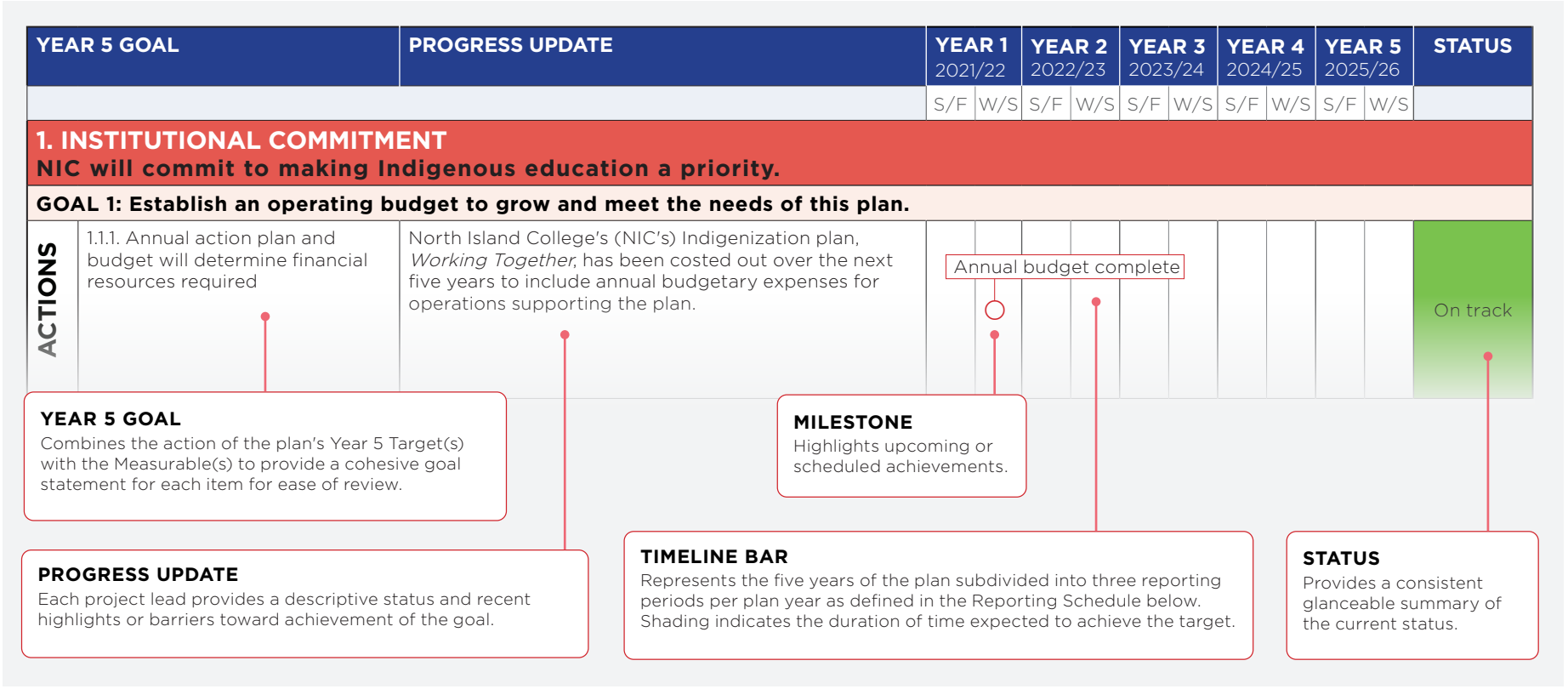
NORTH ISLAND COLLEGE
INDIGENIZATION PLAN
2021-2026

Working Together Dashboard
Year 1 Report 1

NORTH ISLAND COLLEGE
NIC
INDIGENOUS EDUCATION

How the Dashboard Works

LEGEND	Complete	On track	Behind	No data yet	Not started



WORKING TOGETHER REPORTING

PLAN YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2021/22		2022/23		2023/24		2024/25		2025/26	
Terms	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring	Summer/Fall	Winter/Spring
Measurement Period	July to December 2021	January to June 2022	July to December 2022	January to June 2023	July to December 2023	January to June 2024	July to December 2024	January to June 2025	July to December 2025	January to June 2026
Reporting Date	January 2022	June 2022	January 2023	June 2023	January 2024	June 2024	January 2025	June 2025	January 2026	June 2026

WORKING TOGETHER DASHBOARD

YEAR 1 REPORT 1: June 2022

YEAR 5 GOAL		PROGRESS UPDATE	YEAR 1 2021/22 S/F	YEAR 1 2021/22 W/S	YEAR 2 2022/23 S/F	YEAR 2 2022/23 W/S	YEAR 3 2023/24 S/F	YEAR 3 2023/24 W/S	YEAR 4 2024/25 S/F	YEAR 4 2024/25 W/S	YEAR 5 2025/26 S/F	YEAR 5 2025/26 W/S	STATUS
1. INSTITUTIONAL COMMITMENT **NIC will commit to making Indigenous education a priority.**													
GOAL 1: Establish an operating budget to grow and meet the needs of this plan.													
ACTIONS	1.1.1. Annual action plan and budget will determine financial resources required	North Island College's (NIC's) Indigenization plan, *Working Together*, has been costed out over the next five years to include annual budgetary expenses for operations supporting the plan.	Annual budget complete										On track
	1.1.2. Source and secure funding	NIC has committed support from its base funding budget to implement and/or maintain actions within this plan, including providing full support for: the Elders in Residence program; an Indigenous Counsellor; a Manager of Indigenous and Regional Partnerships; 10 ABE Indigenous language courses; and the delivery of the Aboriginal Leadership Certificate program. Sourcing and securing funding will be assessed during the provincial base funding review process. Additional funding sources continue to be explored, including the Aboriginal Service Plan. Estimated costing for Year 1 is $978,000, and NIC was able to contribute $345,500 to progress on the *Working Together* actions. An additional $211, 500 has been committed to Year 2 (from base funding) for the Elders in Residence program. (see Appendix C for the draft costing details)	Elders in Residence program moved to base funding		$345,500 committed to Year 1	Identify financial needs following Provincial base funding review	Additional $211,500 committed to Year 2					Behind

LEGEND	Complete	On track	Behind	No data yet	Not started

YEAR 5 GOAL		PROGRESS UPDATE	YEAR 1 2021/22		YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		STATUS
			S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	
GOAL 2: Ensure departments/faculties identify and act on specific commitments to Reconciliation and Indigenization.													
ACTIONS	1.2.1. Departments create a baseline report for the Indigenous Education Committee (IEC) indicating: a) where they currently stand in Indigenization efforts b) annual goals to be met Annual updates regarding successes/barriers/results to be reported to the IEC and community	A baseline report has been delayed due to issues related to COVID-19. The report is scheduled to be complete in 2024, with surveys rolling out in 2023. Despite absence of the official report, progress is still underway through ongoing program renewal plans, with departments reporting out annually on the *Institutional Accountability Plan and Report* (*IAPR*) (see Appendix A, *IAPR*).					Departmental surveys go out						Behind
GOAL 3: Commit ongoing/multi-year funds to support Indigenous Education programming, services and Indigenization efforts.													
ACTIONS	1.3.1. Establish a base funded program delivery model	Base funded program delivery is currently in place, providing for 9 ABE Indigenous language sections. Base funding has also supported Indigenous Education through contributions to the development of a core competency course and the creation of the Indigenization website. Planning for 2022/23 includes the delivery of the Aboriginal Leadership Certificate as well as 8-10 sections of ABE Indigenous Language courses.				Aboriginal Leadership Certificate begins							On track
	1.3.2. Offer Indigenous language courses (8 – 10 sections per year)	9 ABE-level course sections in Nuu-chah-nulth and Kwak'wala were delivered digitally. The Indigenous Language Fluency (ILF) Certificate in Nuu-chah-nulth language has been offered in partnership with Ehattesaht First Nation and Quuquuatsa Language society via digital delivery, and the first cohort will be graduating in December 2022. The ILF Certificate in Kwak'wala language has been offered in partnership with Kwakuitl First Nation via digital delivery, and the first cohort will be graduating in June 2022. This cohort is participating in an international field school at Kapi'olani Community College in Honolulu, Hawai'i to explore their language revitalization programs and what it means to be "Indigenous serving".				ILF Certificate in Nuu-chah-nulth complete							On track
	1.3.3. Transition Elders in Residence program from ASP to base funding	Began June 1, 2022											Complete

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		S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	
2. GOVERNANCE MODEL **NIC will ensure governance structures recognize and respect Indigenous peoples.**												
GOAL 1: Encourage and advocate for increased Indigenous representation on NIC boards, councils and committees.												
ACTIONS	2.1.1. Board of Governors – report on how members are chosen and identify strategies to promote Indigenous representation	While this objective has not yet begun, current makeup of the Board of Governors stands as: • 1 community member • 1 support staff rep • 1 student • EdCo Chair (ex officio)			Presentation to IEC for discussion							Not started
	2.1.2. Develop an awareness campaign to promote participation (awareness, benefits in participating, etc.)	This campaign has not yet started; however, Indigenous participation on boards, councils and committees has been increasing. Currently, the Education Council (EdCo) includes four Indigenous members.			Promote to Indigenous students in Sep 2022							Not started
GOAL 2: Explore and utilize decolonized and Indigenized decision-making processes.												
ACTIONS	2.2.1. Research and identify decolonized and Indigenized decision-making processes	Exploratory discussions on decolonized and Indigenized decision-making processes were planned for a joint meeting of NIC's Board of Governors (BOG), EdCo and the IEC in Fall 2021. Due to COVID-19 restrictions, this meeting was postponed and has been rescheduled for March 2023. Plans are also underway for a Summer 2022 symposium to explore decolonial practices in governance, with participation of the Indigenous Education Council (IEC) and the college community.		Joint meeting: BOG, EdCo, IEC Summer symposium								Behind
	2.2.2. Trial identified processes across a variety of areas	Following the Summer 2022 symposium and the joint meeting of the BOG, EdCo and IEC, trials will be conducted on the processes identified for decolonized and Indigenized decision-making			Begin trials of identified processes							Behind
GOAL 3: Review policies and operational practices to ensure they support the recognition of Indigenous people's human rights and the equity and inclusion of Indigenous students, faculty, staff and community members.												
ACTIONS	2.3.1. Review and update 3 existing NIC policies annually	Indigenous Education (IE) participated in the review of 2 policies/ protocols this year to include Indigenous lens: 1. Course syllabus policy – included Territory Acknowledgment language 2. Gathering Place use protocol – underway with the Gathering Place Committee		Began review of student complaint policy								On track
	2.3.2. Indigenous member on Policy and Standard committee	TBA										Not started

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		S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	
3. TEACHING AND LEARNING **NIC will implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.**												
GOAL 1: Develop and implement an Indigenous curriculum sub-committee.												
ACTIONS 3.1.1. Develop Terms of Reference, identify members and invite community members to participate	A symposium is planned for Summer 2022 to discuss and develop an action plan for the Indigenous curriculum sub-committee (ICSC) that will advance the Indigenization of teaching and learning approaches			Summer symposium Funding required for 1 FTE Faculty								On track
3.1.2. Identify scope of work	Action to follow the Summer 2022 symposium, with resulting action plan for the ICSC.					Action plan developed						On track
3.1.3. Implement sub-committee as a required Education Council process	ICSC to meet with EdCo to discuss process.					ICSC meets with EdCo						On track
3.1.4. Create a protocol guide that addresses the importance of co-development/facilitation/ delivery of Indigenized programming	ICSC to consult with IEC and EdCo to develop protocol.					Protocol guide development						On track
GOAL 2: Ensure Indigenous histories, worldview, knowledge, and pedagogies are relevantly, accurately and respectfully integrated.												
ACTIONS 3.2.1. Undertake college-wide, department-level curriculum reviews to ensure Indigenous histories, worldviews, knowledge and pedagogies are relevantly integrated in programs	As per NIC's academic plan, *Widening our Doorways 2026*, departments are currently completing program renewal plans, which will inform progress to this goal. (see Appendix A, *IAPR* - Appendix III regarding Truth and Reconciliation Calls to Action, slated to begin after Goal 1 is complete)					Review departments' program renewal plans						On track
3.2.2. Begin by piloting with one program area to develop model and reporting template	Identify best program area to pilot and create program model and reporting template.					Initiate pilot program						On track
3.2.3. Identify areas that require growth and develop a plan to address	Complete an assessment across all program areas to identify and assess gaps.					Begin program-wide assessment						On track

LEGEND	Complete	On track	Behind	No data yet	Not started

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GOAL 3: Departments address and respond to the Truth and Reconciliation Commission's Calls to Action.												
ACTIONS 3.3.1. Each Call to Action will have an action plan in place	The College, overall, has made significant progress on implementing the Truth and Reconciliation Commission of Canada's education-related Calls to Action (see Appendix A, *IAPR* - Appendix III). Following release of the departmental program renewal plans, action plans will be identified to respond to the TRC Calls to Action at the department level.					Identify action plans						On track
GOAL 4: Provide college-wide mentorship and support to faculty members to Indigenize teaching and learning.												
ACTIONS 3.4.1. Provide mentorship and support to faculty members to Indigenize teaching and learning via: a) resources located on an Indigenization website b) regular workshops c) professional development (Pro-D) d) annual Indigenization work across departments	NIC's Indigenization resource website is underway and can be viewed at: https://nicresources.opened.ca/ The Indigenous Education Facilitator works with faculty to explore processes toward Indigenization and reconciliation. Over the 2021/22 academic year, she offered a series of Truth and Reconciliation Dialogues to allow for staff, faculty and administration to gain a better understanding of each other's perspectives, encourage critical thinking and learn from one another. Topics included systemic racism and white privilege. The goal was to create spaces for constructive conversation centered around Reconciliation and Reconcili-Action, with an objective to support collective and/or individual commitment to action items identified during each gathering.					Completion of the Indigenization resource website						On track
3.4.2. Develop a local "cultural resource person" list	TBA											Not started
3.4.3. Work with OGE to explore and support faculty partnership/exchange opportunities	Indigenous Education has collaborated with OGE on the following initiatives: Supported access to Govt. of Canada Faculty Mobility funding for Laura Johnston, ABE faculty. Laura completed a project in collaboration with the Costa Rica Institute of Technology titled, *Interculturality: Interweaving Indigenous Pedagogies* – a project nominated for a PIEoneer Award, in the Real Life Learning category. Together with Sara Child and Kapi'olani Community College, Hawai'i, developed an Indigenous Language Revitalization Field School as part of the ILF certificate. Created a new international education plan that will support success for all students and become the college's first international plan to emphasize a deep commitment to Indigenization.											On track

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GOAL 5: Develop a website that assists faculty, staff and students to access resources, information, publications and reports about Indigenous issues, pedagogy, practice and knowledge.												
ACTIONS 3.5.1. Create a WordPress site	An Indigenous education resource website is in development to support faculty with Indigenizing their courses, curriculum and practices. The website will also house Truth and Reconciliation resources. (see https://nicresources.opened.ca/)					Completion of the Indigenization resource website						On track
4. UNDERSTANDING AND RECIPROCITY NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.												
GOAL 1: Develop and incorporate a multi-tiered local core competency training experience.												
ACTIONS 4.1.1. Develop digital learning modules	Three of seven core competency modules are complete. Development is underway for a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC's campuses and centres are situated. This training provides faculty with an opportunity to reflect and examine their practice. It also guides them in the development of new teaching and learning methods and supports and services for students.					Develop local modules						Behind
4.1.2. Offer multiple training opportunities throughout each year	Once the learning modules are complete, the core competency training will be offered with multiple entry points throughout the year. This training is additional to the series of Truth and Reconciliation Dialogues held during the 2021/22 academic year (updated in 3.4.1 above).					Launch training to NIC employees						Behind
4.1.3. Develop a roll-out plan to ensure all employees have the opportunity to complete training	IE to consult with NIC's Human Resources department to ensure all currently employees are given the opportunity to complete the core competency training and that the training is integrated into the orientation package for all new employees.					Consultations with HR						On track
4.1.4. Ensure content is available to integrate into courses and program for students	Indigenous curriculum sub-committee to facilitate the integration of core competency training into college courses and programs.					Review training with ICSC						On track

LEGEND	Complete	On track	Behind	No data yet	Not started

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GOAL 2: Ensure academic programs include content in at least one course, which explores Indigenous histories and identifies how Indigenous issues intersect with the field of study.												
ACTIONS 4.2.1. Develop list of courses with relevant content	Two departments complete: • Business • English	Continue work with decanal areas										On track
4.2.2. Departments to work with Indigenous curriculum sub-committee to ensure content is appropriate	Action to follow the Summer 2022 symposium, with resulting action plan for the Indigenous curriculum sub-committee to collaborate with departments on ensuring appropriateness of Indigenous content.			ICSC consultations with departments								Not started
4.2.3. Identify gaps and develop plan to address	A full review of Indigenous content will be conducted by the Indigenous curriculum sub-committee, starting in Spring 2023, with expected completion by Fall 2023.					Completion of Indigenous content review						Not started
GOAL 3: Develop a communications strategy to ensure that every current and prospective student, faculty and staff member at NIC is aware of the traditional territories and Indigenous Nations on whose land NIC campuses and facilities are situated.												
ACTIONS 4.3.1. Communication Strategy to include: a) Teaching and protocols re: Territorial acknowledgments b) Territorial acknowledgment videos c) Territorial acknowledgment on each campus d) Territorial acknowledgment within student services and common spaces e) Update of course outline policy to include territorial acknowledgment f) Commitment to start meetings and events with acknowledgment	Communication strategy is not yet complete; however, the following updates refer to the respective sub-goals: a) A resource document on teaching and protocols is being created for NIC's Indigenization website b) Territorial acknowledgment videos are near completion c) Environment scan on track to be completed in 2023 (aligning with capital plans and expansion, i.e. Housing) d) Territorial acknowledgments are included in virtual spaces and marketing material and posted in the Comox Valley boardroom. Indigenous language signage is in place throughout campuses (see 6.1.1 below). e) Course outline policy has been updated to include territorial acknowledgment f) It is current practice across the College to open meetings and events with a territorial acknowledgment			Resource development completed				Environmental scan complete				On track

LEGEND	Complete	On track	Behind	No data yet	Not started

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GOAL 4: Develop ongoing annual events that celebrate Indigenous people and culture and build awareness on Indigenous topics.												
ACTIONS 4.4.1. Ensure Indigenous representation is included on NIC planning committees	There is currently Indigenous representation on the following teams/ committees/groups: • Education Team • Leadership Team (as needed) • Marketing Committee • Student Housing Committee • Mental Health Committee • Equity, Diversity and Inclusion Committee • Graduation Committee • Open House Committee • Port Alberni Orientation Committee • Community Engagement Strategy Working Group • NIC Faculty Association (NICFA) • Student Case Management Team • Academic Integrity Committee • Orientation Committee • Campus Life Committee • Orientation Steering Committee • Community Engagement Strategy Working Group • Joint Job Evaluation Committee											On track
4.4.2. Host an annual event or challenge to explore reconciliation	Action toward this goal was initiated in the series of Truth and Reconciliation Dialogues held during the 2021/22 academic year (see 3.4.1 above). Experience gained through the series is informing the planning of annual events/challenges exploring reconciliation.											On track
4.4.3. Engage with OGE to host events that celebrate and share local and international cultures	NIC Elders in Residence provide a traditional welcome at international student orientation at each term start. Collaborating with the IE team, OGE hosted four exchange students from Belgium to participate in the Ethnobotany section of the ILF program in Port Hardy.											On track
4.4.4. Plan events for: a) Orientation b) Graduation c) Open House d) Moosehide Campaign e) Orange Shirt Day f) National Indigenous Day g) Sisters in Spirit h) Stolen Sisters i) Red Dress campaign j) Cultural Day	a) Orientation * Elders in Residence provided a traditional welcome and Navigators hosted info sessions b) Graduation * Elders in Residence provided a traditional welcome c) Open House – cancelled d) Moosehide Campaign * Shared out community based activities e) Orange Shirt Day * Initiated media campaign f) National Indigenous Day * Launched *Working Together* Indigenization plan g) Sisters in Spirit – TBA h) Stolen Sisters – TBA i) Red Dress campaign – TBA j) Cultural Day *Held Gathering Place blessing											On track

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GOAL 5: Develop educational tools and resources that promote the implementation of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's Calls to Action.													
ACTIONS	4.5.1. Create resources, videos and handouts for the Indigenous Education Website	Numerous resources have been, and continue to be, added to the website for NIC faculty and staff. The site can be viewed at: https://nicresources.opened.ca/											On track
	4.5.2. Website to include tools for addressing racism in the classroom	Work on this measure is underway, in collaboration with NIC's Centre for Teaching & Learning Innovation.											Behind
5. INDIGENOUS EMPLOYEE RECRUITMENT **NIC will commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.**													
GOAL 1: Baseline current, self-identified Indigenous employees.													
ACTIONS	5.1.1. Create process for employees to self-identify	The IE team is providing consultation to the HR department in its work to create this process.			Development of self-identifying form								Behind
GOAL 2: Ensure institutional hiring and human resource development strategies identify goals and approaches for increasing the number of Indigenous staff and faculty.													
ACTIONS	5.2.1. Review Human Rights Exemption – expand to include other positions as necessary	NIC maintains its special program approval through BC Human Rights Tribunal to restrict hiring to only persons of Indigenous ancestry for the following positions: • Executive Director of Indigenous Education • Indigenous Education Navigators • Elders in Residence • faculty in Indigenous programming The College recently expanded this special program approval to include two additional positions: • Indigenous Counsellor • Manager of Indigenous and Regional Partnerships											On track
	5.2.2. Review current hiring process with focus on ways to decolonize	TBA											Not started
	5.2.3. Review minimum education requirement for Indigenous knowledge keepers – develop a best practice to ensure NIC values Indigenous knowledge	IE team is currently reviewing the minimum education requirement and will present recommendations to NIC's Leadership Team (LT) in Winter 2023.				Present to LT							Behind

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GOAL 3: Integrate language within job descriptions and postings that speaks to a commitment to developing competency towards Indigenization.												
ACTIONS 5.3.1. Develop Indigenous competence language	Language on an Indigenous competency requirement is currently being developed by the IE team and will be presented to the IEC for approval in Winter 2023.		Present language to IEC									Not started
5.3.2. Include competence language in job descriptions	IE team is scheduled to meet with HR in Fall 2022 – planning for the inclusion of Indigenous competence language in job descriptions will be on the agenda.		Meet with HR									Not started
5.3.3. Include competence language in NICFA and CUPE posting templates	Once the IEC has approved the Indigenous competence language, the IE team will connect with LT, NICFA and CUPE to move forward its inclusion in posting templates.				Connect with LT and unions							Not started
6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES **NIC will establish Indigenous-centred holistic services and learning environments for learner success.**												
GOAL 1: Embed ceremony, language and culture into all aspects of the college environment.												
ACTIONS 6.1.1. See where spaces on campus could be enhanced, such as incorporating Indigenous language signage on campus	Signage is being updated through ongoing operations. The office of Indigenous Education and all campus libraries include Indigenous language on signage, and the Gathering Place (on the Campbell River campus) will soon be acquiring new Indigenous-language signage. OGE has included Liq'wala language signage on their front door at the Campbell River campus and plans to do the same at their Comox Valley office. Additionally, there is a new Nuu Chah Nulth language welcome sign at the Port Alberni campus – the result of a 2021 CARE Grant.											On track
6.1.2. Develop an annual schedule of events which incorporates Indigenous ceremony and culture	Progress has been limited, due to impacts of COVID-19; however, NIC Elders in Residence have participated in providing a traditional welcome at international student orientation days at each term start.											Behind
6.1.3. Promote and support study abroad, field schools, and virtual exchange opportunities for Indigenous Students	IE collaborated with OGE to develop an Indigenous Language Revitalization Field School in Hawai'i, in which 15 students, 16 family members and 1 instructor participated. 25 Indigenous students were involved in various study abroad activities, each receiving a Global Skills Opportunities Scholarship of between $1000 and $6500.											On track

LEGEND Complete | On track | Behind | No data yet | Not started

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GOAL 2: Complete, on a regular basis, service-level reviews with Indigenous students, faculty and staff to ensure supports and services increasingly meet their holistic needs.												
ACTIONS 6.2.1. Address barriers to Indigenous student success	IE conducted an Indigenous student satisfaction survey in 2021/22 to identify barriers to student success and other factors impacting Indigenous students. Survey responses highlighted an appreciation for the increased remote learning opportunities made available to studewnts through online learning. At the same time, challenges were identified for students who are not familiar with online learning environments. Students expressed satisfaction with Indigenous student supports and use them frequently (for example, connecting with Navigators & Elders) but suggested that more could be done to increase awareness among Indigenous students (and potential students) about the services available to them. Quotes from the Survey: *I'm satisfied with the indigenous services that are offered and I'm also satisfied with the monthly funding I receive for being a student at NIC* *I really like that NIC has been collaborating with the Nu-uchahnulth (Tribal Council) to meet our needs for education; language revitalization and the forthcoming Fisheries Pathway programs.* *Online platform allows me to stay employed and attend school* *The indigenous navigators are a wonderful concept, and in practice they perform a critically important task - to help those who have been historically, and systematically, disadvantaged.* (see Appendix B, *2021/22 Indigenous Student Satisfaction Survey Report*)	Work with Marketing to increase awareness										On track

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GOAL 3: Create culturally safe and culturally responsive campuses.												
ACTIONS 6.3.1. Continue to enhance support and services for Indigenous students across all campuses	NIC provides the following supports/services for Indigenous students: • Designated BC Human Rights Tribunal seats for Indigenous students in Health & Human Service programs • Access to Indigenous counsellors for academic and personal counselling needs • Elders in Residence on campus to provide support and guidance and to deliver cultural teachings through guest speaking in the certificate and diploma programs • Guest speakers with Indigenous backgrounds supporting the work students are doing in the classroom NIC is expanding it supports and services through its work with the Southern and Central region Nuu-chah-nulth Nations to reserve digital seats for students from remote communities. Students will be able to access the Education Assistant and Community Support with Indigenous Focus Certificate programs without leaving their communities, and NIC will support them in finding practice placements in their home communities.											On track
6.3.2. Hire Indigenous service providers, including a counsellor	An Indigenous Counsellor was hired in Fall 2021	Indigenous Counsellor hired										Complete
6.3.3. Create supports and education around cultural safety, racism and diversity	A joint session of the Leadership Team and IE team was held in March 2022 to explore racism within the college community. An actionable outcome was the review and revision of the Student Complaint Policy, which is currently in progress. The series of Truth and Reconciliation Dialogues facilitated by the IE team facilitated educational discussion among staff, faculty and administration on systemic racism and white privilege. Educational resources for faculty and staff are located on the website: https://nicresources.opened.ca/ Further initiatives are required among the student body to ensure the learning environment is culturally safe and responsive for all students.											On track
6.3.4. Indigenous lens and consultation when creating services, supports and processes	At the Summer 2022 symposium, the IEC and members of the college community will explore processes to incorporate an Indigenous lens and Indigenous consultation into college governance and the creation of services and supports.											Behind

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7. RELATIONSHIP BUILDING AND SELF-DETERMINATION **NIC will build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.**												
GOAL 1: Create opportunities to meet with Nations and Indigenous people informally and in community to foster meaningful relationships, dialogues and commitments to action.												
ACTIONS 7.1.1. Support Indigenous Education Navigators to visit First Nations when requested by community	Progress on this measure has been delayed due to the impacts of COVID-19; however, as First Nations reopen to non-members, Education Navigators will be available to make visits upon request. The reporting structure has improved to better capture data: Navigators are now reporting directly to the Executive Director of Indigenous Education, and monthly event reports provide data for Aboriginal Service Plan reporting.	Visit Indigenous communities upon request										Behind
7.1.2. NIC attendance at community events	Progress on this measure has also been hindered due to COVID-19. Many virtual meetings with First Nations have taken place in lieu of in-person community engagement. Nations are currently in the process of opening up their communities to non-nation members, and NIC is starting to receive requests to attend community events.											Behind
GOAL 2: Develop partnerships with Nations and Indigenous organizations via formal agreements and a structured approach to consultation and engagement, as identified by the Nation or organization.												
ACTIONS 7.2.1. Host community consultations and community forums that include Leadership Team and Education Team involvement	Following the easing of COVID-19 restrictions, the Leadership Team recently attended informal community forums in Port Hardy. Additional meetings took place to explore community identified needs, as LT members met with a number of Nations and organizations: Tseshaht, Hupacasath, K'omoks, Wei Wai Kum, Nanwakolas, K'awat'si Economic Development LP , Ucluelet, Huu-ay-aht, Kwakiult, Gwa'sala-'Nakwaxda'xw and Quatsino Nations.	Explore hosting community forums										On track
7.2.2. Engage with Métis chartered communities	The executive director of North Island Métis Association (NIMA) is engaged through the annual Indigenous Education Council Meeting and the quarterly regional committee meetings. Further engagement is anticipated for 2023.											On track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22		YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		STATUS
		S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	S/F	W/S	
GOAL 3: Continue to partner with Indigenous communities to develop accredited, decolonized post-secondary programs that can be delivered in communities and on campus.												
ACTIONS 7.3.1. Communicate readiness to support communities' self-determined education and training goals/needs	NIC's readiness has been communicated through ongoing meetings between the IE team and First Nations communities. The team is currently creating an engagement piece – a package for rural, remote First Nations communities that demonstrates NIC's commitment to self-determined education, the advocacy and support the College provides and examples of previous and ongoing community partnerships. (see Appendix A, *IAPR*)	Completion of rural, remote packages for First Nations communities										On track
GOAL 4: Develop a strategy to support Indigenous communities with program exploration, proposal preparation and securing funding to develop and deliver self-determined programs.												
ACTIONS 7.4.1. Explore and develop a business model to best support Nations in securing funding – this could include expanding the Indigenous Education team to include a Manager, Indigenous and Regional Partnerships	The IE team has been expanded to include a Manager of Indigenous and Regional Partnerships (MIRP) out of Port Alberni Office. A report on Best Practices of Community Engagement has been developed to support NIC in working with First Nations communities. NIC has been working together with the 35 rights-based Nations to offer in-community programming that allows Indigenous students access, wrap-around supports and continued success in post-secondary education. Through the years, themes and principles have emerged that have laid the foundation for successful programs – these principles come from the people of the past and present, who worked tenaciously for decades to enhance Indigenous education. NIC, Nations and communities have worked tirelessly to enhance and revitalize Indigenous education and in-community programming. Additional capacity resources are required.			Explore funding opportunities for MIRP position in Northern and Central regions							On track

LEGEND	Complete	On track	Behind	No data yet	Not started