



Working Together Dashboard

Year 2 Report

**NORTH ISLAND COLLEGE
INDIGENIZATION PLAN
2021-2026**

NORTH ISLAND COLLEGE

INDIGENOUS EDUCATION

How the Dashboard Works

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
1. INSTITUTIONAL COMMITMENT NIC will commit to making Indigenous education a priority.							
Goal 1.1 Establish an operating budget to grow and meet the needs of this plan							
a. Annual action plan and budget will determine financial resources required	North Island College's (NIC's) Indigenization plan, <i>Working Together</i> , has been costed out over its five-year span to include annual budgetary expenses for operations supporting the plan.	Annual budget complete					On Track
YEAR 5 GOAL Combines the action of the plan's Year 5 Target(s) with the Measurable(s) to provide a cohesive goal statement for each item for ease of review.	PROGRESS UPDATE Each project lead provides a descriptive status and recent highlights or barriers toward achievement of the goal.	MILESTONE Highlights past, upcoming and/or scheduled achievements	TIMELINE BAR Represents the five years of the plan as defined in the Reporting Schedule below..	STATUS Current goal status at a glance			

LEGEND

Complete
On track
Behind
No data yet
Not started
Removed

WORKING TOGETHER REPORTING

Current Report

PLAN YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2021/22	2022/23	2023/24	2024/25	2025/26
Measurement Period	July 2021–June 2022	July 2022–June 2023	July 2023–June 2024	July 2024–June 2025	July 2025–June 2026
Reporting Date	June 2022	June 2023	June 2024	June 2025	June 2026

WORKING TOGETHER 2026 DASHBOARD

YEAR 2 REPORT

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
1. INSTITUTIONAL COMMITMENT NIC will commit to making Indigenous education a priority.							
Goal 1.1 Establish an operating budget to grow and meet the needs of this plan.							
a. Annual action plan and budget will determine financial resources required	North Island College's (NIC's) Indigenization plan, <i>Working Together</i> , has been costed out over its five-year span to include annual budgetary expenses for operations supporting the plan.	Annual budget complete					On Track
b. Source and secure funding	NIC's Office of Global Engagement (OGE) has earmarked funding through 2026 to assist with delivery of key aspects of its <i>Journeying Together</i> plan which support <i>Working Together</i> goals. OGE has also provided funds to support NIC's Centre for Applied Research Technology and Innovation (CARTI) in two environmental-offset projects: Nass Foods Project, Tofino; and Kelp Habitat Banking, We Wai Kai and Wei Wai Kum. NIC has committed base funding to support the following positions: <ul style="list-style-type: none">• Associate Director, Indigenous Regional Partnerships• Project Analyst	\$345,500 committed to Year 1 Additional \$211,500 committed to Year 2 Elders in Residence program moved to base funding					Behind

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
1. INSTITUTIONAL COMMITMENT continued							
Goal 1.2 Ensure departments/faculties identify and act on specific commitments to Reconciliation and Indigenization.							
a. Departments create a base-line report for the Indigenous Education Committee (IEC) indicating: <ul style="list-style-type: none"> i) where they currently stand in Indigenization efforts ii) annual goals to be met Annual updates regarding successes/barriers/results to be reported to the IEC and community	To support department-level action on commitments to Reconciliation and Indigenization, the Working Together Working Group (WTWG) discussed implementing Indigenous education as a key step in the ongoing program review and renewal processes for every credentialled program at NIC.			OGE report on Indigenous activity in international education (July 2023)	Departmental surveys go out		Behind
Goal 1.3 Commit ongoing/multi-year funds to support Indigenous Education programming, services and Indigenization efforts.							
a. Establish a base-funded program delivery model	In Fall 2022, 18 students started the Aboriginal Leadership Certificate program (completion in December 2023) provided through base funding. OGE has supported additional sections of the Aboriginal Leadership Certificate course for international students.			Aboriginal Leadership Certificate begins		Aboriginal Studies (ABG) Certificate Intake Plan	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
1. INSTITUTIONAL COMMITMENT continued							
Goal 1.3 continued							
b. Offer Indigenous-language courses (8–10 sections per year)	The first cohort of the Indigenous Language Fluency (ILF) Certificate in Nuu-chah-nulth (partnered with Ehlettesaht First Nation and Quuquuatsa Language Society) completed the program in December 2022. A second cohort (partnered with Tla-o-qui-aht and Ehlettesaht) began in September 2022, to complete in August 2023. The certificate incorporates Indigenous pedagogies and utilizes a mentor/apprentice language program.	ILF Certificate in Kwak'wala complete	ILF Certificate in Nuu-chah-nulth complete				On Track
c. Transition Elders in Residence program from ASP to base funding	Complete	Elders in Residence program moved to base funding					Complete

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
2. GOVERNANCE MODEL NIC will ensure governance structures recognize and respect Indigenous peoples.							
Goal 2.1 Encourage and advocate for increased Indigenous representation on NIC boards, councils, and committees.							
a. Board of Governors – report on how members are chosen and identify strategies to promote Indigenous representation	From July 2022 to June 2023, NIC's Board of Governors included two individuals who identify as Indigenous and Métis. The NIC Board of Governors has, for many years, consistently advocated for representation from First Nations groups.			Presentation to IEC for discussion	New Board member will be appointed		On Track
b. Develop an awareness campaign to promote participation (awareness, benefits in participating, etc.)	In March 2023, the Board of Governors and the Indigenous Education Council (IEC) held a joint meeting to set the stage for working together. This included building relationships to support collaborative and respectful approaches to their collective work and their roles and responsibilities related to practice, governance and advocacy.			Summer symposium Joint meeting: BOG, EdCo, IEC			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
2. GOVERNANCE MODEL continued							
Goal 2.2 Explore and utilize decolonized and Indigenized decision-making processes.							
a. Research and identify decolonized and Indigenized decision-making processes	<p>NIC's July 2022 Indigenous Education Symposium, posed the question, "How might we progress epistemic justice and reduce the hierarchy of epistemologies at North Island College?" The ensuing discussion generated four proposed solutions supporting the <i>Working Together</i> Indigenization plan:</p> <ol style="list-style-type: none"> 1. Establish a Working Together Working Group 2. Create an Indigenization Teaching & Learning Specialist Role in the Centre for Teaching and Learning Innovation 3. Take action to create a community of care and compassion throughout NIC institutional structures and individuals 4. Work towards an Indigenous-led Education Centre 			Summer symposium Joint meeting: BOG, EdCo, IEC			Behind
b. Trial identified processes across a variety of areas				Begin trials of identified processes			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
2. GOVERNANCE MODEL continued							
Goal 2.3 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.							
a. Review and update three existing NIC policies annually	Indigenous Education participated to provide an Indigenous lens in policy/ protocol reviews this year: 1. Use of NIC Facilities and Campus Grounds policy – underway 2. Gathering Place Use protocol – approved 3. Naming of Buildings and Spaces at NIC policy	Began review of Student Complaint Policy					On Track
b. Indigenous member on Policy and Standard Committee	A staff member from Indigenous Education has agreed to sit on the Policy and Standard Committee			Will begin to attend meetings			Not Started
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 3.1 Develop and implement an Indigenous curriculum sub-committee.							
a. Develop Terms of Reference, identify members and invite community members to participate	The WTWG was established at the July 2022 Indigenous Education Symposium to advance the Indigenization of teaching and learning approaches. WTWG members (below) have met monthly since September 2022. • Executive Director, Indigenous Education • Associate Director, Indigenous and Regional Partnerships • Manager, Indigenous and Regional Partnerships • Project Analyst, Indigenous Education • Indigenous Education Facilitator • Elders (5) • Indigenous Navigators (2) • Project Analyst CTLI • Indigenous Education Faculty (as needed)		Summer symposium Funding required for 1 FTE Faculty				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
3. TEACHING AND LEARNING continued							
Goal 3.1 continued							
b. Identify scope of work	<p>The WTWG will serve as:</p> <ul style="list-style-type: none"> • a resource to those taking action in support of the <i>Working Together</i> Indigenization plan • a hub for Indigenization efforts, reducing institutional siloing • a liaison between faculty and staff and relevant knowledge keepers and/or resources in community • a resource to support faculty and staff through their own Indigenization efforts • an advisory group on policy review, ensuring a pan-Indigenous perspective is incorporated into NIC policies – both new and existing 			Action plan developed			On Track
c. Implement sub-committee as a required Education Council process	WTWG to meet with Education Council (EdCo) in Winter 2024.			WTWG meets with EdCo			On Track
d. Create a protocol guide that addresses the importance of co-development/facilitation/delivery of Indigenized programming	To be completed following WTWG meeting with EdCo.			Protocol guide development			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
3. TEACHING AND LEARNING continued							
Goal 3.2 Ensure Indigenous histories, worldview, knowledge, and pedagogies are relevantly, accurately and respectfully integrated.							
a. Undertake college-wide, department-level curriculum reviews to ensure Indigenous histories, worldviews, knowledge and pedagogies are relevantly integrated in programs	The WTWG held discussions on implementing Indigenous education as a key step in the ongoing program review and renewal processes for credentialled programs at NIC. The Centre for Teaching and Learning Innovation (CTLI) developed a set of questions to be utilized during program review to guide the Indigenization of program content. Humanities and Health & Human Services programs were chosen to pilot these questions.		Review departments' program renewal plans				On Track
b. Begin by piloting with one program area to develop model and reporting template	WTWG identified Indigenous-Education courses as the initial focus in ensuring decolonized and land-based approaches are respectfully integrated. The first of these are ABE Kwak'wala, Aboriginal Leadership Certificate and ABE Nuu-chah-nulth. The ABE Kwak'wala authorized course description (ACD) was reviewed, updated and approved.		Initiate pilot program				On Track
c. Identify areas that require growth and develop a plan to address	To be determined through program review and QAPA.			Begin program-wide assessment			On Track

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3. TEACHING IN DEVELOPMENT AND LEARNING continued							
Goal 3.3 Departments address and respond to the Truth and Reconciliation Commission's Calls to Action.							
a. Each Call to Action will have an action plan in place	Identified program areas with clear, measurable commitments to address specific TRC Calls to Action for the annual education report. This is presented through the Institutional Accountability Plan and Report, which will be approved in late fall.			Identify action plans			On Track
Goal 3.4 Provide college-wide mentorship and support to faculty members to Indigenize teaching and learning.							
a. Provide mentorship and support to faculty members to Indigenize teaching and learning via: <ul style="list-style-type: none"> i) resources located on an Indigenization website ii) regular workshops iii) professional development (PD) iv) annual Indigenization work across departments 	OIE partnered with Sanyakola to host a two-day language symposium with language warriors, Elders in Residence, NIC language instructors and knowledge holders from communities. Participants reflected on language revitalization, shared expertise and ideas and mapped new pathways to support language revitalization. OGE supported the "Day on the Land" professional-development event with Homalco First Nation for faculty, staff and administrators.			Completion of the Indigenization resource website			On Track
b. Develop a local "cultural resource person" list	In development.						Not Started

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3. TEACHING IN DEVELOPMENT AND LEARNING continued							
Goal 3.4 continued							
c. Work with OGE to explore and support faculty partnership/exchange opportunities	<p>OIE has participated with OGE in provincial, national and international conferences, sharing collaborative work on Indigenizing international agreements. These partnership-development venues include:</p> <ul style="list-style-type: none"> • European Association for International Education (EAIE), Barcelona • Colleges and Institutes Canada (CICan), Montreal • Association of International Educators (NAFSA), Washington DC (served on the independent international keynote panel) • BC International Education Week, Victoria <p>Partnering with the Vice Chancellor of Kapi'olani Community College, Hawaii, NIC's Indigenous Education Coordinator delivered ɁalgapoɁa – "Supporting One Another" presentation at CICan, Montreal.</p> <p>Currently planning a pilot program with Waikato University and others.</p>						On Track
Goal 3.5 Develop a website that assists faculty, staff and students to access resources, information, publications and reports about Indigenous issues, pedagogy, practice and knowledge.							
a. Create a WordPress site	On hold, while the Core Competencies course is being developed.			Completion of the Indigenization resource website			On Track

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4. UNDERSTANDING AND RECIPROCITY							
NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.							
	Goal 4.1 Develop and incorporate a multi-tiered local core competency training experience.						
a. Develop digital learning modules	<p>OIE has made significant progress in developing NIC's Core Competency course for staff and faculty - set to be finalized October 2023.</p> <p>This mandatory course covers foundational knowledge of Indigenous peoples in Canada and specific information on the Nations on whose land NIC campuses reside.</p> <p>The course is comprised of six modules:</p> <ul style="list-style-type: none"> • M1 – Foundations (Indigenous peoples in Canada and the impacts of colonization) • M2 – K'ómoks • M3 – Ligwíldáxw • M4 – Kwakuitl • M5 – Tseshaht, Hupacasath and Nuu-chah-nulth • M6 – Bringing it All Together (reconciliation and actions) <p>This course is intended to inspire staff and faculty toward further research and relationship building – the beginning of a learning journey.</p>			Develop local modules			Behind

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.1 continued							
b. Offer multiple training opportunities throughout each year	Will be piloted in Winter 2024.			Launch training to NIC employees			Behind
c. Develop a roll-out plan to ensure all employees have the opportunity to complete training	OIE will consult with NIC's HR department to ensure all current employees have the opportunity to complete Core Competency training and all new employees receive the training as part of their orientation.			Consultations with HR			On Track
Goal 4.2 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.							
a. Develop list of courses with relevant content	Gaps will be identified through the program review and QAPA. WTWG is a support to faculty in this work.		Continue work with decanal areas				Behind
b. Departments to work with Indigenous curriculum subcommittee to ensure content is appropriate	WTWG has implemented a process of consultation with departments to ensure the appropriateness of Indigenous content.						Behind
c. Identify gaps and develop plan to address	On hold as NIC completes its Quality Assurance Process Audit.			Completion of Indigenous content review			Not Started

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.3 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.							
a. Communication Strategy to include: <ul style="list-style-type: none"> i) Teaching and protocols re: Territorial acknowledgments ii) Territorial acknowledgment videos iii) Territorial acknowledgment on each campus iv) Territorial acknowledgment within student services and common spaces v) Update of course outline policy to include territorial acknowledgment vi) Commitment to start meetings and events with acknowledgment 	Progress on each strategic element is as follows: <ul style="list-style-type: none"> i) The Indigenous Education Facilitator has produced a protocol document ii) Videos have been created and are shared on the website iii) Underway iv) Not started v) Complete vi) Ongoing 			Resource development completed			On Track

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.4 Develop ongoing annual events that celebrate Indigenous people and culture and build awareness on Indigenous topics.							
a. Ensure Indigenous representation is included on NIC planning committees	<p>There is currently Indigenous representation on the following teams/committees/groups:</p> <ul style="list-style-type: none"> • 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/ Accessibility Advisory Committee 						On Track

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.4 continued							
b. Host an annual event or challenge to explore reconciliation	See NIC webpage on <u>Orange Shirt Day 2022</u>						On Track
c. Engage with OGE to host events that celebrate and share local and international cultures	15 participants, including students, faculty and staff, participated in a cedar-weaving workshop facilitated by members of Sechelt First Nation and K'ómoks First Nation. Over 30 participants, including students and staff, attended a Kwak'wala-language session at CV campus.						On Track

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.4 continued							
d. Plan events for: <ul style="list-style-type: none"> 1) Orientation 2) Graduation 3) Open House 4) Moosehide Campaign 5) Orange Shirt Day 6) National Indigenous Day 7) Sisters in Spirit 8) Stolen Sisters 9) Red Dress campaign 10) Cultural Day 	1) Orientation <ul style="list-style-type: none"> - Elders in Residence provided a traditional welcome, and Navigators hosted info sessions 2) Graduation <ul style="list-style-type: none"> - Elders in Residence provided a traditional welcome, and Drummers sang in faculty and students during the procession - O Canada was removed from the ceremony at the recommendation of the Indigenous Advisory Committee 3) Open House <ul style="list-style-type: none"> - Indigenous Navigators and Elders hosted info booths 4) Moosehide Campaign <ul style="list-style-type: none"> - Shared community-based activities 5) Orange Shirt Day <ul style="list-style-type: none"> - Hosted reconciliation walks at each campus 6) National Indigenous Day <ul style="list-style-type: none"> - Leadership Team participated in local Indigenous Day events 7) Sisters in Spirit - TBA <ul style="list-style-type: none"> - 8) Stolen Sisters - TBA <ul style="list-style-type: none"> - 9) Red Dress campaign - TBA <ul style="list-style-type: none"> - 10) Cultural Day <ul style="list-style-type: none"> - Held Gathering Place blessing led by We Wai Kai and Wei Wai Kum First Nations 						On Track

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.5 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.							
a. Create resources, videos and handouts for the Indigenous Education website	Will follow completion of the Core Competency course.						On Track
b. Website to include tools for addressing racism in the classroom	On hold as NIC completes its Quality Assurance Process Audit.						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 5.1 Baseline current, self-identified Indigenous employees.							
a. Create process for employees to self-identify	OIE is providing consultation to the HR department in its work to create this process.						Behind
Goal 5.2 Ensure institutional hiring and human resource development strategies identify goals and approaches for increasing the number of Indigenous staff and faculty.							
a. Review Human Rights Exemption – expand to include other positions as necessary	Strategies will be identified in the upcoming People Plan. Fulsome, college-wide consultation, conducted between January and March, identified key themes to be embedded in the first draft of the plan. Feedback on the draft informed the finalized plan, to be launched in Fall 2023.						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
5. INDIGENOUS EMPLOYEE RECRUITMENT continued							
Goal 5.2 continued							
b. Review current hiring process with focus on ways to decolonize	See 5.2.a, above.						Not Started
c. Review minimum education requirement for Indigenous knowledge keepers – develop a best practice to ensure NIC values Indigenous knowledge	See 5.2.a, above.						Not Started
Goal 5.3 Integrate language within job descriptions and postings that speaks to a commitment to developing competency towards Indigenization.							
a. Develop Indigenous competence language	Strategies will be identified in the upcoming People Plan. Fulsome, college-wide consultation, conducted between January and March, identified key themes to be embedded in the first draft of the plan. Feedback on the draft informed the finalized plan, to be launched in Fall 2023.						Not Started
b. Include competence language in job descriptions	See 5.3.a, above.						Not Started
c. Include competence language in NICFA and CUPE posting templates	See 5.3.a, above.						Not Started

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6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES							
NIC will establish Indigenous-centred holistic services and learning environments for learner success.							
Goal 6.1 Embed ceremony, language and culture into all aspects of the college environment.							
a. See where spaces on campus could be enhanced, such as incorporating Indigenous-language signage on campus	<p>\$1000 has been made available to each campus to ensure First Nation territory signage is placed on site.</p> <p>The 2023 CARE Grant received two proposals supporting Indigenous content on campus:</p> <ol style="list-style-type: none"> 1) Wayfinding signage in Nuu-chah-nulth language at the PA campus 2) Plant garden near Q̱əpix̱ida?as (the Gathering Place) at CR campus, featuring <ul style="list-style-type: none"> - traditional and medicinal plants local to the territory of the Liqwiltach-speaking peoples - signage with information on the plants and stories from the community relevant to them 						On Track
b. Develop an annual schedule of events which incorporates Indigenous ceremony and culture	OIE collaborated with OGE to host a traditional welcome and Indigenous orientation day for international students at K'ómoks First Nation			IE and OGE co-host monthly events at each campus			Behind

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6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES continued							
Goal 6.1 continued							
c. Promote and support study abroad, field schools and virtual exchange opportunities for Indigenous students	<p>New Indigenous study-abroad cooperation partnerships:</p> <ul style="list-style-type: none"> • Tē Pukenga (NZ) • Waikato University (NZ) – begun Indigenized agreement process <p>Organizational participation:</p> <ul style="list-style-type: none"> • World Indigenous Nations Higher Education Consortium (WINHEC) – currently evaluating benefits of membership <p>International learning projects:</p> <ul style="list-style-type: none"> • Spain Field School – A Meeting of 4 Worlds: Christian, Muslim, Jewish, Indigenous (History, Fine Arts) • Brazil – International Folk Art Market (IFAM) Virtual Exchange: Exploring Indigenous Design (Fine Arts) • Japan – Collaborative Online International Learning (COIL): Japanese Immigration and Indigeneity (History) <p>OGE is collaborating with OIE on its Indigenous Learning Symposium, planned for Spring 2024.</p>						On Track

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6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES continued.							
Goal 6.2 Complete, on a regular basis, service-level reviews with Indigenous students, faculty and staff to ensure supports and services increasingly meet their holistic needs.							
a. Address barriers to Indigenous student success	<p>OIE conducted an Indigenous-student-satisfaction survey in 2022/23 to identify barriers to student success and other factors impacting Indigenous students.</p> <p>A total of 349 students were surveyed - of those, 126 responded, yielding a response rate of 36% and a survey completion rate of 88%.</p> <p>The survey was incentivized with a chance to win a \$300 prepaid VISA gift card.</p> <p>Survey responses highlighted:</p> <ul style="list-style-type: none"> • 52% of respondents chose to attend NIC because it is local • 27% chose NIC because of its courses and programs • 92% of respondents indicated that they feel that Indigenous Education Navigators provide a service that is valuable to the success of Indigenous students at NIC • 44% of respondents have used the services of an Indigenous Education Navigator <ul style="list-style-type: none"> - Of those, 85% indicated that they were 'Satisfied' or 'Very Satisfied' in meeting with an Indigenous Education Navigator • 94% respondents indicated that they feel that Elders in Residence provide a service that is valuable to the success of Indigenous students at NIC • 90% of the survey respondents indicated that they are 'Satisfied' or 'Very Satisfied' with NIC in helping them meet their educational goals 			Work with Marketing to increase awareness			On Track

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6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES continued.							
Goal 6.2 continued							
a. continued	<p>Quotes from the Survey</p> <ul style="list-style-type: none"> On Indigenous Navigators: <ul style="list-style-type: none"> <i>They provided a sense of guidance, especially when I was new to NIC. I felt like they knew and understood any concerns I had and helped me register for my courses when I was unsure</i> On Elders in Residence: <ul style="list-style-type: none"> <i>I felt that they added value in teaching Aboriginal/Indigenous cultures. I say this because growing up, we weren't really taught our cultures in school, or if we were, it was by teachers who weren't Aboriginal/ Indigenous and honestly, didn't seem that interested. So having those in class visits, kind of opened my eyes and made me go, "Oh, our culture is vast and interesting, I just didn't know it.</i> Admission and Registration <ul style="list-style-type: none"> <i>I've always been treated with kindness and respect with a welcoming smile and attitude.</i> <i>Anytime I am needing support or advice, you are a call away. NIC makes me feel welcomed as an Indigenous student, which is a big thing for me.</i> <p>(See Appendix B, 2021/22 Indigenous Student Satisfaction Survey Report)</p>			Work with Marketing to increase awareness			On Track

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6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES continued.							
Goal 6.3 Create culturally safe and culturally responsive campuses.							
a. Continue to enhance support and services for Indigenous students across all campuses	NIC provides the following supports/services for Indigenous students: <ul style="list-style-type: none"> Designated BC Human Rights Tribunal seats for Indigenous students in Health & Human Services and Trades programs Access to Indigenous navigators for academic and personal counselling needs Elders in Residence on campus to provide support and guidance and deliver cultural teachings through guest presentations in the certificate and diploma programs Guest speakers with Indigenous backgrounds supporting the work students are doing in the classroom 						On Track
b. Hire Indigenous service providers, including a counsellor		Indigenous Counsellor hired					Complete
c. Create supports and education around cultural safety, racism and diversity							Not Started
d. Indigenous lens and consultation when creating services, supports and processes	The WTWG is available to support this work.						Behind

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
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 7.1 Create opportunities to meet with Nations and Indigenous people informally and in community to foster meaningful relationships, dialogues and commitments to action.							
a. Support Indigenous Education Navigators to visit First Nations when requested by community			Visit Indigenous communities upon request				Behind
b. NIC attendance at community events	<p>Participation in community events in 2022/23:</p> <ul style="list-style-type: none"> • Kwak'wala ILF graduation celebration • Building Your Skills program celebration lunch • Pro Cook 1 program celebration • Lax'wegila Gathering • Qa pix ɬida?as official opening • Mix̄alakwila orientation • NIEFS online presentation • Aw̄i'nakola lunch celebration • NIEFS Career Fair • Indian Residential School Pole Ceremony Carrot Park • SD85 Culture Celebration Fort Rupert Bighouse • 2023 Spring International Student Orientation & Cultural Sharing at K'ómoks First Nation • Comox Aboriginal Visioning and Empowerment (CAVE) Network Circle • We Wai Kai Career Fair • Vancouver Island Métis Rendezvous at Cowichan Exhibition Centre • K'ómoks Festival 2023-Celebrating National Indigenous Peoples Day • K'ómoks First Nation community memorial service for Mary Everson 						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
7. RELATIONSHIP BUILDING AND SELF-DETERMINATION continued							
Goal 7.2 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.							
a. Host community consultations and community forums that include Leadership Team and Education Team involvement	<p>Community consultations/events involving NIC's Leadership Team and Education Team:</p> <ul style="list-style-type: none"> Official opening of Qə pix ?ida?as with We Wai Kai and Wei Wai Kum – Campbell River, September 2022 NIC West Coast Update & Working Together Lunch – Tofino, October 2022 North Island Update & Working Together Lunch – Port Hardy, November 2022 NIC Port Alberni Campus Planning and Open House – Port Alberni, November 2022 <ul style="list-style-type: none"> The new Port Alberni Campus Plan was approved by the Board of Governors in February 2023 and presented to the community in March NIC Working Together Holiday Lunch – Campbell River, December 2022 NIC Student Housing Ground Blessing and Open House – Comox Valley, January 2023 			Explore hosting community forums			On Track
b. Engage with Métis chartered communities	See 7.2.a, above.						On Track
Goal 7.3 Continue to partner with Indigenous communities to develop accredited, decolonized post-secondary programs that can be delivered in communities and on campus.							
a. Communicate readiness to support communities' self-determined education and training goals/needs	Shared poster packages and hosted online information sessions.			Completion of rural, remote packages for First Nations communities			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
7. RELATIONSHIP BUILDING AND SELF-DETERMINATION continued							
Goal 7.4 Develop a strategy to support Indigenous communities with program exploration, proposal preparation and securing funding to develop and deliver self-determined programs.							
a. 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	Hired a Manager, Indigenous and Regional Partnerships – Central & North Island, who joined the College in June.			Explore funding opportunities for MIRP position in Northern and Central regions			On Track