NORTH ISLAND COLLEGE
INDIGENIZATION PLAN
2021-2026

Working Together Dashboard
Year 5 Report

NORTH ISLAND COLLEGE
NIC
INDIGENOUS EDUCATION

How the Dashboard Works

Please note: NIC's Indigenous Education Council and Leadership Team approved an extension of the current 2021–2026 Working Together Indigenization Plan in May 2026. The extension provides continuity while broader strategic planning processes are underway.

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, *Working Together*, 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**
Reporting 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 5 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	In May 2026, the Indigenous Education Council (IEC) and NIC Leadership Team approved an extension of the current Working Together Indigenization Plan, until the strategic planning process can be resumed and an updated plan can be developed/instated.	Annual budget complete				Plan extended by one year	Behind
b. Source and secure funding	NIC's Office of Global Engagement (OGE) has earmarked funding through 2027 to assist in the delivery of key aspects of the Journeying Together plan which support Working Together goals. $50,000 was earmarked by the IEC from Indigenous Pathways and Partnerships (formerly ASP) dollars. NIC continues to commit base funding to support the following positions: • Executive Director • Elders in Residence • Associate Director, Indigenous Regional Partnerships • Project Analyst • Indigenous Counsellor • Two .5 FTE Indigenous Leadership Instructors • .5 FTE Indigenous Education Facilitator and Navigator Positions (50% base funded) Indigenous Education continues to operate within a similar budget to previous years, enabling the continuation of established services, partnerships, and supports for Indigenous learners, communities, and nations.	$345,500 committed to Year 1 Additional $211,500 committed to Year 2 Elders in Residence program moved to base funding			Additional $80,000 committed to Year 4 $77,000 from IPP $63,000 from CET	$50,000 from IPP	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: 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 Sight*. The IAPR report will be published in Fall 2025. Build 2026, Journeying Together, Working Together, Widening Our Doorways, the Accessibility Plan and The CARE² Plan can be accessed on the NIC website at *Plans and Publications*. Quality Assurance (formerly the Centre for Teaching and Learning Innovation) continues to support programs through the program-review process and resulting action plans.		OGE report on Indigenous activity in international education (July 2023)	Ongoing data collected via program review	IAPR report published Fall 2024	IAPR report published Fall 2025	On Track
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	8 students completed the Indigenous Leadership Certificate in Fall 2025. In Fall 2025, two sections of ABG 100 (Histories and Impacts of Colonization), and two sections of ABG 103 (Vision, Values, Philosophies and Ethics) were offered. In addition, the following language courses were offered through base funding: two sections of KWA 096 (Introduction to Kwak'wala 1) and one section of NCN 096 (Introduction to Nuu-chah-nulth Language 1). In Winter 2026, three sections of ABG 100 and one section of ABG 103 were offered. In addition, the following language courses were offered: one section of ILF 121 (Nuu-chah-nulth Immersion 1) and two sections of KWA 097 (Introduction to Kwak'wala 2).		Aboriginal Leadership Certificate begins		Aboriginal Leadership (ABG) Certificate intake plan	Additional first year Nuu-Chah-Nulth offered.	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)	This academic year, NIC offered X Nuu-chah-nulth and Kwak'wala language courses from base funding (114 students total). This includes: • ILF 121, and NCN 096 digitally offered (22 students) • Two offerings of KWA 096 were offered in-person and digitally (31) • Two offerings of KWA 097 were offered in-person and digitally (24) • Indigeous Language Fluency Certificate, in partnership with Ahousaht First Nation (17 students graduated from the Indigenous Language Fluency Program, and a new cohort of 9 students started in May 2026) • The first offering of the Indigenous Language Fluency Certificate Program (ILFC), Kwak'wala in Líḵʷala language, with Wei We Kum, and We Wai Kai (11 students graduated, and additionally 3 dual credit students completed the program) • Submitted a proposal, and secured funding, in partnership with We Wai Kai First Nation, for the development of an Indigenous Language Fluency Diploma, which will be developed in 2026/2027.	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 Third cohort of ILF Certificate in Nuu-chah-nulth began	Wei We Kum, and We Wai Kai Indigenous Language Fluency Certificate Program launched, Kwak'wala in in Líḵʷala Fifth cohort of the ILF Certificate in Nuu-chah-nulth began	On Track
c. Transition Elders in Residence program from ASP to base funding	Completed.	Elders in Residence program moved to base funding				Complete	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	The IEC and Board of Governors (BOG) continue to work together to advocate for changes to the College and Institute Act that would enable IEC representation as part of BOG membership. Following Minister Sunner's November 25, 2025 announcement that a review of the long term sustainability of the public post secondary system in BC would be completed, the IEC, with BOG representatives also in attendance, met in February 2026 to formally provide input to the questions posted by the consultant, Don Avison. Input was provided on suggestions for legislative changes to either the University Act or the College and Institute Act; feedback on institutional funding, governance, collaboration, consolidation, program delivery, tuition policy, and support for underrepresented learners; proposed changes to legislation, system structures, and institutional operations; human resources and instructional faculty practices. The Avison report release date has been extended from spring to fall 2026.		Presentation to IEC for discussion	New Board member appointed	New Board member appointed	Continuing work together to advocate for changes to the College and Institute Act	On Track
b. Develop an awareness campaign to promote participation (awareness, benefits in participating, etc.)	The following efforts support this goal: • Student opportunities to participate in the IEC, BOG and Education Council (EdCo) are shared in the student newsletter. Increased efforts to have students attend IEC meetings were made in the year, including sending posters to IEC representatives and campuses advertising opportunities. • The IEC continues to develop a membership drive and strategy to enhance membership. A video was produced on the role of the IEC and their decision-making processes at the college, to be shared with staff, faculty, and students at NIC. During the year, the IEC ran a membership drive through letters, emails, and phone calls to nations/school districts without current representation, and four new representatives joined the IEC (from Toquaht, Tseshaht, Uchucklesaht, and Tlowitsis First Nation). • The IEC made several recommendations to the BOG on potential new members. In October 2025, the IEC decision was made for Erin Higginbottom to join the BOG as an IEC representative, with Ian Caplette as a back up. Jerad Langille continues to join IEC meetings.		Summer symposium Joint meeting: BOG, EdCo, IEC		IEC to recommend potential new members to BOG annually	IEC implemented a membership drive	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	The IEC reviewed and updated the Commitments document at the annual retreat in March 2026. Presentations, discussions, and engagement on the Framework for Indigenous-Led Education and Training (FILET) occured between Indigenous Education and NIC Departments, LT, and ET. In addition, continued support to departments to implement FILET was provided throughout the year. By guiding the college in exploring, planning, and delivering education and training, the framework supports accountability and the success of in-community programming. At the annual IEC retreat, representatives discussed and reviewed the rollout of FILET, providing feedback and suggestions on possible improvements, and discussing how FILET could be expanded to apply to program development. A video was produced that speaks to the role of the IEC and its decision-making processes at NIC. A graphic design was created as a visual representation of IEC.		Summer symposium Joint meeting: BOG, EdCo, IEC		Framework developed for Indigenous-Led Education and Training Filmed/edited IEC video IEC graphic design complete	FILET fully implemented through NIC Share IEC video	On Track
b. Trial identified processes across a variety of areas	The IEC reviewed the first year of FILET (Framework for Indigenous-Led Education and Training) implementation to assess its effectiveness, identify successes, and explore opportunities for enhancement. Recommendations included expanding FILET to support program development processes in addition to community-based programming, or developing a complementary FILET-style framework to guide this work.				IEC Indigenized decision-making pilot	IEC commitments document updated to recognize distinction-based approach in decision making	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
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	The Office of Indigenous Education (OIE) provided an Indigenous lens on the following policy and procedure reviews: • Reviewed Program Review Policy • Program Advisory Committee Policy In addition, OIE provided updates on the Flag Usage Policy – updates to flag protocol recommendations presented and approved at Leadership Team (LT).	Began review of Student Complaint Policy				Further development of Indigenous Education Policy	On Track
b. Indigenous member on Policy and Standard Committee	OIE continues to have an assigned a member on the Policy and Standards Committee.			To begin attending meetings		New member 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	• The Indigenous Curriculum Sub-Committee was piloted in May/June 2025, with the goal of being fully implementated in September 2026. The process was piloted with the review/updating of Health and Human Services Diploma courses. • The Committee now consists of the following membershiop: two Indigenous Faculty, one Indigenous Facilitator, the Executive Director and Associate Director of Indigenous Education, and a project analyst for coordination/support		Summer symposium Funding required for 1 FTE Faculty	Monthly meetings scheduled	Monthly meetings scheduled IRDCC concept developed	IRDCC implemented, review process piloted	On Track
b. Identify scope of work	The Indigenous Curriculum Sub-Committee Terms of Reference and WTWG scope are completed and further clarified throughout the year; the WTWG scope will focus on non-academic support; while the Curriculum committee scope will focus on the academic side.		Action plan developed		IRDCC scope drafted	Updated IRDCC scope	On Track
c. Implement sub-committee as a required Education Council process	Indigenous Education met with the Chair of Curriculum Committee to begin planning for Fall 2026; the Indigenous Curriculum Sub-Committee will present at the Curriculum Committee Meeting in September, to discuss/ formalize how it will fit into the larger Quality Assurance and review process, and with Education Council processes.					IRDCC pilot	On Track
d. Create a protocol guide that addresses the importance of co-development/ facilitation/ delivery of Indigenized programming	Rollout of FILET with departments was conducted throughout the year, through engagement/discussions and presentation. IEC FILET discussions focused on expanding to the program development stage.				FILET document approved by IEC	FILET fully implemented through NIC	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
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	Indigenous Education is now a key element in the credential-program review and renewal process and is integral to all program review during: 1. Data Gathering and Analysis 2. External Review Process Quality Assurance (formally CTLI) has developed a set of questions to be utilized during program review to guide the Indigenization of program content. During this reporting year, program reviews were put on hold as NIC completed the Expedited Program Impact Assessment (EPIA) Process. A Special Working Together Working Group Session was held on Program Suspension Planning and Community Priorities in May 2026, with Fine Arts and Business Administration departments to review programs and provide input on changes that could support Indigenous learners.		Review departments' program renewal plans		Moved to a formal review process	Continue to support program review	On Track
b. Begin by piloting with one program area to develop model and reporting template * **Note:** This goal will be refined to align with the program-review process.	This goal will be refined to align with program review and support program areas in their action plans for the formal review process. The program review schedule is posted on the NIC website. During this reporting year, program reviews were put on hold as NIC completed the EPIA Process.		Initiate pilot program		Moved to a formal review process	Continue to support program review	On Track

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3. TEACHING AND LEARNING continued							
Goal 3.2 continued							
c. Identify areas that require growth and develop a plan to address	Areas are being identified through the program-review process and associated program action plans. During this reporting year, program reviews were put on hold as NIC completed the Expedited Program Impact Assessment (EPIA) Process. Indigenous Education communicated with several departments, individuals, ET, and LT on specific areas of growth and planning in relation to possible suspensions. Several areas were identified through Working Together Working Group meetings through the year. Key themes included improving curriculum and pedagogy to better reflect Indigenous ways of knowing, learning, and language revitalization (Health and Human Services updating of ACD's); ensuring culturally safe and strengths-based approaches in program design and delivery; developing more meaningful relationships and engagement with Indigenous communities (Fine Arts, Business Administration); creating flexible, community-responsive programming such as microcredentials and applied learning opportunities; better aligning student services, housing, and assessment processes with Indigenous student need (Housing, Student Life); supporting Indigenous faculty recruitment and knowledge keeper involvement; and establishing clearer institutional processes to embed Indigenous perspectives, self-determination, and reciprocal relationships into planning, decision-making, and educational experiences across the college (Housing, Student Life, DALS/Assessment Services, NIC Library/ Archives). Indigenous Education developed a new course, IST 201 (ReconciliACTION), which provides a relevant pathway for learners to explore personal visions, values, ethics, and beliefs in context to experiencing local language and culture in culturally safe, intercultural environments. Learners will explore holistic relationships with the land, sea, sky, sacred and social realms, by drawing on local Indigenous ways of knowing, being, languages and cultures. Learners will explore healing and the social realities that may present barriers to the Truth and Reconciliation Calls to Action (TRC) and full implementation of the United Nations Declaration of Rights for Indigenous People (UNDRIP). Learners will create and share personal portfolios that reflect their holistic perspectives and commitments to the calls to action. Familiarity with TRC Calls to Action and UNDRIP are recommended.			Begin program-wide assessment	Moved to a formal review process	Continue with program review and IRDCC	On Track

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3. TEACHING 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	Program areas with clear, measurable commitments to address specific TRC Calls to Action are identified in the Institutional Accountability Plan and Report (IAPR) published each year. Updates from specific departments are as follows: Health and Human Services: All students in Health and Human Services are presented 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. Community and Public Affairs (CPA) Commitment to Reconciliation and Continual Learning: • CPA works to include discussions on Truth and Reconciliation into our team meetings. As a team we committed to continual learning. • As part of that we used the video series Understanding Indigenous History as a spring board to discussions connected to Truth and Reconcillation. We finished the series in June 2025. • As part of our continual learning, we effort to attend all learning opportunities provided by Indigenous Education such as the talk this year by Dr. Jesse Morin. • As part of our continual learning, we visited a local gallery for a tour and information session about the different cultural/art practices of the Nations in our region. • We are currently brainstorming and organizing our next learning series which will begin Fall 2026 • The NIC Foundation supports Indigenous students through its expanding award program (the program this year is set to give out approx. 1.3 million in awards to Indigenous and non-Indigenous students). NICF's Development Officer actively works with donors to explore ways to support Indigenous students; for example there is an ongoing proposal collaboration between CPA and Indigenous Education to support of Indigenous Education. • CPA's Alumni Network Liaison shares information about Indigenous Education in the quarterly newsletter and works to ensure the network is accessible to our Indigenous students; there is ongoing work on the foundation of a new strategic plan for the network, and the liaison is committed to ensuring the plan is reflective of NIC's values and commitment to reconciliation.			Identify action plans	IAPR report published in Fall 2024	IAPR report to be published in Fall 2025	On Track

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3. TEACHING 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: i) resources located on an Indigenization website ii) regular workshops iii) professional development (PD) iv) annual Indigenization work across departments	Two presentations with Q&A sessions hosted with Jesse Morin, archaelogist working with KFN, in November 2025, open to all staff and faculty at the Comox campus. Presentations outlined history, archaeology, traditional/current use, of KFN territory today. Presentations were filmed to include in Journeying to Reconciliation cultural safety course. NIC hosted a Community Connections and Learning Day, which included a panel focus by Ian Caplette and Sara Child on Indigenization and Decolonization. Sara Child supported individual instructors, departments, and curriculum developers with Indigenizing learning outcomes and program goals and objectives at many points throughout the year. An Indigenization Professional Development Day was held with the math and science department to support the reiteration of the department's Indigenization Plan.			Completion of the Indigenization resource website	IILO workshops	IEC to explore Indigenous program and institutional learning outcomes	Behind
b. Develop a local "cultural resource person" list	On hold, at the direction of the IEC.						Not Started

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3. TEACHING AND LEARNING continued							
Goal 3.4 continued							
c. Work with OGE to explore and support faculty partnership/ exchange opportunities	Three faculty, one Elder and two administrators were engaged in various study-abroad activities and international collaboration with partners in New Zealand and Mexico: • One faculty attended an opportunity in Mexico, and one Elder in New Zealand. • In November 2025, two faculty and two staff attended the World Indigenous Peoples' Conference on Education (WIPCE) in Auckland (Tāmaki Makaurau), Aotearoa New Zealand. The delegation also visited partner institutions in Auckland (Univeresity of Auckland, Te Rito Maioha and Kōhanga Reo programs), Hamilton (University of Waikato), Whakatāne (Te Whare Wānanga o Awanuiārangi programs), and Nelson (Nelson Marlborough Institute of Technology) to strengthen existing Indigenous education partnerships and further international learning and exchange opportunities. Indigenous Education hosted many guests in the reporting year: • Six guests from New Zealand, including four visiting scholars from Whakatāne through the Queen Elizabeth Scholarship for several months (including the Chair of Ngā Kaitūhono at the New Zealand Qualifications Authority and Chair of Te Pūkenga Rōpū, the Crown Response Unit, and the Manager for Cultural Development Services). Insert Indigenous Field School				Ongoing exchanges/ development of partnerships occurred with Mexico, Hawaii, and New Zealand		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	myNIC Office of Indigenous Education Employee Resources Page developed and implemented.			Completion of the Indigenization resource website		myNIC Office of Indigenous Education Employee Resources Page implemented	Behind

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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	Development of NIC's Journeying to Reconciliation course progressed from approximately 25% completion in 2023/24 to 75% in 2024/25 and was maintained at this level throughout 2025/26 while the content underwent piloting, review, and refinement. All seven components were piloted with representative employee groups, including NIC's Leadership Team, Education Team, Human Resources, Quality Assurance (formerly, the Centre for Teaching and Learning Innovation), Academic Matters Working Group, and Operations Team. Three full sections of the course were also delivered in partnership with 19 Wing CFB Comox, providing an opportunity to test and refine the learning experience with an external partner. Additional sections are being planned. Feedback from the pilots continues to inform revisions to the course and its future delivery. Findings from all pilot cohorts informed continuous updates to Brightspace content, participant resources, facilitator materials, and rollout strategies. By June 2026, cross-pilot findings had been synthesized, institutional rollout recommendations were being developed, and the Journeying to Reconciliation project report was underway to document the development process, pilot outcomes, and implementation recommendations. A phased, multi-year rollout plan is being developed in collaboration with Human Resources to support access for current employees and integrate the course into the orientation process for new employees.		Develop local modules	Continue to develop local modules and review with Nation	Pilot delivery with Human Resources	Course piloted with 6 NIC departments; implementation plan being developed	Behind

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.1 continued							
b. Offer multiple training opportunities throughout each year	All seven components of the course were piloted with representative employee groups, including NIC's Leadership Team, Education Team, Human Resources, Quality Assurance (formerly, the Centre for Teaching and Learning Innovation), Academic Matters Working Group, and Operations Team. Three full sections of the course were also delivered in partnership with 19 Wing CFB Comox, providing an opportunity to test and refine the learning experience with an external partner. Additional sections are being planned. Feedback from the pilots continues to inform revisions to the course and its future delivery.					Pilot to key employees	Behind
c. Develop a roll-out plan to ensure all employees have the opportunity to complete training	Findings from all pilot cohorts continue to form the basis of a phased, multi-year rollout plan, developed in collaboration with Human Resources to support access for current employees and integrate the course into the orientation process for new employees.				Consultations with HR	Develop multi-year rollout plan	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	Data continues to be gathered and reviewed through the program-review process.		Continue work with decanal areas			Continue to support program review	Behind
b. Departments to work with Indigenous curriculum subcommittee to ensure content is appropriate	Progress in this area will continue to be led by the Indigenization, Reconciliation and Decolonization Curriculum Committee (IRDCC). Beginning in spring 2026, IRDCC met weekly to review and provide input on Modern Campus proposals. OIE has collaborated with Math and Science Faculty and other departments to strengthen and streamline processes for fall 2026. Withing this reporting period, IRDCC members and members of the WTWG provided feedback on appropriate content to: Health and Human Services, Fine Arts, Business Administration, CARTI, and NIC Library Services.				IRDCC Scope drafted	Pilot IRDCC	Behind

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.2 continued							
c. Identify gaps and develop plan to address	Data is being gathered and reviewed as part of the program-review process.			Completion of Indigenous content review		Continue to support program review	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
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	All NIC employee, administrative, board, committee and working group meetings begin with a territorial acknowledgment. International-student orientations are opened by an Elder with a land acknowledgment. All post-study-abroad debrief meetings with students start with land acknowledgment and incorporate reflections, story telling and graphic recordings. An Indigenous-education component was built into the international student-orientation module on Brightspace. Angie Price added an Indigenous language/culture session at each OGE staff meeting. Information on territorial acknowledgements and welcomes has been added to the new OIE Employee Resources Indigenous Education Department section, and to updated protocols/user guide documents for gathering places at the CV, PA, and CR campuses. A new process for booking qatᵗᵊɛnxʷɛgəs and Q̓ə pix ʔidaʔas through the NIC Service Desk now requires those booking to review a series of questions about how their event/purpose aligns with the goals of Working Together, and the protocols are attached to the ticket. New documents are being developed by the Indigenous Education Facilitator on the differences between acknowledgements and welcomes. Community and Public Affairs Communication team has been committed to sharing stories from Indigenous Education, Indigenous students and NIC's commitment to truth and reconciliation. External communications from the reporting year include: NEWS - First Nation artists help steer the spirit of convocation May 29 / 25; NIC welcomes global leaders for 2025 PIN Leadership Summit Sept 16 / 25; New housing partnership reflects shared values of learning, service and Reconciliation Jan 15 / 26; NIC Indigenous Education director to move to new role as vice-president May 26 / 26; NIC hosts its first-ever international Indigenous field school June 4 / 26. Internal communication includes producing the Weekly Wrap-Up, and working to share news about Indigenous students, programs with our internal community. Examples from the reporting year include: June 19/26- Convocation, sharing images of our Indigenous graduates; Apr 17 /26 -- FPSE's "Humanizing Post-Secondary Systems" blurb about indigenous governance webinar; Feb 13 /26 Wrap-Up blurb - Indigenous Gathering Places: qatᵗᵊɛnxʷɛgəs & Q̓ə pix ʔidaʔas.		Resource development completed			Gathering Place Protocols Documents updated/ shared out with NIC staff/ faculty	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	Indigenous representatives participate in the following teams, committees, or 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 • Digital Student Services Committee • Conduct Sub Committee • Education Council • RAPT • Integrated Enrollment Management • Working Together • Joint Job Evaluation Committee/ Accessibility Advisory Committee • NIC 50th Anniversary Grant Committee • Planning and Standards Committee • Suspended Program Advising Support					Committee participation expanded by two committees	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 continued the Indigenous Speaker Series. Two presentations with Q&A sessions hosted with Jesse Morin, archaelogist working with KFN, in November 2025, open to all staff and faculty at the Comox campus. Presentations outlined history, archaeology, traditional/current use, of KFN territory today.				Launch Indigenous Speakers Series	Run Indigenous Speaker Series	On Track
c. Engage with OGE to host events that celebrate and share local and international cultures	OIE and OGE continued the Indigenous Speaker Series. Indigenous Education supported the Indigenous Language Fluency Certificate Programs in having graduation ceremonies and some in person gatherings to celebrate language learning.						On Track

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.4 continued							
d. Plan events for: 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 • Elders in Residence provided a traditional welcome, and Navigators hosted info sessions. 2. Graduation • Ceremonial paddles were commissioned for each campus from local artists and carried in by the Executive Director of Indigenous Education, an Elder or Hereditary Chief from the local First Nations • Elders in Residence or Nation representatives offered a traditional welcome • Drummers led the procession by singing in faculty and students, marking the beginning of each convocation with deep cultural significance & respect. 3. Open House • Indigenous Navigators and Elders hosted info booths. 4. Moosehide Campaign • Shared community-based activities. 5. Orange Shirt Day • NIC web page: Orange Shirt Day and the National Day for Truth & Reconciliation 2024. 6. National Indigenous Day • Student Life team participated in local Indigenous Day events. 7. Sisters in Spirit – TBA 8. Stolen Sisters – TBA 9. Red Dress campaign • Information and dresses were on display in lounges at each campus. (continued on next page)				Ceremonial paddles introduced at convocation ceremonies	Increated collaboration on events with Student Life	On Track

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4. UNDERSTANDING AND RECIPROCITY continued							
Goal 4.4 continued							
d. continued	Collaboration with Student Life included: • Delivered multi-campus Truth and Reconciliation programming, including Orange Shirt Day tabling events at our Comox Valley, Campbell River, and Port Alberni campuses, engaging over 150 students and employees in learning, reflection, and dialogue about the impacts of residential schools. • Created meaningful, interactive engagement opportunities through activities such as seed paper reflections, where students wrote personal commitments and intentions related to reconciliation, fostering deeper understanding and connection to the "Every Child Matters" message. • Integrated education on the impacts of colonization into Gender-Based Violence Awareness Month programming, highlighting the disproportionate experiences of violence among Indigenous women and communities. • Partnered closely with Indigenous Education across multiple initiatives, including Fall Orientation, ongoing trades classroom outreach (60+ in-person visits), Salmon BBQ events across three campuses, and Thrive Week programming featuring a campfire hot dog roast with Elder Daryle Mills. • Supported students through proactive outreach and Early Assist referrals, connecting those in need to Indigenous Education Navigators, counsellors, and Elders to ensure access to culturally appropriate supports.				Ceremonial paddles introduced at convocation ceremonies	Increated collaboration on events with Student Life	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	The Indigenous Education Facilitator began developing resources to post on the new myNIC Indigenous Education Employee Resources page.					Resources in development	Behind
b. Website to include tools for addressing racism in the classroom	To follow the completion of the Journeying to Reconciliation 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	• Human Resources has incorporated a voluntary self-declaration question into all job postings. • HR has aligned this process with HR information systems to ensure self-identification data can be captured and reported appropriately. • This work has enabled the College to establish a reportable baseline of self-identified Indigenous employees and which supports ongoing monitoring of Indigenous representation within the workforce.					DEI Strategic Framework to launch	On Track

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5. INDIGENOUS EMPLOYEE RECRUITMENT continued							
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 Exemption 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. In April 2025, the BC Human Rights Commissioner granted NIC Special Program renewal to April 24, 2030. 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." Human Resources continues to support Indigenous recruitment initiatives through the use of Special Program approvals under the BC Human Rights Code. For positions that qualify, postings include language identifying that preference or restriction may be given to applicants of Indigenous ancestry under an approved Special Program.				NIC granted Special Program renewal to 2030		On Track
b. Review current hiring process with focus on ways to decolonize	In consultation with OIE, HR identified goals for hiring that align with decolonization and shared these in its Thriving Together – People Plan. HR is additionally developing hiring guidelines that incorporate FILET recommendations, emphasizing the inclusion of Indigenous representation on hiring committees. The development of a new employee-orientation program will include consultation with OIE and an option for OIE to participate in orientations to ensure culturally informed onboarding experiences.			People Plan launched	People Plan implementation	Align hiring guides with FILET	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
5. INDIGENOUS EMPLOYEE RECRUITMENT continued							
Goal 5.2 continued							
c. Review minimum education requirement for Indigenous knowledge keepers – develop a best practice to ensure NIC values Indigenous knowledge	HR works closely with the responsible administrators to ensure appropriate recruitment timelines, outreach, and messaging are in place to support successful hiring outcomes. Recruitment processes are guided by the principles of FILET and Indigenous-informed hiring practices to help create culturally respectful and effective recruitment experiences. Language has been developed for some key faculty positions: • Elder in Residence – Must be an Indigenous Elder with the respect and recognition of his or her own community and other communities in mid-to-northern Vancouver Island – Good knowledge of Indigenous cultural practices and protocols is required – Local knowledge is an asset – A working knowledge of an Indigenous language is desirable • Indigenous Medicines Knowledge Instructor – The Indigenous Medicines Knowledge Holder (IMK) must be recognized by their community as knowledgeable in the field – Experience in Indigenous methodology and land-based learning As a part of FILET, additional language for the posting of in-community programs is under development.			People Plan launched	People Plan implementation	Developed language for in-community job postings	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
5. INDIGENOUS EMPLOYEE RECRUITMENT continued							
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	• The College continues to include language in job postings that reflects its commitment to reconciliation, Indigenization, and the development of Indigenous cultural competency. HR has incorporated language into all in community job postings. Progress continues towards updating job descriptions to ensure that instructor roles and positions are tailored to in-community programming and the campuse/regions they're instructing, with a focus on ensuring culturally safe instructors are hired. • For Indigenous-led and community-based programming positions, duties and responsibilities developed in consultation with the Indigenous Education Council (IEC) are incorporated into job descriptions and postings where appropriate. • These practices help ensure roles accurately reflect Indigenous priorities, community relationships, and institutional commitments.				People Plan implementation	HR to review the alignment of job posting language with commitment to Indigenization	Behind
b. Include competence language in job descriptions	See 5.3.a, above.				People Plan implementation		Behind
c. Include competence language in NICFA and CUPE posting templates	See 5.3.a, above.				People Plan implementation		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
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	The K'ómoks Connections Committee continued to hold monthly meetings to discuss the operation, construction and design of tul'al'txw, until the officially opening in September 2025. Led by K'ómoks First Nations, the opening was organized by a hired KFN coordinator and featured a formal welcome by Chief Nicole Rempel, dancing, speeches, features of the Indigenous artists designs, gifting of eight names to the buildings, and annoucement of the respective Indigenous-language signage throughout public spaces in Pentl'ach, ʔayʔaǰuθəm, and Kwak'wala. The opening was a collaboration between CPA, the Cultural Committee, KFN, and Indigenous Education; following this, protocols and user documents were updated and shared for qatᶿɛnxʷɛgəs and Q̇ə pix ʔidaʔas, to ensure respectful use of the spaces. Mandatory questions about how a proposed use of the space aligns with the Indigenization goals of Working Together was added to a new faculty/ staff booking process on the NIC Service Desk, and college-wide communication was sent out to try to ensure compliance. New graphic recordings of the Journeying Together team exercise are hung in the OIE and OGE offices, serving as a reference – for employees and visitors – of the foundational work we are doing. Planning began to add two poles in front of tul'al'txw, and a new pole in front of Discovery Hall, in collaboration with a KFN carver. K'ómoks Connections Committee involoved in the gifting of an Ayajuthem name for NIC's new Centre of Excellence in Learning at the Comox Valley Campus. New Indigenous signage and names included on posters for lounges. Efforts made with Elders and Navigators to further Indigenize lounge spaces. As part of NIC's 50th Anniversary celebration, Community and Public Affairs, along with MFS, were responsible for leading the planning and delivery of NIC 50th anniversary campaign. As part of that, a legacy installation piece was created that charted NIC history, incorporating Indigenous connections and programs at NIC. The traveling exhibit was taken to our various campuses, community events and NIC events such as the housing opening.				New student housing – infused language, ceremony	tul'al'txw officially opened	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 **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.							
b. Develop an annual schedule of events which incorporates Indigenous ceremony and culture	Indigenous Navigators and Elders hosted a minimum of two monthly events at each campus. The team hosted welcome-back luncheons for Indigenous students at the Mixalakwila, Campbell River, Comox Valley, and Port Alberni campuses to introduce students to Indigenous Education services, supports, and upcoming opportunities. Between Aug. 16, 2025 and June 30, 2026, a total of 89 student events, gatherings, and workshops were hosted by NIC Indigenous Navigators. Activities were highly diverse, hosted on all four campuses and in community, and included: Navigators, students, and Elders collaborating on community lunches at friendship centres; Indigenous plant workshops; high school tours and events; new college orientations; language revitalization gatherings; culturally safe counselling information sessions; regalia workshops, and more. Navigators documented over 1600 Indigenous student interactions during this report period. The calendar of events has been developed for 202/27.			OIE and OGE co-host monthly events at each campus	Indigenous Navigators hosted two events each month	Continue to host events for students on campuses	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 6.1 continued							
c. Promote and support study abroad, field schools and virtual exchange opportunities for Indigenous students	Wi'lamola International Indigenous Field School May-June 2026 Vancouver Island: NIC's first Indigenous Field School was hosted, a collaboration between OGE and OIE. It brought together Indigenous studentsto build relationships and learn through shared engagement with Indigenous lands, waters, cultures, and communities. Twenty-two people attended: Kapi'olani Community College (Hawaii) 5 students + 2 instructors; Maui: 4 students and 1 instructor; Colima, Mexico: 5 students+ 1 instructor; Waikato New Zealand: 3 students +1 instructor. Local press published an article on the signficance of this event. A local Indigenous graphic recorder was hired tocapture the reflections and the stories shared post field school. One Maori student from Te Whare Wananga o Awanuiarangi was offered QES scholarship by NIC and was hosted at NIC to work on a 60 days project strenghtening the relationship between the Wanaga, NIC, and communties NIC serves. Two faculties, one Indigenous (ABE program) and one non_Indigenous, completed their professional development at Te Whare Wananga o Awanuiarangi, Aotearoa. One NIC Indigenous student, enrolled in the Associate of Arts program received the QES Study Abroad scholarship to attend an exchange program at Te Whare Wananga o Awanuiarangi and Waikato University, NZ. Student was featured in the 10 years QES Report published by the Rideau Foundation: https://rhf-frh.ca/wp-content/uploads/2026/07/QES-2025-26-Annual-Report_EN_reduced_final.pdf March 2026_Presentation at the Forum on Study Abroad about the Indigenous International Field School development.				Partnership with NIC, VIU sent 15 Indigenous students to Maui	OGE to continue relationship building with International partners to benefit students' experiences; first International Indigenous Field School hosted	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	The 2025/26 Indigenous Education Student Satisfaction Survey found that 60% of respondents used the services of an Indigenous Education Navigator (a 12% increase from 2024). Of these, most respondents initially approached a Navigator for course/program information (83.93%) or for application/registration (60.71%). Of that group, 95% indicated that they were 'satisfied' or 'very satisfied' with their meeting (an increase of 5% from 2024 survey data). As in previous years (and in response to feedback from Indigenous students), Indigenous Navigators and Elders-in-Residence hosted welcome-back luncheons for Indigenous students at the Mixalakwila, Campbell River, Comox Valley, and Port Alberni campuses to introduce students to Indigenous Education services, supports, and upcoming opportunities. Between Aug. 16, 2025 and June 30, 2026, a total of 89 student events, gatherings, and workshops were hosted by NIC Indigenous Navigators. Activities were highly diverse, hosted on all four campuses and in community, and included: Navigators, students, and Elders collaborating on community lunches at friendship centres; Indigenous plant workshops; high school tours and events; new college orientations; language revitalization gatherings; culturally safe counselling information sessions; regalia workshops, and more. Navigators documented over 1600 Indigenous student interactions during this report period. Students consistently highlighted the importance of Elders and cultural connection at NIC: 28% of respondents had communicated with an Elder-in-Residence (a 3% increase from 2024), and of these, 96% reported being 'satisfied' or 'very satisfied' with their experience (nearly unchanged from the previous year). The 2025/26 survey found that 38% of respondents had attended a cultural event, luncheon, or Indigenous workshop (a 13% increase from 2024/25). Of those who attended, 97% were 'satisfied' or 'very satisfied' with their experience (also a 13% increase from 2024/25). Ninety-six percent preferred events to be offered either in person or through a combination of in-person and digital formats (nearly unchanged from the previous year). Indigenous student testimonials support that Elders and Navigators are enhancing student experiences in a myriad of ways: "[Navigators] are extremely helpful and go out of their way to make sure you have what you need."; "[Navigators] helped me greatly while trying to register for my courses. After being out of school for so long, they felt like the only light in the tunnel for me to get back into studying."; "Elders have so much knowledge and are a place of comfort - to know I am speaking with someone who has preservation and livelihood in mind is calming and reassuring."; "Their [Elders] knowledge is priceless and I appreciate every bit of their support and encouragement and knowledge of the cultural heritage and protocol". Marketing and Future Students shared with the Indigenous Navigators and the IEC regarding the new CRM process, fostering discussion on aligning student experiences with Indigenous Education priorities and insights from learners.		Work with Marketing to increase awareness		Indigenous Student Satisfactiion Survey amended to include IEC priorities	Continue review and revision of survey to better align with IEC priorities	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	Posters emphasizing appropriate and respectful use of Indigenous student lounge spaces on campuses were designed by the team and posted on all campuses. NIC continues to provide the following supports/services for Indigenous students: • 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	Completed.	Indigenous Counsellor hired					Complete
c. Create supports and education around cultural safety, racism and diversity	A member of the Indigenous Education team sits on the EDI committee. Based on pilots of the Journeying to Reconciliation course, anti-racism and self-reflection/bias content was added to the beginning modules of the course.						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
6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES continued							
Goal 6.3 continued							
d. Indigenous lens and consultation when creating services, supports and processes	FILET – central to the Working Together Indigenization Plan and BUILD 2026 – supports programs that are developed and delivered with and by Indigenous communities. It emphasizes Nation-based decision making, cultural relevance and relational accountability. In addition, Student Life, Housing, DALS and accessible learning services, the NIC Library Services, HHS, Fine Arts, and Business Administration, and CARTI, attended Working Together Working Group meetings to ask for guidance and an Indigenous lese on college processes. 50th Anniversary Video: CPA, with MFS, worked with Indigenous Education and the college community to create a video celebrating NIC. The video highlighted Indigenous Education and NIC's commitment to Reconciliation. Elders in Residence and the Indigenous Counsellor were featured with an interview in the video. CPA and MFS created an intentional commemorative gift for NIC employees, including an ecofriendly lunch box, branded bandana, and art piece from Andy Everson.				FILET document approved by IEC	FILET fully implemented	On Track

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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 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	Continuing to visit Indigenous Communities upon request.		Begin visits to Indigenous communities upon request				On Track
b. NIC attendance at community events	Elders in Residence and Navigators continue to engage with IEC nation members, prospective students, and community members through in-community events, opportunities, programming, and outreach activities (e.g., WorkSafeBC collaborations, Friendship Centre events, community lunches, information booths, high school visits, attendance at local events, and more). Navigators also support program start orientation sessions, helping students transition successfully into their studies and connect with available supports. Elders provide cultural, emotional, and academic support through community-based programming, in-class cohort support for several community- and nation-purchased programs, and participation in regular classes across programs. In addition, Elders support nursing students during community practicums, helping to foster culturally safe learning environments and strengthen connections between students, communities, and Indigenous ways of knowing. Posters and written/verbal communications about upcoming programming and opportunities are shared with nations and communities on an ongoing basis. Navigator's hosted events one event in qatᵋɛnxʷɛgəs at the Comox Valley campus; tea and snacks events were hosted at all campuses; salmon BBQ event on all campuses, and the tul'al'txw opening ceremony was attended by community members.						On Track

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7. RELATIONSHIP BUILDING AND SELF-DETERMINATION continued							
Goal 7.1 continued							
b. NIC attendance at community events *continued*	In the northern region, the following events were attended: • August 2025: Kwagul FN Community Visit and Program Discussion • September 2025: Port Hardy Chamber Luncheon, Port Hardy Chamber AGM • October 2025: NIC Community Engagement lunch with Leadership at Kwalilas (Port Hardy) • December 2025: PSEA Training Labour Relations Program for Academic Leaders, Port Hardy Chamber Christmas Event • Feb/March 2026, Homalco Breaking Ground Ceremony for new Childcare Centre, NIC's 50th Celebration 2 x Community Lunches in Partnership with Sacred Wolf Friendship Centre • April 2026: Hosted Board of Governors at MX Campus • May 2026: Port Hardy 60th Celebration, Village of Alert Bay Connect • June 2026: NIC Field School with Wei Wai Kum and Homalco First Nations, Wachiay Friendship Centre, Homalco First Nation Post-Secondary Policy Retreat, NIC CR Convocation In the central region, the following events were attended: • June 2025: We Wai Kai Nation Graduation Ceremony • July 2025: We Wai Kai Day at Quinsam Reserve • October 2025: CV Campus Tour with Nuxalk College, K'ómoks First Nation Visit, NIC Info Package Drop-offs (Indigenous organizations + community supports), SD 71 Indigenous Support Workers Connect • April 2026: CV Campus Tour with Ditidaht Community School • March 2026: Port Hardy Civic Centre Job Fair • May 2026: CV Campus Tour with Ts'zil Learning Centre, CV Campus Tour with Eke Me-Xi Learning Centre, CV Convocation Cemeremonies; Ripple Rock Community Day • June 2026: CV Convocation Ceremonies; We Wai Nation Graduation Ceremony • July 2026: We Wai Kai Day						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*	In the west coast region, the following events were attended: • June 2025, 2026: Haahuupayak 50th Anniversary Planning Committee; Yuułu?ił?ath Graduation Ceremonies • July 2025: Nuu-chah-nulth Employment and Training Program (NETP) Open House • August 2025: Tlu-piich Games, Nuu-chah-Nulth Tribal Council • February 2026: Alberni District Secondary School (ADSS) Recruitment Events; Macoah Community lunches; Ucluelet Secondary School (USS) Lunches and Events • September, October 2025: Truth and Reconciliation (TRC) booklet ceremonies with Early Childhood Education (ECCE) classes; TRC Day Paper Mill Dam Activities, and TRC Day Activities hosted by Tseshaht First Nation • October 2025: ADSS visit and tour • April 2026: ADSS Singing with the Indigenous Students • November 2025: Guest Speaker on anger management for ECCE • December, May 2026: Guest speaker for ECCE on cultural wellbeing; Māori Tour and Tea and field school tour In addition, Indigenous Education provided input to CPA/CARTI on the Pacific Seaweed Summit. The Event and Special Project Officer collaborated and engaged with Indigenous partners in the delivery of the summit and supported Indigenous partners in their participation in the summit. The Indigenous Education Project Analyst worked with CPA/CARTI to plan/host a pre-summit Seaweed Innovation Community Session to understand more about how nations want to participate in the initiative.						On Track

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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	In 2025, the IEC moved towards transitioning from regional tables to hosting more regular Learning Councils, in order to increase social and economic development and expand communication/collaboration between sectors and nations. The IEC developed a robust 2026-2027 schedule that includes monthly IEC meetings; Learning Councils; and regularly scheduled guest speakers from NIC departments (including LT, ET, Marketing and Future Students, NISU, VPs, and more) in order to foster increased learning and collaboration between IEC members and NIC individuals/ processes. In the northern region, there is ongoing community participation at the following tables: • Mount Waddington Health Network Table of Partners • Mount Waddington Learning Council • Port McNeill Resources Community Transitions Meeting • First Nation Education Committee for SD 85		Explore hosting community forums				On Track
b. Engage with Métis chartered communities	NIM remains engaged with the IEC as a representative.						On Track

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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	Indigenous Pathways and Partnerships funding supported the continuation of the Manager, Indigenous and Regional Partnerships position in the northern region. Through relationship development, collaborative planning, proposal preparation, and coordination across NIC departments, the role supported the development and delivery of six programs in partnership with First Nations and Indigenous organizations across northern Vancouver Island. The position continued to strengthen NIC's capacity to respond to community-identified education and training priorities and deliver programming within communities. This work included supporting program exploration, funding applications, agreements, instructional and operational planning, and coordination of culturally appropriate student supports. The work aligns with NIC's Framework for Indigenous-Led Education and Training and the Working Together commitments to relationship building, reciprocity, and Indigenous self-determination. With the support of NIC's Executive Director, Associate Director, Indigenous, Regional Partnerships and Manager of Indigenous, Regional Partnerships, 10 program intakes were delivered with local First Nations from July 2025-June 2026. These include: ILFC • Wei Wai Kum (Liq'wala) ($295k) • Ahousaht (ISTE $400k) • Ahousaht (ISTE $400k) • Wei Wai Kum (PSPP $350k) ILFD Development • We Wai Kai (PSPP $100k) NCN096 • Pacheedaht (PSPP- $50k) ABE and UNST • MMFN (PSPP $300k) • ECCE Certificate • Homalco FN (ISTE $300k) • NTC (NETP $300k) • ECCE Diploma • Homalco FN (PSPP $187.5k)		Completion of rural, remote packages for First Nations communities		10 program intakes	Continued support of Nations	On Track

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7. RELATIONSHIP BUILDING AND SELF-DETERMINATION continued							
Goal 7.3 continued							
a. Communicate readiness to support communities' self-determined education and training goals/ needs continued	Level 2 Carpentry • Kingcome (CWRG $350k) Guardians • Tri-bands (ISTE $350k+) • Ha'oom- Small Engine Repair ($72k) Pathways to Indigenous Teaching • NTC (ISTE $500k) Culinary (Non -Credit) • MMFN (ISTE $350k) MMFN PBMLT funding with CET for life and study skills and employment supportive skills.		Completion of rural, remote packages for First Nations communities		10 program intakes	Continued support of Nations	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	FILET has now been fully implemented across the College, supporting more consistent integration of Indigenous perspectives, relationships, and accountability within program and curriculum development. It is becoming an established part of how the College advances its Indigenization commitments.		Explore funding opportunities for MIRP position in Northern and Central regions				On Track