diverse fleet consists of several helicopters – including a Robinson R44, MD500D, AS350D, Hughes 300C, Bell 205 and 206, and Messerschmitt-Bölkow-Blohm Bo 105 as well as several fixed-wing airplanes, including a Cessna 180, Cessna 310, Piper Aztec 250, King Air B90, and British Aerospace JetStream 31. The airplanes and helicopters students work on at the College are working models of aircraft – a distinctive advantage in the field of aerospace training.

Aircraft in the hangar are used for a wide range tasks including: the 100-hour inspection, tail rotor strikes, heat muffler inspection, weight and balance, and configuration changes. Once

the aircraft is incorporated into the program curriculum, students take it apart and reassemble it at least four or five times a year.

The 15-month Basic Training program in this area of study is designed to take a student with little or no previous experience and provide the necessary skills to seek employment as an apprentice aircraft maintenance engineer with a Category M1 or M2 licence. An M1 or M2 licence is determined by aircraft type and propulsion system. M1 classification includes gliders, small piston powered and small turboprop aircraft. M2 classification includes all turbojet aircraft.

Basic Training consists of about 45 per cent of theoretical classroom training and 55 per cent practical experience through hands-on training on the College's aircraft fleet. Some of the areas covered in the NLC Basic Training program include aviation law, theory of flight, power plants (turbine and piston), airframe structures and systems, hydraulics and electrical and avionics systems.

Type Training involves individual courses, lasting from 5-10 days in duration, on eight different helicopter airframes or turbine engines, and is designed for certified aircraft maintenance engineers to gain additional knowledge. Courses include Bell 205A-1, 206 and 206L, and Eurocopter AS350B, B/A, B1, B2 and D airframes. Engine courses include the Honeywell T53 series (Lycoming) and Lycoming LTS 101 series motors. There are also online electrical systems courses for the Bell 206 and Eurocopter AS350-series aircraft.

Being able to offer both Basic and Type Training AME courses in one centre has proven beneficial to local, provincial, national and international industry as NLC graduates are hired around the world.

Partnerships

NLC continually builds upon its broad range of partnerships and collaborations with several regional and community-based working groups. Two examples include the *Northern Post-Secondary Council (NPSC)* and the *Northern Opportunities Learning Council and Working Groups*.

The Northern Post-Secondary Council (NPSC) was established in 2003 with a partnership that supports collaboration between post-secondary institutions in the north (i.e., University of Northern British Columbia, College of New Caledonia, Northwest Community College, and

Northern Lights College) and the Ministry of Advanced Education, Skills and Training (AEST). The goal of the NPSC is to provide leadership and a strategic framework for collaboration in the delivery of post-secondary education and training. The unique partnership of the NPSC demonstrates the strong commitment to provide access to high quality education in the North.

An example of collaborative efforts of the NPSC includes the launch of the StudyNorthBC.ca marketing and branding strategy. This effort has a three-fold purpose: 1) promote the learning opportunities in the north for local students, 2) attract out-of-region domestic students, and 3) attract international students to northern institutions and communities. Selling features for studying in the north that have been identified include limited waitlists, lower tuition, and cost-of-living rates (as compared to the lower mainland), plus the natural beauty of the north region (e.g., stunning geography, history, natural resources, paleontological discoveries, thousand-year-old forests, scenic waterfalls, majestic mountains, volcanos, pristine landscapes, outdoor recreation).

The second example of a long-term partnership that NLC has been part of is Northern Opportunities (NorOpps). *Northern Opportunities* is an innovative northeastern B.C. partnership comprised of Northern Lights College, School Districts (59, 60, and 81), area Indigenous organizations, Chalo school, and local industry and communities with a goal of providing learners a seamless learning pathway from high school to college. The dual credit model that has emerged out of this partnership has garnered the interest of other post-secondary institutions in the province.

Northern Lights College maintains extensive collaborative initiatives and shared service agreements with all the School District partners across our region. In addition, The University of Northern British Columbia Peace River Liard Campus is housed on NLC's Fort St. John Campus offering Social Work and University Transfer courses.

NLC has credit transfer agreements with many post-secondary institutions in B.C. (e.g., Thompson Rivers University, University of Northern British Columbia, University of Victoria, University of Alberta, and Royal Roads, to name just a few), thereby providing smooth transitions for our students to other post-secondary providers for continuous learning.

An example of a unique partnership is the agreement that we have with Okanagan College (Vernon campus) for our AME program. Students begin their training at the Vernon campus where they complete 49 weeks and then finish their practical training (14 weeks) at the hanger in Dawson Creek. This partnership is a good example of post-secondary institutions partnering to meet the needs of the community and aerospace industry.

NLC is also a member of British Columbia Colleges (BC Colleges), a provincial group comprised of 11 colleges from throughout the Province of British Columbia. BC Colleges has a unique regional advantage and a long history of collaboration with industry, employers, communities and policy makers. This collaborative approach allows BC Colleges to graduate highly skilled workers who are equipped to support their families, build healthier communities and power the economy in the Peace Region, provincially, and nationally.

NLC has also partnered with *Engage Sport North* to create and manage an athletics and recreation program for our students. This partnership has already yielded national level athletes and created a new form of connection to our communities.

As a regional community college, we provide critical access to Academic, Vocational, Trades and Apprenticeship, Continuing Education and Workforce Training programs and courses. Without this local access many of our students would be unable to achieve post-secondary credentials and training certifications, and by extension, would be unable to access the jobs that keep our regional economy moving.

Athletics and Recreation

This year marks the initiation of an athletics and recreation program at NLC. In partnership with Engage Sport North, we developed the framework for NLC to implement a competitive rodeo program within the Canadian Intercollegiate Rodeo Association (CIRA). This initiative has advanced college level sports in the North, engaged our local communities, and provided opportunities for students to train local, stay local, work local, and participate in sports locally. In the inaugural season, NLC won the season leader and Canadian Finals Championship in the bull riding event.

Strategic Priorities for 2019-2020

For 2019-2020, NLC will continue to operationalize the goals and objectives identified in its strategic plan. In addition, the College intends to address the mandate initiatives in the following ways:

2019-2020 B.C. Strategic Priority Actions: Related NLC Plans and Activities

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 on the Rights of Indigenous Peoples.

In Social Work, Northern Lights College has created and implemented an Indigenous Human Service Worker Certificate (IHSW) program designed to prepare graduates for employment as a Human Service Worker, with a focus on serving Indigenous people on- or off-reserve. Students will acquire culturally appropriate knowledge, skills, and values while working with individuals, groups, and communities. The first intake of the new IHSW program was offered in partnership with the Northeast Native Advancing Society (NENAS) in Spring 2018 and a second intake, again in partnership with NENAS, is planned for Fall 2019 in which SD60 hopes to participate. As well, Sauteaux First Nation has recently received funding to offer an intake for their members in Chetwynd this fall.

In ECE, we have now offered two ECE Basic-Certificate-to-Practice cohorts in partnership with the Seabird Island Band in the Upper Fraser Valley. As with NLC's new IHSW program, emphasis was placed on culturally appropriate knowledge, skills, and values. We have also collaborated with the NENAS to offer ECE courses for Indigenous students in the Dawson Creek, Fort St. John and Treaty 8 region. Unfortunately, the NLC—Seabird partnership, which began in 2016 ended with their last cohort but the NLC—NENAS partnership is ongoing with more planned intakes.

In Healthcare, in recent years, NLC has offered a Health Care Assistant intake for Indigenous students, again in sponsorship/partnership with the Northeast Native Advancing Society. Both NLC and NENAS are exploring more intakes based on community needs and wants.

In Nursing, NLC has made significant progress in indigenizing its Practical Nursing Diploma program. Various courses in this program now address "... Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and Indigenous teachings and practices."

In educating Public Servants, NLC currently offers courses on cultural and social anthropology, ethnic and race relations, ethnography of Canada's First Nations people, contemporary Canadian Native peoples, archaeological heritage, and treaties and Aboriginal rights. These courses are widely available to the general public and we make ourselves available for reconciliation education and discussion with various government agencies including FLNRO in our area.

Within NLC, this past year we welcomed Margaret Fenton-Pokiak, who spoke on the Fort St. John and Dawson Creek campuses about her life in residential school in Aklavik, NT. Liz Logan, former Chief from Fort Nelson First Nation spoke to faculty and students about her experiences at residential schools along with sharing her expertise in Indigenous governance. SSWD Student Tiffany Mearow organized a Red Dress event to provide information on Missing and Murdered Indigenous Woman and Girls (MMIWG) to the faculty, staff, students and the public on the Fort St. John campus and both the Fort St. John and Dawson Creek campuses held showings of the movie Indian Horse, an adaptation of Richard Wagamese's book about residential school life.

Finally, in partnership with Simon Fraser University, NLC offers a teacher education program known as the Alaska Highway Consortium on Teacher Education. NLC and SFU are proud of the extent to which our faculty have integrated Indigenous knowledge and teaching into the curriculum. We have deliberately pursued this goal and are planning a second consecutive intake in the AHCOTE program in 2019/2020 to help address the teacher shortage issue in northern BC.

In regard to NLC's efforts to respond to UNDRIP, Northern Lights College has been engaging in genuine relationship building with the First Nations found within our college region for approx. 3 years now. Examples of this engagement include:

- a. attendance by staff at local First Nation summer culture camps,
- b. partnership with Treaty 8 Tribal Association (T8TA) branch Treaty and Aboriginal Rights (TARR) on a SSHRC research grant to look at the creation of a standard research protocol for the Treaty 8 territory based on the input of Treaty 8 members,
- c. Leadership to Leadership meetings with NLC's President, VP of Community Relations, and the Director of Aboriginal Education with the T8TA Chief's,
- d. NLC's Aboriginal Education Department drafted their own vision, mission and priorities outside of, but related to, and under the umbrella of the college's own strategic plan,
- e. The Faculty PD committee, last summer, organized with the Ab. Ed Department, an Indigenization seminar to inform faculty about how to Indigenize their curricula, and
- f. Finally, events are held on each of our campuses to share Indigenous culture and knowledge; events such as East Meets West (Indigenous students and International students partnered to display their cultural activities to an audience of faculty, staff and public attendees), showings of the movie "Indian Horse" (Dawson Creek and Fort St. John so far), welcoming of speakers such as Margaret Fenton-Pokiak, author of books on her life in residential schools (Dawson and Fort St. John), regular Talking/Sharing Circles (Fort Nelson) and the sponsorship of a play entitled Šxʷ?amət (home) open to the public, which asked the audience to work though issues of reconciliation (Chetwynd).

The reasons for these events, while perhaps not wholly related to the UNDRIP articles, is to create space within our college that is safe and respectful of not only our Indigenous students but also a space reflective of, and safe for, our college region's original inhabitants. Without the creation of safe, respectful spaces combined with the knowledge that NLC has truly changed, the local First Nation's would have no impetus to work with NLC to gain and expand their already affirmed education rights. NLC truly wants to assist in these efforts and be that good neighbor to the Treaty 8 (and Tahltan) people.

2. Work closely with government to support implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:

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

The College will continue work upgrading the physical buildings to allow for full access to our buildings. This includes installing automatic door opening mechanisms and adding braille to room numbering and signage on campus. In 2019/20, indigenous students have full access to an Aboriginal Grad Coach (funded through a grant for Aboriginal Students offered by Advanced Education Skills and Training).

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

The College will continue adapting its programming by increasing access (adding face-to-face offerings of Early Childhood Education & Care and increasing offerings of online Applied Business Technology), and continuing with harmonization of Red Seal trades such as Carpentry, Automotive Service, and Electrical. Further, NLC will expand on its Youth Explore Trades Sampler as success with School Districts 59 and 60 want more. Finally, additional curriculum development in the Interactive Technologies and Game Design will continue as we flesh out the program.

c. Expanding co-op and work-integrated learning opportunities for all students.

In 2018/19, NLC hired a consultant who investigated best practices for a co-op program and what it could look like at NLC. The investigation included consultation with ministry personnel. Work began by re-framing the Wind Turbine Maintenance Technician program as a pilot for cooperative education including consultation with industry. This year, NLC will continue development work to fully craft coop curriculum for the Wind Turbine 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.

Through orientation events, NLC will continue to create awareness of supports available to help students maintain their mental health, safety and overall wellbeing.

This includes hosting a mental health awareness day on campus once a year to showcase internal resources and community resources available to students. We plan to utilize social media outlets to push information out to our students about the *keep.me SAFE* student support program. This program provides access to articles for self help and support, and access to personal counselling via phone, online chat or in person. Finally, we will explore implementing a peer-led ambassador program to promote and educate students about the *keep.me SAFE* program.

4. Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

For most of the undergraduate programs, NLC has adopted standard requirements for English and revisions to include the Language Arts options from the 2018 Graduation Program are pending. Several programs with program-based admission requirements have already been adjusted. Additionally, work on a significant update to the NLC Admission Policy is underway in an effort to provide clearer pathways into the College for high school students as well as others.

5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants.

All domestic certificate and diploma (including undergraduate) students currently have the option to apply through *EducationPlannerBC* and EPBC remains the sole online application system for NLC. The College is working with our international agents to explore accepting international student applications through EPBC and we intend to do so in 2019-2020.

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.

For the 2019-20 year, the College will continue with its plans to diversify its international student body, and broaden its international partnerships and activities, to promote learning abroad and global engagement for students and staff. Key activities planned for the year include: continue international student diversification efforts in identified new markets; develop new partnerships for student mobility; create at least one new outbound international mobility opportunity for NLC students; submit funding proposals for at least two international projects of Global Affairs

Canada; engage in two recruitment activities/projects with the Study North BC consortium.

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.

The Northern Lights College Board of Governors has approved a budget for 2019-2020 that includes a small budget surplus.

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.

The Northern Lights College Board of Governors has approved tuition and mandatory fees for 2019/20 that abide the 2% cap.

Strategic Context

External Context

B.C. Labour Market Projections: Supply and Demand

The College continues to implement the *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training*. It is estimated that by 2028, British Columbia will have a total of 903,000 job openings across all economic sectors and provincial regions¹⁰. The Jobs Blueprint also underscores the critical role of post-secondary education and training in meeting the labour demand. Most notable, is that 77% of job openings are expected to require some level of post-secondary education and training, with 41% of positions requiring a certificate, diploma, or apprenticeship training¹¹. This is an important factor to note, since only 50% of British Columbians (aged 25 to 54 years old) meet this criterion¹².

¹⁰ *BC Labour Market Outlook: 2018 Edition*. Retrieved April 15, 2019 from https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx

¹¹ Ibid

¹² BC Stats, Socio-economic profile: Northern Lights College region.

Based on projections, 68% of these openings will be to replace workers leaving the labour force because of retirement, illness, or death¹³. This statistic underscores the extent to which B.C.'s labour force is aging. As a result, any growth in B.C.'s labour market demand will be dependent upon greater labour force participation, increased migration and lower unemployment rates.

Over the next decade, five industries will account for about half of the total projected job openings.

- 1) Health Care and Social Assistance (16.4% of job openings);
- 2) Professional, Scientific and Technical Services (11.8%);
- 3) Retail Trade (9.1%)
- 4) Accommodation and Food Services (6.8%) and
- 5) Finance, Insurance and Real Estate (6.6%)

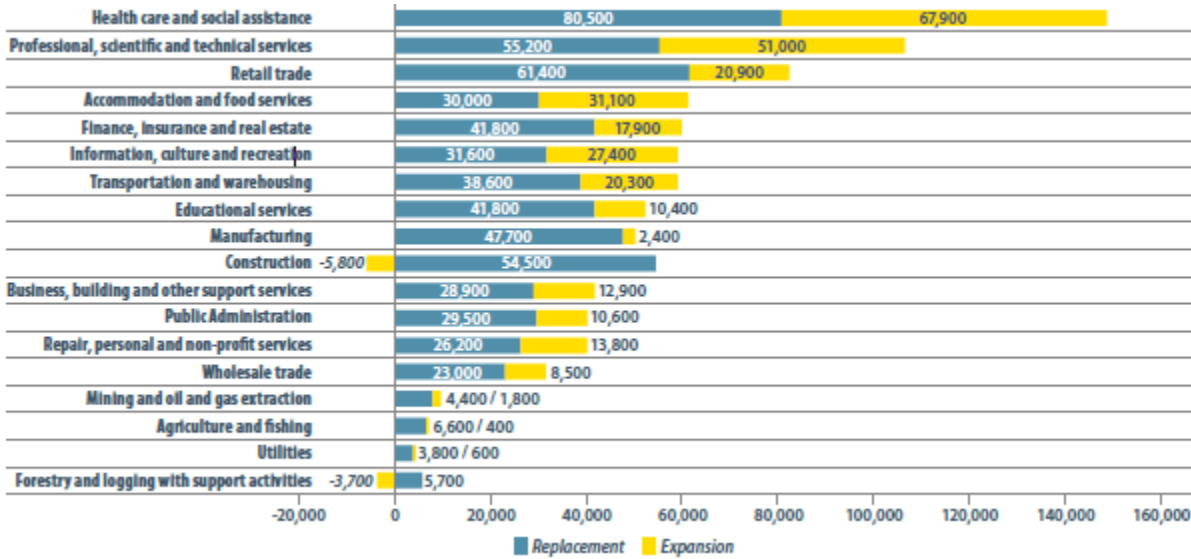


Figure 11 Job Openings by Major Industry Group, B.C., 2018-2028

The Job Opening outlook for Northeast BC presents a slightly different picture. Primary growth areas for job openings is lead by Trades, Transport and Equipment operators with

¹³ BC Labour Market Outlook: 2018 Edition. Retrieved April 15, 2019 from https://www.workbc.ca/getmedia/1dce90f9-f2f9-4eca-b9e5-c19de9598f32/BC_Labour_Market_Outlook_2018_English.pdf.aspx

growth in Management edging out Natural and Applied Science and Related for top four industry groups.

Industry	Employment 2018	Employment Growth (average annual %)			Job Openings 2018-2028		
		2018-2023	2023-2028	2018-2028	Expansion	Replacement	Total
Construction	6,380	4.3%	0.1%	2.2%	1,570	1,470	3,040
Other retail trade (excluding cars and personal care)	3,110	2.7%	0.5%	1.6%	550	570	1,120
Repair, personal and non-profit services	2,120	2.1%	1.3%	1.7%	400	390	790
Oil and gas extraction	1,400	4.8%	-0.7%	2.0%	310	340	650
Elementary and secondary schools	1,910	1.6%	0.7%	1.1%	230	410	640
Truck transportation	1,840	1.4%	0.4%	0.9%	170	460	630
Food services and drinking places	2,130	2.1%	0.4%	1.3%	290	260	550
Support activities for mining and oil and gas extraction	1,890	1.4%	-0.5%	0.5%	80	400	480
Wholesale trade	1,370	1.3%	0.5%	0.9%	130	290	420
Ambulatory health care services	760	2.2%	3.4%	2.8%	240	150	390

Figure 12 Top 10 industries forecast to have the largest number of job openings in Northeast B.C.

Northeast B.C.: Labour Market Projections

As outlined in the B.C. Labour Market Outlook: 2018, the unemployment rate in the North is projected to be above the provincial rate (7.8% and 4.8%, respectively)¹⁴. Moreover, the Northeast is third only to Vancouver Island / Coast and Mainland / Southwest in expected employment demand due to the improvement in the resource sector which significantly impacts this region¹⁵. Over the next 10 years employment demand is set to increase by 1.0% annually. Figure 13 demonstrates the top 10 Industries for our region.

¹⁴ Labour Force Statistics Highlights, page 3, March 2019, Issue #19-03

¹⁵ Ibid

Top 10 industries	Job openings	Employment growth
Construction	3,200	2.2%
Mining and Oil and Gas Extraction	1,800	1.0%
Retail Trade	1,600	1.4%
Transportation and Warehousing	1,200	1.2%
Accommodation and Food Services	1,100	1.0%
Agriculture and Fishing	1,100	1.0%
Educational Services	900	0.9%
Health Care and Social Assistance	900	1.7%
Professional, Scientific, and Technical Services	900	2.1%
Information, Culture and Recreation	600	2.2%

Figure 13 Top 10 Industries in the Northeast Region

The Northeast has typically experienced lower rates compared to the provincial rates. We see evidence of this in Figure 14. What is noteworthy is that following a spike in Northeast BC in 2016 and gradual return to the BC average¹⁶, unemployment in Northeast BC is declining at a slower rate than the rest of BC.

¹⁶ Employment and unemployment rates by industry and development region. Retrieved on May 1, 2019 from <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/Northeast#view-full-profile>

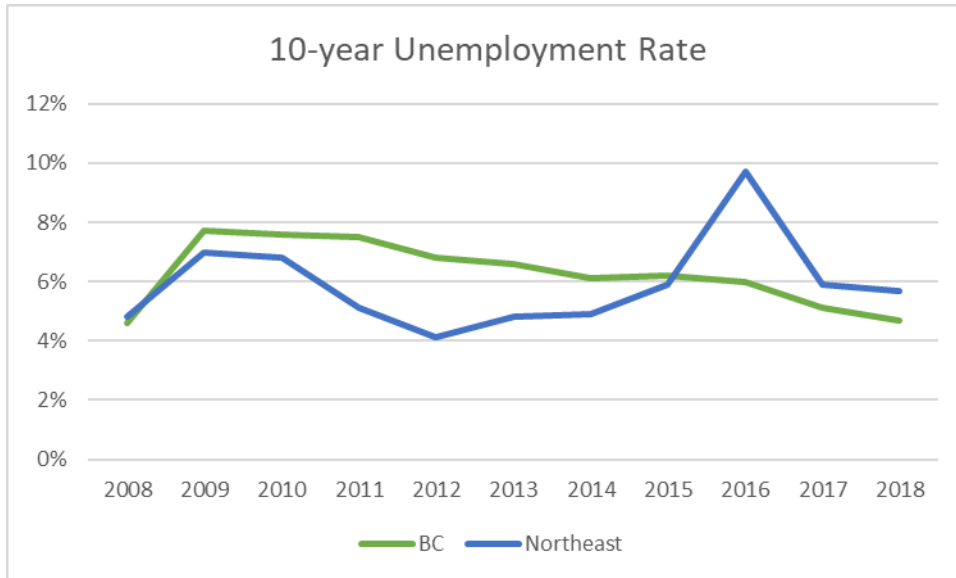


Figure 14 10-year Unemployment Rate - BC to Northeast Comparison

The announcement from ARC Resources of Calgary that an extremely large pool of oil extending 100 kilometres long from west to east exists in a geographical area known as the Tower Region, located between Dawson Creek and Fort St. John. The estimate that ARC reports is that approximately 9.7 billion barrels of light crude is already known to exist in that field. It will be a significant economic driver in the region and the number of wells and the company indicates that oil production will be expanded as the oil price begins to recover. Production in this oil field is already on-stream producing 26,000 barrels of oil per day¹⁷.

¹⁷ Huffington Post B.C. Crude Oil Production Hits 9-Year High With New Discovery. http://www.huffingtonpost.ca/2016/05/26/bc-crude-oil-production_n_10147482.html Retrieved May 8, 2019



Figure 15 Number of Wells Drilled in B.C. - Annually

The economies of many B.C. Northern communities are based on resources, thus local markets are affected by the implementation of new oil and gas projects, the closing of mines, and the commodity prices and demand. In terms of predicting future recovery in the oil and gas industry in our region, after a decrease of 36% in Western Canada, well activity in BC is still strong for 2018¹⁸. Although British

Columbia will be the most optimistic of all four western Canadian provinces, the decrease in up-stream production has resulted in a decrease in job opportunities related to the Oil and Gas sector in north-eastern British Columbia¹⁹. Work availability related to the oil and gas service is decreasing; particularly in Fort Nelson²⁰. This trend is expected to follow the rest of the economy as the resource industry becomes less robust and starts to consolidate its assets to accommodate its declining revenue stream. The result is less investment in the resource industry in our region and fewer jobs.

The largest work-related project in the region currently is the Site-C Dam being constructed by BC Hydro on the Peace River at Fort St. John, which got underway in 2016. At February 2019,

¹⁸ Number Of Wells Drilled In B.C. – Annually, BC Oil & Gas Commission, retrieved on April 17, 2019 from https://iris.bcogc.ca/reports/rwservlet?prd_ogcr9960a

¹⁹ <http://energeticcity.ca/article/news/2016/04/28/psac-forecasts-no-change-dire-times-canadian-oilfields>

²⁰ Bennett, N. *Business in Vancouver*, August 23, 2016. North’s economic boom goes south, Retrieved on June 28, 2017 from <https://www.biv.com/article/2016/8/norths-economic-boom-goes-south/>

3,494 workers were employed²¹. Of the total workers, 2,760 were from BC (79%)²². The College continues to actively engage in discussions related to training initiatives for that project.

When we consider mining projects that are planned or are currently underway such as such as Brixton Metals' Thorn project²³ in BC's *Golden Triangle*, it becomes clear that increased skills training in the Northwestern portion of the NLC Region (Dease Lake and Atlin) is an important consideration. The outlook in 2017 became promising as spending in BC on mining and exploration grew after a five-year period of decline²⁴.

With the October 2018 LNG Canada announcement to develop and operate a liquid natural gas export facility, the need for skills training that touches both the Northwestern (midstream) and Northeastern (upstream) regions of the College are more apparent.

As such, Northern Lights College will therefore continue to participate actively in initiatives such as the Northern Postsecondary Council, Northern Opportunities™ (Dual Credit), and others. The importance of such collaborations is echoed in the following excerpt from the *2014 Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier's LNG Working Group*:

“One of the biggest challenges facing major projects is finding ways to attract the workforce to where the work is actually located. Many of the training institutions and opportunities are located in southern B.C. which is away from the location of the work. However, programs like Northern Opportunities™ afford the chance to train in the north and stay in the north. Northern Opportunities™ is a partnership of three northeast B.C. school districts, Northern Lights College, First Nations, and industry that

²¹ Site C Employment Statistics, February 2019, Site C Clean Energy Project. Retrieved Apr 26, 2018 from <https://www.sitecproject.com/>

²² Ibid

²³ *Northern BC Mining*, February 23, 2017, Retrieved on June 28, 2017 from <http://northernbcmining.com/2017/02/brixton-metals-provides-project-updates/>

²⁴ B.C. mining and exploration grew last year for the first time since 2012: EY. *Business in Vancouver*, Mar 8, 2018.

provides young people with a seamless learning pathway from secondary school to post-secondary training leading to career success.”²⁵

Such innovative partnerships as the one illustrated above, hold promise for ensuring seamless educational pathways to employability and for aligning education and training to job market demands; a partnership that may serve as a model for other post-secondary institutions²⁶.

In order to respond to programming demands, the resourcing of our institution remains critical. To this end, Northern Lights College continues to be engaged with the Northern Postsecondary Council (NPSC) and the Ministry of Advanced Education, Skills and Training in identifying effective solutions to resourcing issues.

Demographic and Social Trends in the Region

Population

Between 2011 and 2018, the population of the Northeast region grew by an estimated 5.24%, although this was significantly lower than the provincial rate of 10.87%²⁷. Following three years of population decline and continued decline in the communities of Fort Nelson and Pouce Coupe, the Northeast region saw modest net growth in 2018 due to increased population in Fort St John, and proportional growth in Chetwynd and Tumbler Ridge.

In terms of age, the Northeast is younger (median age in 2018 was 34.3 years compared to the provincial median age of 41.9 years), and has significantly fewer older residents (9.0% of the

²⁵ Final Report to the Premier and Minister of Jobs, Tourism and Skills Training and Minister Responsible for Labour Premier’s LNG Working Group – March 31, 2014. Retrieved on June 28, 2017 from http://www2.gov.bc.ca/assets/gov/employment-business-and-economic-development/employers/additional-labour-resources/lng_final_report.pdf.

²⁶ http://northernopportunities.bc.ca/wp-content/uploads/2013/03/NOP-Export-Model.FINAL_dec20-2.pdf

²⁷ BC Stats, BC Development Region, Regional District and Municipal Population Estimates 2011-2018. Retrieved on May 21, 2019 from https://www.bcstats.gov.bc.ca/Files/3759f5f7-0b6e-4805-b7fe-0436095ee8c0_39383/BCDevelopmentRegionRegionalDistrictandMunicipalPopulationEstimates2011-2018.xlsx

population is 65 years or older compared to 15.7% for the province as a whole)²⁸. With respect to gender, males outnumber females across Northern B.C. (see Figure 16)²⁹.

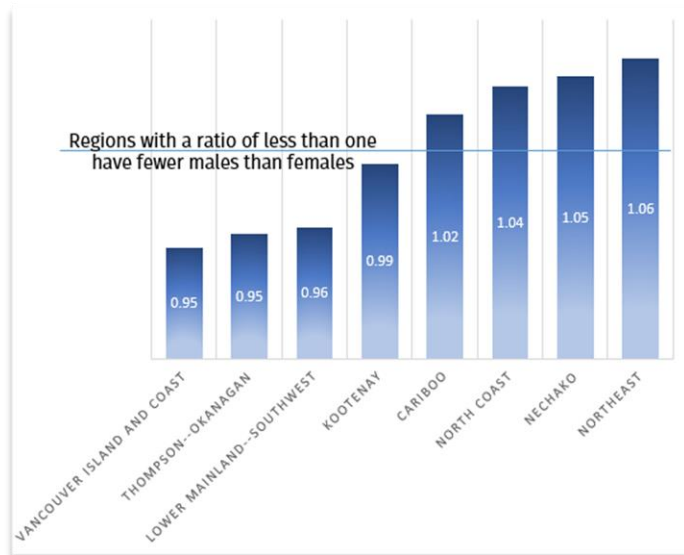


Figure 16 Ratio of Men to Women in BC

Ethnicity

The ethnic composition of the Northeast population is also different from that of B.C. as a whole. In the Northeast, the total percentage of visible minorities is only 1.8% as compared the provincial rate of 21.6%. The Northeast's population of Indigenous people nearly three times that of B.C. as a whole³⁰ while its percentage of immigrants is significantly less.

Education Levels: Adult Labour Force (aged 25 to 54)

The educational attainment of the adult labour force living in northeast B.C. remained unchanged in 2016. Namely, 53.8% have earned a post-secondary certificate, diploma or

²⁸ Statistics Canada, 2016 Census topic: Age and sex Data tables as retrieve April 23, 2019 from <http://www12.statcan.gc.ca/census-recensement/2016/rt-td/as-eng.cfm>.

²⁹ Statistics Canada. 2017. Age and Sex Highlight Tables. 2016 Census.

³⁰ Statistics Canada, 2006 Census Custom tabulation. <http://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/Indigenous-peoples-bc/census-profiles-Indigenous-peoples>

higher³¹. In comparison the provincial average was significantly higher at 69.4%³². Most notable, is Northeast B.C.'s adult labour force has the lowest level of educational attainment in the province, which has been a consistent trend over time. This is a worrisome trend for our region. The difference can be attributed to a number of factors, one of which is the availability of high paying unskilled jobs. One of the significant opportunities for Northern Lights College is providing pathways for students, at any level, to continue with their education, including their B.C. Adult Graduation Diploma. Albeit lower than provincial rates, the northeast has made gains over the past five years for this indicator, increasing 5.3 percentage points (ppt). Provincial rates have also increased, but only realizing a gain of 3.5 ppt (see Figure 17).

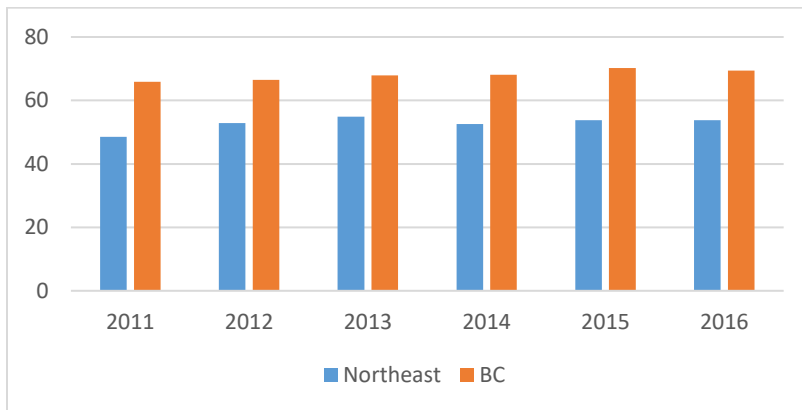


Figure 17 Percent of Labour Force with Post-secondary Certificate/Diploma or higher

Results from the June 2015 Student Transitions Project also provides a picture of lower educational attainment among Northeastern B.C. residents. For example, the immediate entry transition rate for B.C. Grade 12 graduates was 53% (in 2012-13), as compared to only 35% for Grade 12 graduates living in the Northeast. Northern Lights College will keep working collaboratively with the School districts in our region, and with Northern Opportunities™, to

³¹ Statistics Canada, Labour Force Survey, Custom Table, reported by CPABC, Regional Check-up 2017: Northeast Development Region. Retrieved on June 29, 2017 from https://www.bccpa.ca/CpaBc/media/CPABC/News_Events_Publications/Govt%20Relations/2017/2017-NEDR-Report.pdf

³² Ibid

encourage students to enroll in our dual credit programs; and to pursue postsecondary education upon graduation prior to entering the full-time workforce.

Employment by Sector

Economic structure and employment by industry are basic socio-economic factors that serve to inform the College’s planning of program and services; however differential patterns exist for the Northeast region compared to the province as a whole. This pattern is demonstrated in Figure 18. We see that the service-producing sector employs the majority of workers for both the province and for the Northeast region (80% and 67%, respectively)³³. However, the Northeast’s goods-producing sector employs nearly one-third of its workers, while this sector accounts for only one-fifth of the province’s workers.

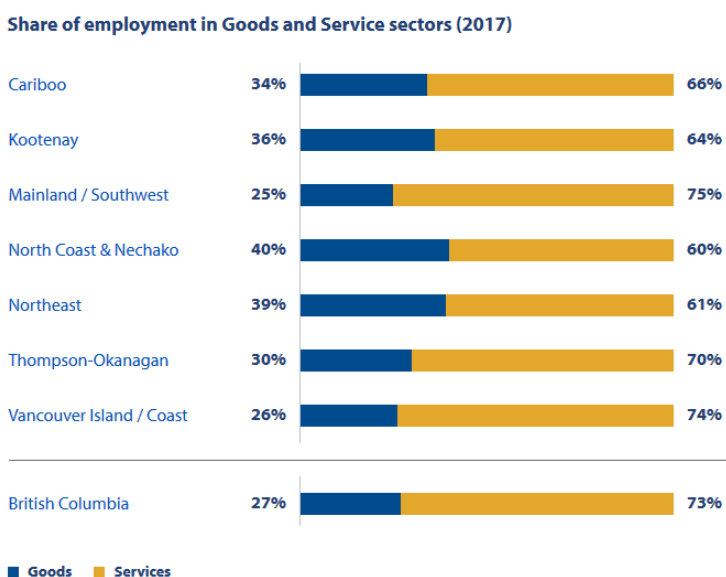


Figure 18 Share of employment in Goods and Service sectors (2017)

Over the longer term, the top three industries expected to achieve the fastest growth are in Services: Nursing and Residential Care Facilities, Other Education, Ambulatory Health Care Services.

³³ 2017 Labour Force Survey, Retrieved on May 1, 2019 from <https://www.workbc.ca/Labour-Market-Information/Regional-Profiles/Northeast#bc-labour-market-outlook-for-this-region>

Internal Factors

Northern Lights College has now completed the move to the BCNET Network in July 2018. All campuses and access centres now have their own dedicated bandwidth to deliver services to all of our students. This upgrade reduced network congestion, and increased the capacity and performance of video conferencing and wireless access.

Another initiative that we undertook is to start the development process toward an applied research agenda. As a first step we submitted an application to the Natural Sciences and Engineering Research Council (NSERC). Our objective is to receive institutional eligibility so that we are able to administer grants and awards granted by NSERC. In late 2016, we were approached by University of British Columbia's Clean Energy Research Centre to partner (along with the City of Dawson Creek, PNG, and CleanO2) on a research project that aims to verify the GHG and efficiency benefits of CleanO2's CARBiNX post combustion carbon capture and heat recovery device. Additionally, the project will examine ways to improve the technology and be ready for a wide-scale commercial rollout. While this project is in the planning stages, it holds great promise and provides a tremendous opportunity for Northern Lights College to begin engaging in applied research.

Treaty 8 Tribal Association Treaty and Aboriginal Rights Research and NLC Partner

In mid-2018, Canada's Social Science Humanities Research Council (SSHRC) announced a Call for Proposals to "bolster Indigenous research projects". These SSHRC grants are in response to the Truth and Reconciliation Commission (TRC) report's call to action to establish a national research program to advance the understanding of reconciliation.

The Treaty 8 Tribal Association research branch, Treaty and Aboriginal Rights Research (TARR), were asked by Northern Lights College (NLC) to partner on a joint proposal. In September 2018, TARR and NLC submitted a proposal to the Canadian Research Coordinating Committee's (CRCC) second special call which asked for "... proposals to award grants to indigenous organizations and researchers to support leadership in organizing their respective engagement activities and to develop position papers". The proposal, entitled "Our Collective Voice: Understanding the Present State of Indigenous Relationships with Research Across Disciplines", was one of 116 projects (or 50.4% of applications) who were funded with a grant for \$50,000.

TARR and NLC propose to embark on a community consultation process to progress the engagement process between the college and the Treaty 8 Tribal Association partner communities (Doig River First Nation, Halfway River First Nation, West Moberly First Nations, Saulteau First Nations, Prophet River First Nation and Fort Nelson First Nation), upon whose traditional territory the college region falls. The goals of the research are two-fold, one is to support Indigenous knowledge and the Indigenous communities of the area through sustained research lead by, and owned by, the communities themselves and the second is to create a formal research protocol for the Treaty 8 area based on the consultations with the First Nation communities.

Ultimately, both TARR and NLC hope to create an Indigenous research center at Northern Lights College to serve the entire Treaty 8 Territory. The objective of this research center will be promoting research within the Treaty 8 Territory that is directed by, and owned by, the Indigenous communities themselves. Traditionally, most Indigenous research has been done “on the indigenous community” but rarely has research been done with, done for, or directed by the Indigenous community. Northern Lights College views the creation of this partnership proposal with the T8TA as true reconciliation at work.

Northern Lights College continues to assess business practices for efficiencies that may be gained. We continue to enhance our Colleague system based on an Action Plan developed by Ellucian in December 2016. We performed several additional usage audits in all areas during the year. Additionally, we implemented the Self Service module for all users.

Performance Plan: Goals, Objectives, Performance Measures and Targets

NLC Goals and Objectives

Northern Lights College's strategic priorities: Students, Programming, People & Culture continue to align with the Government's commitments: Ministry Commitment #1: Make life more affordable; Ministry Commitment #2: Deliver the services that people count on; Ministry Commitment #3: Build a strong, sustainable, innovative economy that works for everyone.

Priority #1 Students

NLC will prioritize the academic and career success of our students by redefining the student experience.

Goals:

1. Delivery of exceptional student-centered service to our diverse student and client populations.
2. Providing outstanding campus communities, support services and engagement opportunities that enhance the success of our students.
3. Fostering a campus environment that meets students' evolving cultural, physical and social needs.

Priority #2 Programming

NLC will ensure the highest quality of education through relevant and innovative programming.

Goals:

1. Leveraging technology to enhance the education experience.
2. Growth and diversification of our revenue through the expansion of business enterprise, applied research and innovation.
3. Meeting the education and training needs of business, industries and organizations in the college region.

Priority #3 People and Culture

NLC will recruit, nurture and retain a diverse faculty who are outstanding educators and an exceptional staff who provide outstanding support to faculty and students.

Goals:

1. Attract, develop and retain employees who have the knowledge and skills to be fully contributing members of the College.
2. Improve College Wellness resulting in fewer claims, fewer lost time days and fewer RIWP complaints.
3. Improve key business processes and infrastructure to fully support all departments and NLC.

Strategic Priority Achievements

This year sees the College continuing with activities that deliver on our priorities, but the year has been one of gathering our momentum and refilling and refreshing our human resources. Our achievements can be measured best in the frame of the *2018-2019 B.C. Strategic Priority Actions* provided by the Minister.

Performance Measures, Targets and Results

2018-2019 B.C. Strategic Priority Actions: Related NLC Activities and Accomplishments

- 1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.**

The Director of Aboriginal Education sits on various committees and/or boards such as BC's I-Lead Committee (network of post-secondary Indigenous educational leaders), the Indigenous Articulation Committee (committee to engage in discussion related to curricular matters, particularly those affecting Indigenous student mobility within BC), the Irving K. Barber Indigenous Scholarship adjudication committee, and Fort St. John's Literacy Society Board while one member of the Aboriginal Education Department attends the BCAPSC meetings on a regular basis.

2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister’s mandate letter. Specific actions include, but are not limited to:

- a. Continue to implement tuition-free Adult Basic Education (ABE) and English Language Learning (ELL) programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.**

In early 2019, the College completed re-developing an enrolment structure for the English as a Second Language (EASL) program that creates clear opportunities for domestic ELL students. Further, ELL has been identified as a key contributor to the revised developmental FTE targets set in 2019 and will figure prominently in our recruitment strategies.

- b. Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.**

In 2018/19, NLC provided assistance to three former youth in care with funding from the Ministry of Children and Families and assisted four additional applicants. Service access has centred on financial support through the college Financial Aid Office and includes the addition of opportunities for former youth in care on our web site.

- c. Expand technology-related programming and other programs that align with the growing knowledge-based economy.**

The BC Jobs Plan 5-Year Update report states that “B.C.’s technology sub-sectors, which include information and communications technology, cleantech, engineering, life sciences, and digital media, are growing faster than the overall economy”. Several new programs recently developed in order to meet the demand for jobs in this growing sector include digital photography, introduction to digital film making, Certified Microsoft Technology Associate certificate (courses aimed to support introductory to mid-level employment skills), and a diploma in Interactive Technologies and Game Design.

Two exciting clean technology-based initiatives that are currently being explored include a 12-month enclosed greenhouse and a Renewable Energy Technology

(RET) program that provides technical training for employment in the field of manufacturing, installation and maintenance of renewable energy systems and products. Both of these initiatives hold great promise and are designed specifically to support education in clean technologies.

3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports;

Through student orientations, and targeted presentations we are ensuring students are aware of the policies and procedures that are in place to support a safe and healthy learning environment. We continued internal advertising of the student support program that offers personal counselling to students.

4. Align your institutional processes with the K – 12 curriculum changes to ensure the seamless transition of students entering post-secondary education;

In addition to the entrance requirements revised and pending revision, NLC has been an active participant in the Transcripts Services Reference Group (TSRG) and has agreed to participate in the electronic high school exchange as the technology becomes available.

5. Work closely with the Ministry to develop a balanced approach to international education.

During 2018-19 year, the College liaised with the Ministry for the development of the new provincial framework for international education. Key activities included: expansion of international recruitment efforts in newer markets, such as Philippines, Vietnam, Taiwan, Jamaica, Turkey; creation of a pathway program with a Chinese school; Improvement of admissions practices; intercultural activities on campus and in our communities.

6. Comply with government's two percent cap on tuition and mandatory fee increases.

NLC has complied with the 2% cap for 2018/19.

1. Student Spaces

System objective: Capacity

Number of full-time equivalent student enrolments delivered overall and in the designated program areas of Health and Developmental.

	Performance				Targets		
	2017/18 Actual	2018/19 Target	2018/19 Actual	Assessment	2019/20	2020/21	2021/22
Total student spaces	682	1495	599	Not achieved	1507	1507	1485
Nursing and other allied health programs	43	35	37	Achieved	49		
Developmental programs	177	226	120	Not achieved	125		

Declining growth in Total student spaces has tapered off. Although NLC is far from achieving targets, investments in undergraduate, trades, indigenous, and continuing education are showing signs of growth.

Following revised Developmental program targets for 2019/20, NLC expects ELL FTEs to be an important factor in our developmental recruitment strategies.

Finally, NLC's partnership development strategy with our Indigenous communities is yielding targeted training initiatives that will assist in meeting our Total student spaces targets in 2019/20.

2. Credentials Awarded

System objective: Capacity

The average number of credentials awarded by public post-secondary institutions in the most recent three years.

	Performance				Targets		
	2017/18 Actual	2018/19 Target	2018/19 Actual	Assessment	2019/20	2020/21	2021/22
Number	382	376	365	Substantially Achieved	357	TBD	TBD

3. Aboriginal Student Spaces

System objective: Access

Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.

	Performance				Targets		
	2017/18 Actual	2018/19 Target	2018/19 Actual	Assessment	2019/20	2020/21	2021/22
Total Aboriginal student spaces	263	263	303	Exceeded	Maintain or increase over previous year		
Ministry (AEST)	162	162	194	Exceeded			
Industry Training Authority (ITA)	101	101	109	Achieved			

4. Student Satisfaction with Education

System objective: Quality

Percentage of students who were very satisfied or satisfied with the education they received.

	Performance						Targets		
	2017/18 Actual		2018/19 Target	2018/19 Actual		Assessment	2019/20	2020/21	2021/22
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	92.7%	2.3%	≥ 90%	90.7%	1.8%	Achieved	≥ 90%		
Former apprenticeship students	94.5%	3.6%		93.8%	4.0%	Achieved			

5. Student Assessment of the Quality of Instruction

System objective: Quality

Percentage of students who rated the quality of instruction in their program positively.

	Performance						Targets		
	2017/18 Actual		2018/19 Target	2018/19 Actual		Assessment	2019/20	2020/21	2021/22
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	92.2%	2.3%	≥ 90%	90.9%	1.8%	Achieved	≥ 90%		
Former apprenticeship students	100.0%	0.0%		93.8%	4.0%	Achieved			

6. Student Assessment of Skill Development

System objective: Quality

Percentage of students who indicated their education helped them to develop various skills.

	Performance						Targets		
	2017/18 Actual		2018/19 Target	2018/19 Actual		Assessment	2019/20	2020/21	2021/22
	%	+/-		%	+/-		(average %)		
Former diploma, associate degree and certificate students	91.8%	2.3%	≥ 85%	90.7%	2.1%	Achieved	≥ 85%		
Former apprenticeship students	93.8%	4.6%		88.6%	6.3%	Exceeded			

7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

System objective: Relevance

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

	Performance						Targets		
	2017/18 Actual		2018/19 Target	2018/19 Actual		Assessment	2019/20	2020/21	2021/22
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	82.9%	4.2%	≥ 90%	87.5%	2.4%	Substantially achieved	≥ 90%		
Former apprenticeship students	98.0%	2.6%		95.6%	3.8%	Exceeded			

8. Unemployment Rate

System objective: Relevance

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	Performance						Targets		
	2017/18 Actual		2018/19 Target	2018/19 Actual		Assessment	2019/20	2020/21	2021/22
	%	+/-		%	+/-				
Former diploma, associate degree and certificate students	11.6%	3.1%	≤ 11.1%	5.9%	1.5%	Exceeded	8.6%	≤ unemployment rate for individuals with high school credentials or less	
Former apprenticeship students	3.8%	3.3%		4.3%	3.5%	Exceeded			

Financial Information

For the most recent financial information, please see the Audited Financial Statements available at:

[https://www.nlc.bc.ca/Portals/0/documents/AboutUs/Administration/2018-19 Audited Financial Statements.pdf](https://www.nlc.bc.ca/Portals/0/documents/AboutUs/Administration/2018-19_Audited_Financial_Statements.pdf)

2018-2019 Contact Hour Activity Report

Northern Lights College

Table A: Contact Hour Activity for Fiscal Year 2018-2019

Campus Name	Onsite ¹ CHE ²				Offsite ³ CHE				Campus Total
	Domestic Students		International Students		Domestic Students		International Students		
	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	Class/Lab	Shop/Teaching Kitchen	
Atlin	60								60
Chetwynd	10,652	600			345		45		11,642
Dawson Creek	63,585	94,076	86,532	4,986	9,858	2,352	10,995		272,383
Fort Nelson	12,058	4,162			1,186	3			17,409
Fort St John	147,202	56,678	102,232	211	169,909	1,314	38,540		516,086
Tumbler Ridge	228				45				273
Total	233,785	155,515	188,764	5,197	181,343	3,669	49,580	-	817,853

Notes

¹ Onsite activity includes classroom instruction such as lectures, labs and tutorials.

² CHE: A contact hour equivalent (CHE) is defined as equivalent of one hour of scheduled class time. A CHE is a means of recognizing an amount of educational activity comparable to a conventional Student Contact Hour (SCH), but not specific to a mode of delivery.

³ Offsite activity includes distributed education (DE), online, prior learning assessment (PLA), practicum or on-the-job training and other activities, as well as instruction delivered at worksites, rented or donated locations. **Please assign offsite activity to the main or regional campus that administers the activity.** Activity delivered at an offshore/foreign campus should be excluded from the report.

Comments/Description of Manual Edits

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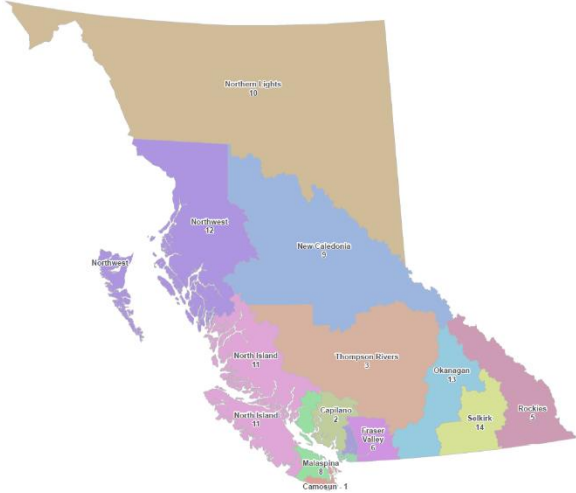
For Contact Purposes:

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Date:	15-Jul-2019		

Appendix A – Regions of Northern Lights College

The following maps depict the administrative boundaries relevant to this report.

Northern Lights College Region



Northern School Districts



Northeast Development Region



Northern Regional Districts



Appendix B – Reporting on Mandate Priority #1

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. The following table provides an at-a-glance summary of our institution’s progress.

TRC CALL TO ACTION³⁴ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS³⁵	INITIATIVE AND PARTNERSHIP DETAILS
<p>1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Implemented</p>	<p>NLC has created and implemented an Indigenous Human Service Worker Certificate program. This program prepares graduates for employment as a Human Service Worker, with a focus on serving Indigenous people on- or off-reserve. Students will acquire culturally appropriate knowledge, skills, and values while working with individuals, groups, and communities. IHSW Certificate graduates also earn course credits that can be applied to NLC's Early Childhood Education and Care Diploma, Education Assistant Diploma, and Social Service Worker Diploma. The first intake of NLC's new IHSW Certificate program was offered in partnership with the Northeast Native Advancing Society (NENAS) in Spring 2018. A second intake, again in partnership with NENAS, is planned for Fall 2019. School District 60 is hoping to participate in the partnership.</p>

³⁴ "...” represents omitted text not related to post-secondary education from the original Call to Action.

³⁵ N/A indicates there is no relevant program on this subject offered at this institution.

<p>12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>In Progress</p>	<p>NLC has now offered two ECE Basic-Certificate-to-Practice cohorts in partnership with the Seabird Island Band in the Upper Fraser Valley. As with NLC’s new IHSW program, emphasis was placed on culturally appropriate knowledge, skills, and values. NLC is also collaborating with the Northeast Native Advancing Society to offer ECE courses for Indigenous students. The NLC–Seabird partnership lasted from 2016 through 2018. The NLC–NENAS partnership is ongoing.</p>
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>N/A</p>	<p>This is currently beyond the scope of NLC’s program capacity.</p>
<p>23: HEALTH-CARE PROFESSIONALS 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.</p>	<p>In Progress</p>	<p>In recent years, NLC has offered a Health Care Assistant intake for Indigenous students sponsored by the Northeast Native Advancing Society. In delivering the Provincial Practical Nursing Program in British Columbia, NLC has made progress in indigenizing its Practical Nursing Diploma program. Various courses in this program address “Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and Indigenous teachings and practices.” NLC will begin delivering the revised Provincial Practical Nursing Program in Fall 2019. Further progress toward indigenization has been achieved in the development of this curriculum.</p>

<p>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.</p>	<p>In Progress</p>	<p>In delivering the Provincial Practical Nursing Program in British Columbia, NLC has made progress in indigenizing its Practical Nursing Diploma program. Various courses in this program address “Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and Indigenous teachings and practices.” NLC will begin delivering the revised Provincial Practical Nursing Program in Fall 2019. Further progress toward indigenization has been achieved in the development of this curriculum.</p>
<p>28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.</p>	<p>N/A</p>	<p>This item is currently beyond the scope of NLC programming.</p>

<p>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.</p>	<p>In Progress</p>	<p>NLC currently offers courses on cultural and social anthropology, ethnic and race relations, ethnography of Canada’s First Nations people, contemporary Canadian Native peoples, archaeological heritage, and treaties and Aboriginal rights. These courses are widely available to the general public. As employees of NLC are also public servants, NLC has completed a number of activities including:</p> <ul style="list-style-type: none"> • Margaret Fenton-Pokiak, spoke on the Fort St. John and Dawson Creek campuses about her life in residential school in Aklavik, NT • Liz Logan, former Chief from Fort Nelson First Nation spoke to faculty and students about residential schools and Indigenous governance • Student Tiffany Mearow held a Red Dress event to provide information on Missing and Murdered Indigenous Woman and Girls (MMIWG) • The Fort St. John and Dawson Creek campuses each had a showing of the movie Indian Horse, an adaptation of Richard Wagamese’s book of the same name about residential school life
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<p>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.</p>	<p>Implemented</p>	<p>In partnership with Simon Fraser University, NLC offers a teacher education program known as the Alaska Highway Consortium on Teacher Education. NLC and SFU are proud of the extent to which our faculty have integrated Indigenous knowledge and teaching into the curriculum. We have deliberately pursued this goal. The Indigenization process of the program includes Truth and Reconciliation and indigenous components are embedded in texts and throughout the program rather than set aside in a stand-alone course. There is also an emphasis on place-based learning. Teacher candidates are nurtured to plan for student diversity in their daily practice.</p> <p>The partnership between Simon Fraser University and Northern Lights College is ongoing and AHCOTE continues to build relationships with First Nations communities, including project-based learning, and field-trips to reserves and indigenous events, such as the Doig Days cultural events hosted by the Doig River First Nation.</p> <p>In September 2018, representatives from the BC Teacher Regulation Branch and the BC Teachers' Council undertook an assessment of the AHCOTE program through a site visit and structured dialogue. The TRB/BCTC report confirms that the AHCOTE program exemplifies important trends the field by incorporating:</p> <ul style="list-style-type: none"> • A much greater focus on First Nations issues and pedagogies. • Greater attention to the importance of inclusionary practices in education.
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<p>86: JOURNALISM AND MEDIA SCHOOLS We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	<p>N/A</p>	<p>This item is currently beyond the scope of NLC programming.</p>
<p>92: BUSINESS SCHOOLS We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented</p>	<p>NLC’s Business Management Diploma program now includes course options for students that address Aboriginal Peoples of Canada and Treaties.</p>

<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> <p>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:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 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 <p><i>Article 15</i></p> <ol style="list-style-type: none"> 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. <p><i>Article 21</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas 	<p>In Progress</p>	<p>To implement the articles of UNDRIP noted previously (Article 14, 15 and 21), Northern Lights College has been engaging in genuine relationship building with the First Nations found within our college region for approx. 3 years. Examples include 1) attendance by staff at local First Nation culture camps, 2) partnership with Treaty 8 Tribal Association (T8TA) branch Treaty and Aboriginal Rights (TARR) on a SSHRC research grant to look at the creation of a standard research protocol for the Treaty 8 territory based on the input of Treaty 8 members, 3) Leadership to Leadership meetings with NLC's President, VP of Community Relations, and the Director of Aboriginal Education with the T8TA Chief's, 4) NLC's Aboriginal Education Department drafted their own vision, mission and priorities outside of, but related to, the college's strategic plan, 5) last summer the Faculty PD committee, organized with the Ab. Ed Department, an Indigenization seminar to inform faculty about how to Indigenize their curricula, and 6) events are held on our campuses such as East Meets West (sharing of cultural activities between our International students and Indigenous students), showing of the movie Indian Horse (Dawson Creek and Fort St. John so far), welcoming of speakers such as Margaret Fenton-Pokiak, author of books on her life in residential schools (Dawson and Fort St. John), regular Talking/Sharing Circles (Fort Nelson) and the sponsorship of a play entitled Šxʷ?amət (home) open to the public, which asked the audience to work though issues of reconciliation (Chetwynd). The reasons for these events, while perhaps not wholly related to the UNDRIP articles, is to create space within our college that is safe and respectful of not only our Indigenous students but of our college region's original inhabitants. Without the creation of safe, respectful spaces coupled with the knowledge that NLC has truly changed, the local First Nation's would have no impetus to work with NLC to gain their already affirmed rights but NLC wants to assist and truly be that good neighbor to the Treaty 8 (and Tahltan) people.</p>
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of education, employment, vocational training and retraining, housing, sanitation, health and social security.		
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