



Working Together Dashboard

Year 3 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 Year 5 target in a clear, measurable goal statement.

PROGRESS UPDATE

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 3 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	<p>NIC's Office of Global Engagement (OGE) has earmarked funding through 2026 to assist with the delivery of key aspects of the <i>Journeying Together</i> plan which support <i>Working Together</i> goals.</p> <p>NIC has committed base funding to support the following positions:</p> <ul style="list-style-type: none"> • Executive Director • Elders • Associate Director, Indigenous Regional Partnerships • Project Analyst • 50% Indigenous Leadership Instructor 	<p>\$345,500 committed to Year 1</p> <p>Additional \$211,500 committed to Year 2</p> <p>Elders in Residence program moved to base funding</p>					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 baseline report for the Indigenous Education Committee (IEC) indicating: 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	NIC's annual Institutional Accountability Plan and Report (IAPR) includes program-area reports on the TRC Calls to Action, UNDRIP and In Plain site. The IAPR report will be published in Fall 2024.		OGE report on Indigenous activity in international education (July 2023)	Ongoing data is collected via the program-review process.	IAPR report published in Fall 2024		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 2023, 12 students graduated with the Indigenous Leadership Certificate. 11 sections of ABG 100: Histories and Impacts of Colonization were added to support the enrolment of international and domestic students through the Office of the VP Academic.		Aboriginal Leadership Certificate begins		Indigenous Leadership (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)	<p>In partnership with Homalco First Nation and the sister nations of K'ómoks, Klahoose and Tla'amin, NIC developed and delivered a blended format of online and in-person Ayajuthem classes for both the Fall 2023 and Winter 2024 terms. A total of 28 language learners successfully completed both sections of Ayajuthem 096 and 097.</p> <p>The Indigenous Language Fluency (ILF) Certificate program, presented in Nuu-chah-nulth in partnership with Ehattesaht and Tla-o-qui-aht First Nations, was completed by the second cohort in September 2023, with 10 students graduating. A third cohort of program, with the additional partnership of Ahousaht First Nation, started that same month, with 28 students registered.</p> <p>NIC also provided 6 Introductory Nuu-chah-nulth and Kwak'wala language courses from base funding. Development of ILF Certificate in Ayajuthem language has been created in collaboration with Homalco, K'ómoks, Klahoose and Tla-amin First Nations.</p> <p>The College offered a 'Day on the Land' professional-development event with Homalco First Nation for faculty, staff and administrators. The event provided the opportunity for participants to gain a better understanding of each other's perspectives, encourage critical thinking and learn from each other.</p>	ILF Certificate in Kwak'wala complete	ILF Certificate in Nuu-chah-nulth complete	First delivery of Ayajuthem course	Second delivery of Ayajuthem course and 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	In July 2023, the provincial government appointed Vicky White to NIC's Board of Governors (BOG). Vicky is the Executive Director of Indigenous Health for BC Emergency Health Services.		Presentation to IEC for discussion	New Board member appointed	New Board member appointed		On Track
b. Develop an awareness campaign to promote participation (awareness, benefits in participating, etc.)	In April 2024, the IEC met with the BOG to revisit discussions on what co-governance models might look like, including challenges with existing legislative structures for BOG at the Ministry level. Moving forward, the BOG and IEC committed to four items: <ol style="list-style-type: none"> 1. A member of the BOG will attend IEC meetings 2. The student-satisfaction survey will be revised and results will be shared with the BOG 3. IEC will make recommendations to the BOG on potential new members 4. The BOG and IEC recommend NIC host annual ceremony on commitments to Indigenous Education 		Summer symposium Joint meeting: BOG, EdCo, IEC		IEC will recommend potential new members to the BOG annually		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
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	<ul style="list-style-type: none"> In March, the IEC strategically moved from a Terms of Reference to implement a Commitments document that starts the process of decolonizing their decision making and practices A joint IEC and BOG meeting in March 2024 included a presentation from Dr. Dawn Smith on Indigenous Governance in Post Secondary NIC employees participated in the Decolonize First policy workshops (October and November 2023). Decolonize First presents a critical examination of the differences and nuances of what colonized and decolonized processes look like in our lives, in our work and in our community. Through a learning-circle approach, Decolonize First challenges participants to unlearn what has caused harm and learn how we might better create alternative approaches to our work, based in wholeness, healing and reducing harm in the ways we work alongside equity-denied communities. The Decolonize First seminar series is developed by ta7taliya (Michelle Nahanee), founder and CEO of Nahanee Creative. 		Summer symposium Joint meeting: BOG, EdCo, IEC				On Track
b. Trial identified processes across a variety of areas	The IEC will implement Indigenized decision-making processes, as outlined in their Commitments document, beginning September 2024.				IEC Indigenized decision-making pilot		Not Started

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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	<p>The Office of Indigenous Education (OIE) provided an Indigenous lens in policy/protocol reviews this year:</p> <ol style="list-style-type: none"> 1. Gathering Place Use protocol for Port Alberni – underway 2. Code of Ethical Conduct Public Interest Disclosure Policy and Procedure 3. Human Resources Accommodations and Respectful Workplace 4. Environmental Sustainability Policy 5. NIC Research Ethics Board Policy 6. Thriving Together People Plan 7. NIC Remote Work Program Framework 8. Conduct Sub-Committee (Students' Rights/Responsibilities and Complaint Process) 	Began review of Student Complaint Policy					On Track
b. Indigenous member on Policy and Standard Committee	OIE will identify a staff member to sit on the policy and standard committee.			Will begin to attend meetings			On Track

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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	<p>The WTWG was established at the July 2022 Indigenous Education Symposium to advance the Indigenization of teaching and learning approaches. WTWG members (below) met in 9 times in 2023/24.</p> <ul style="list-style-type: none"> • 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	Monthly meetings scheduled	Monthly meetings scheduled		On Track
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 Working Together Indigenization plan • a hub for Indigenization efforts, reducing institutional siloing • a liaison between faculty, 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

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3. TEACHING AND LEARNING continued							
Goal 3.1 continued							
c. Implement sub-committee as a required Education Council process	Education Council added a step in its process for consultation with the Indigenous Education Facilitator and Global Learning Facilitator.						On Track
d. Create a protocol guide that addresses the importance of co-development/facilitation/delivery of Indigenized programming	On hold.						Behind
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	<p>Indigenous Education is now a key element in the credential-program review and renewal process, ensuring quality student learning at NIC. Indigenous Education is integral to all program reviews, at these stages:</p> <ol style="list-style-type: none"> 1. Data Gathering and Analysis 2. External Review Process <p>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. So far, Indigenous Education has consulted on Electrical Trades and Office Administration programs.</p>		Review departments' program renewal plans				On Track

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3. TEACHING IN DEVELOPMENT AND LEARNING continued							
Goal 3.2 continued							
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 landbased approaches are respectfully integrated. The first of these are ABE Kwak'wala, Aboriginal Leadership Certificate and ABE Nuu-chah-nulth. The ABE Ayajuthem and ILF Ayajuthem authorized course description (ACD) was created, reviewed 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 process and the associated programs action plan.			Begin program-wide assessment	Continue with program review and support department action plans		On Track
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	Program areas with clear, measurable commitments to address specific TRC Calls to Action were identified in the annual education report and presented in the IAPR (to be approved Fall 2024). In academics, all students in Health and Human Services are gifted with the Truth and Reconciliation Commission of Canada: Calls to Action booklet by the National Centre for Truth and Reconciliation in a ceremony with Elders.			Identify action plans	IAPR report publish in late Fall		On Track

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3. TEACHING IN DEVELOPMENT AND LEARNING continued							
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 	<p>Global Learning Facilitator and Indigenous Education Facilitator have collaborated on several initiatives. These include offering monthly sessions on Indigenizing and interculturalizing course and program learning outcomes and encouraging inclusion in all courses by implementing a specific learning outcome that addresses Indigenization and interculturalization.</p> <p>Additionally,</p> <ul style="list-style-type: none"> • Early Childhood Care and Education partnered with the Nuyumbalees Cultural Centre on Cape Mudge, Quathiaski Cove. • Faculty attended Sharing Métis Culture workshops and integrated resources into teaching. • For English faculty PD, Jo Chrona hosted a workshop on Indigenous pedagogy and discussed practical strategies to implement it into classes and courses. • CARTI hosted a two-day workshop on OCAP in research and education. 			Completion of the Indigenization resource website			Behind
b. Develop a local “cultural resource person” list	Will be reviewing this goal with the WTWG to see if it is still relevant.						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>Obtained funding from Colleges and Institutes Canada (CICan) and Global Affairs Canada supporting the development of an Indigenous-serving special-topics framework for a Collaborative Online Indigenous and International Learning CO[I]IL project in collaboration with provincial and international partners:</p> <ul style="list-style-type: none"> Faculty session held during International Development Week (IDW) in February to introduce the CO[I]IL Framework to NIC faculty Spring Gathering held to bring project partners, international partners and members of the NIC community together to discuss ongoing development of the CO[I]IL Framework Resources on CO[I]IL added to Teach Anywhere site May Day session held for faculty to explore ideas for CO[I]IL partnerships and projects Three faculty to visit University of Yucatan and local community to support CO[I]IL project development Presented at CICan and BC Council for International Education (BCCIE) (2024) on the COIL Framework <p>Coordinated NIC's first partnership visit to New Zealand/Aotearoa in March 2024:</p> <ul style="list-style-type: none"> Considered deeper Indigenous partnerships, build on the planned Indigenous field school to Waikato University Explored other opportunities in New Zealand <p>Coordinated NIC's follow-up visit to University of Hawaii:</p> <ul style="list-style-type: none"> Collaborated with key partners, Kapiolani Community College and Maui Community College to further promote student exchanges and other exchange opportunities 					CO[I]IL project with Kapiolani in Fall 2024	On Track

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3. TEACHING IN DEVELOPMENT AND LEARNING continued							
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			Not Started
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 continues to make progress in developing NIC's Core Competency course for staff and faculty. Due to unforeseen circumstances, the Core Competency course was delayed and is now set to be finalized December 2024.</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 – Kwakiutl • M5 – Tseshah, 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	Continue to develop local modules and review with Nation	Pilot delivery with IEC and OIE staff		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		Behind
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	No update.		Continue work with decanal areas				Not Started
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.						Not Started
c. Identify gaps and develop plan to address	No update.			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: 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	<p>Progress on each strategic element is as follows:</p> <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) Underway v) Complete vi) Ongoing <p>Progress in this measure is well underway. The Community and Public Affairs (CPA) team is currently finalizing an internal communications employee plan, in which Indigenization is a priority - not only in our own work, but also in the work we collaborate on.</p> <p>While we are not currently working on a specific strategy related to knowledge of traditional territories, we are here to support anyone who is. If there is a need for us to draft a strategy, we are more than willing to do this work.</p>			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 • Digital Student Services Committee • Conduct Sub Committee • Education Council • RAPT • Integrated Enrollment Management • Working Together • 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	OIE and OGE developed an Indigenous Speakers Series framework and are sourcing funding to deliver the series in 2024/25. OIE is working with Health and Human Services to host an annual reconciliation event with students.				Launch Indigenous Speakers Series		On Track
c. Engage with OGE to host events that celebrate and share local and international cultures	OIE and OGE collaborated on activities for faculty, students and staff at the Comox Valley campus as part of International Development Week. OGE hosted a Spring Gathering to bring Canadian and international partners together with members of the NIC community, including the WTWG, to discuss the ongoing development of the CO[!]IL Framework. OIE partnered with Homalco Tours to create a professional-development activity that takes faculty for a learning tour in the Homalco territory.						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 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"> • NIC web page: <u>Orange Shirt Day and the National Day for Truth & Reconciliation 2023</u> 6) National Indigenous Day <ul style="list-style-type: none"> • Student Life team participated in local Indigenous Day events. Guests from New Zealand participated in community events. 7) Sisters in Spirit – TBA <ul style="list-style-type: none"> 8) Stolen Sisters – TBA 9) Red Dress campaign <ul style="list-style-type: none"> • Information and dresses were on display in lounges at each campus 						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.						Behind
b. Website to include tools for addressing racism in the classroom	Will follow completion of the Core Competency course.						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	NIC will develop an institutional DEI strategy and action plan as outlined in the People Plan.						Not Started
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	OIE reviewed the current Human Rights Exemptions with IEC in June 2024 and received a letter of support for its renewal in Fall 2024. The exemption allows specific positions to be filled only by persons of self-identified Indigenous ancestry, with job postings clarifying and supporting this criteria. Additionally, postings may identify a requirement for Indigenous-specific experience (e.g., knowledge and experience of Indigenous communities, history, ethics, protocols and pedagogies) and also specify that, "Preference will be given to qualified applicants with Indigenous ancestry."				Renew Special Program		Behind

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5. INDIGENOUS EMPLOYEE RECRUITMENT continued							
Goal 5.2 continued							
b. Review current hiring process with focus on ways to decolonize	Goals outlined in the recently launched <i>Thriving Together - People Plan</i> .			People Plan launched	Implement People Plan		Behind
c. Review minimum education requirement for Indigenous knowledge keepers – develop a best practice to ensure NIC values Indigenous knowledge	Many job postings incorporate Indigenous experience or interests into required knowledge, skills and abilities. Each applicant's competency is then assessed through the interview process and reviewed during the short-listing process. Areas such as Student Affairs have made a commitment to adding the interview question, "Truth and Reconciliation is a personal and professional commitment to us here at NIC. What does indigenization mean to you, and how would it show up in your work?"			People Plan launched	Implement People Plan		Behind
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	Goal included in the People Plan.				Implement People Plan		Not Started
b. Include competence language in job descriptions	See 5.3.a, above.				Implement People Plan		Not Started
c. Include competence language in NICFA and CUPE posting templates	See 5.3.a, above.				Implement People Plan		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	No update.						Behind
b. Develop an annual schedule of events which incorporates Indigenous ceremony and culture	Indigenous Navigators and Elders hosted monthly events at each campus. These included lunches, medicinal walks, smudging and wellness.			OIE and OIE co-host monthly events at each campus			On Track

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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>Delivered an Indigenous field school in Waikato University in New Zealand in partnership with Nova Scotia Community College.</p> <ul style="list-style-type: none"> 10 Indigenous NIC students and 5 Indigenous NSCC students participated <p>Delivered a field school in Japan.</p> <ul style="list-style-type: none"> 7 Indigenous students participated <p>Planning is underway to deliver an Indigenous-focused, teacher-training field school in Hawaii with Maui Community College and VIU.</p> <p>The Indigenous-serving special-topics framework for CO[IL] is being developed through collaboration between OIE, OGE, WTWG and other local and Canada-wide community members. It will provide mentorship for non-Indigenous faculty in Indigenous ways of learning, reflection and sharing information in CO[IL] and study-abroad activities.</p> <ul style="list-style-type: none"> 3 faculty members to visit NIC partners at University of Yucatan to explore potential CO[IL] projects 1 faculty member working with an instructor at Kapiolani College to create CO[IL] project for Fall 2024 						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
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 2023/24 to identify barriers to student success and other factors impacting Indigenous students. A total of 345 students were surveyed and, of those, 112 responded to the survey resulting in a 32% response rate.</p> <p>KEY FINDINGS:</p> <ul style="list-style-type: none"> • 66% of respondents chose to attend North Island College because it was "Close to home/local". • 84% said they were "Satisfied" or 'Very Satisfied' with the lounge(s). • 46% of respondents reported using the services of an Indigenous Education Navigator, primarily in person or by digital or phone appointment. • 75% reported that they sought course/program information while 90% indicated that they were 'Satisfied' or 'Very Satisfied' in meeting with an Indigenous Education Navigator. • 95% of respondents indicated that they feel that Elders in Residence provide a service that is valuable to the success of Indigenous students at NIC, but only 27% reported using their services as of yet. • 57% reported using the services of the Library & Learning Commons while 43% reported using advising services. • 86% 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

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
6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES continued.							
Goal 6.2 continued							
a. <i>continued</i>	<p>Additionally, NIC has expanded its delivery of essential and life-skill components into Northern Region CET programs developed in partnership with Nations. This was in response to expressed needs by the Nations to support their students with skills such as time management, conflict resolution, assertive communication, accessing resources, etc.</p> <p>- issues that often pose barriers to student success. The feedback has indicated this learning has proven very beneficial for overall student success.</p> <p>Quotes from the Survey</p> <p>On Indigenous Education Navigators (IEN):</p> <p><i>Making the decision to go back to school is overwhelming, scary, and intimidating. Being able to speak to an IEN who was in the same position as you and being Indigenous, has more understanding of the courage it takes to make this step, and understands the trials and tribulations of being Indigenous, enables us to not fear racism at such a vulnerable time. They have an understanding of band funding, and other funding and supports specifically for Indigenous students. They are valuable, important, and crucial to Indigenous students.</i></p> <p>On Elders in Residence:</p> <p><i>Yes they are very valuable to me as an Indigenous student, in the light of reconciliation and respect they guide us culturally, remind us of our strength and resilience, encourage us to continue, and inspire us. There can be no Indigenous Education without Elders. Elders provide guidance and balance, to the Indigenous community on the campus and in community.</i></p> <p>On Admission and Registration:</p> <ul style="list-style-type: none"> • All good friendly ... willing to help. • Great correspondence via telephone and email regarding the course I was taking. • Simple and fast, made it quick and easy 			Work with Marketing to increase awareness			On Track (cont.)

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
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	<p>NIC provides the following supports/services for Indigenous students:</p> <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	Member of Indigenous Education team sits on the EDI committee.						Behind
d. Indigenous lens and consultation when creating services, supports and processes	The WTWG is available to support this work. OIE is developing an Engagement Process framework for all NIC departments to ensure the voice and the vision of all partner Nations and communities leads program development, coordination and delivery. Our 35 Nations have spoken clearly stating, "Nothing for us, without us."						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	See 7.1.b, below.		Visit Indigenous communities upon request				On Track
b. NIC attendance at community events	Participation in community events 2023/2024 <ul style="list-style-type: none"> • Homalco Guardians Graduation • Mixalakwila Open House • Guest Speaker on Leadership for Nanwakolas Stewardship Technician Training Program • 'Namgis Indigenous Peoples' Day Celebration • PHSS and NISS grad ceremonies • North Island Community Services Circle Talks • Memorial Service for Mary Everson (KFN) • Island Health Dementia event • Info materials community drop-offs (Wachiay, UIWONA, CV Family Services, MIKI'SIW Metis Association) • Kyuquot youth at Cumberland Hostel • K'ómoks First Nation Career Fair • National Indigenous Day event at CV Exhibition Grounds • PAFC Info session on Steps program • Qu'u'asa Open House invite for residential school survivors • Invite to see Tseshaht reparation - Tseshaht Longhouse • Tour PAFC students around PA Campus • Tseshaht Open House - Handed out cards at this event • INEO presentation with CE • PAFC Campus Tour • ADSS Career Fair • Uchucklesaht Info Session with Wilma 						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 7.1 continued							
b. NIC attendance at community events continued	Participation in community events 2023/2024 <ul style="list-style-type: none"> Uchucklesaht Info Session with Wilma Career Fair - Uchucklesaht FN Gym Nuu-chah-nulth Employment and Training Career Fair INEO info session NTC Indigenous Games Table set up at track and field -TBA We Wai Kai Nation graduation celebration We Wai Kai Nation luncheon 'Namgis Commun. Services Youth Info Session, Alert Bay In-person Wuikinuxv visit with Education Coordinator 						On Track
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	Community consultations/events involving NIC's Leadership Team and Education Team: <ul style="list-style-type: none"> NIC West Coast Update & Working Together Lunch - Ucluelet, October 2023 NIC Working Together Holiday Lunch - Campbell River, December 2022 NIC Port Alberni Campus Planning and Open House - Port Alberni, February 2024 		Explore hosting community forums				On Track
b. Engage with Métis chartered communities	See 7.1.b, above.						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 7.3 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	<p>With the support of NIC's Associate Director, Indigenous, Regional Partnerships, 15 program intakes – including Early Childhood Care and Education, Trades, and Indigenous Education, Leadership, and Language – were delivered to over 200 students in partnership with local First Nations in 2023/24. Additionally, VIU and NIC have a new pathway program to VIU's Bachelor of Education program. Developed by NIC's Indigenous Education department in partnership with First Nations communities, this pathway allows NIC students who complete a certificate in language fluency or the Aboriginal Leadership certificate to be admitted to VIU in the third year of the BEd.</p> <ul style="list-style-type: none"> Delivered Early Childhood Education Certificate in partnership with Kwakiutl, Gwa'sala-Nakwaxda'xw Nations and Quatsino First Nation (6 students) Delivered two Heavy Equipment Operator Training programs in partnership with Tseshaht First Nations and Homalco First Nations (20 students) Delivered BC Wildfire Training in partnership with Tseshaht First Nations (12 students) Delivered Trades Discovery onsite in Tofino at the Tla-o-qui-aht First Nation, focusing on carpentry pathway and preparation (12 students) Delivered Meat Processing Fundamentals program in partnership with We Wai Kai First Nations (8 students) Delivered Indigenous Language Fluency Certificate in Nuu-chah-nulth language – offered in partnership with Ehlettesaht and Tla-o-qui-aht First Nations (43 students) Delivered Ayajuthem language courses in collaboration with the Homalco, K'ómoks, Klahoose and Tla'amin Nations (32 students) Delivered Pathways to Nuu-chah-nulth Teacher Training in partnership with Nuu-chah-nulth Tribal Council (20 students) 			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 7.3 continued							
a. <i>continued</i>	<ul style="list-style-type: none"> Delivered Indigenous Guardian & Land Stewardship in partnership with Homalco First Nation (15 students) Delivered Office Assistant Certificate program in partnership with Wuikinuxv First Nation (13 students) Delivered Indigenous Leadership Certificate (14 students) Delivered Awii'nakola program, which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level. (19 students) 			Completion of rural, remote packages for First Nations communities			On Track (cont.)
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	Currently developing a process for partnership program in consultation with the IEC.			Explore funding opportunities for MIRP position in Northern and Central regions			On Track