



Sisters in Spirit Vigil, October 2017, Comox Valley campus

NORTH ISLAND COLLEGE



NIC

ABORIGINAL EDUCATION

Aboriginal Service Plan

2018/2019 - 2020/2021

Submitted to the Ministry of Advanced Education February 9, 2018

Table of Contents

Letter from the President	4
Acknowledgement of Traditional Territories	5
1) Situational Context	6
2) Institutional Commitment	8
3) Engagement	
a. Description of Aboriginal Student Engagement	10
b. External Partner Engagement	12
4) Policies and Process(es) to Ensure Respectful use of Traditional Knowledge and/or Indigenous Intellectual Property	14
5) Overview of Proposed Plan	15
6) <i>Proposed Programs and Activities for 2018/19</i>	16
Minimum Funding	16 - 21
a. Four Aboriginal Education Advisors	16
b. Elder in Residence, Comox Valley Campus	18
c. Community Outreach Activities and Engagement	20
Additional Funding	22 - 28
<i>Central Region</i>	
d. Three Elders-in-Residence (One at the Comox Valley Campus; two at the Campbell River Campus)	23
<i>Northern Region</i>	
e. Tourism Bridging Program	25
<i>West Coast Region</i>	
f. Nuuchahnulth Language Course - Aboriginal Transition Program	27
7) Overall Budget	29 - 30
Programs and Activities Supported by Minimum Ministry Funding	29
Programs and Activities Requiring Additional Ministry Funding	30
Total Funding (Minimum + Additional)	30

Table of Contents

8) Documents Showing Support for the Overall Plan from Aboriginal Students and Partners	31
Appendix A College Plan 2020, Strategic Priority #4: Aboriginal Education & Indigenization	32
Appendix B Colleges and Institutes Canada Indigenous Education Protocol	36
Appendix C Summary of Memorandums of Understanding / Educational Agreements, Continuing Education (2011-2018)	37
Appendix D Aboriginal Education Advisory Council, 2017/18 Meeting Dates & Attendance	38
Appendix E Aboriginal Student Satisfaction Survey Results, December 2017	42
Appendix F Aboriginal Education Council Terms of Reference	60
Appendix G Aboriginal Education - Central Region Advisory Committee Terms of Reference	63
Appendix H Summary of Memorandums of Understanding / Educational Agreements, Academic (2011-2018)	65
Appendix I North Island College Elders Protocol	67
Appendix J Aboriginal Education Regional Advisory Committees, 2017/18 Meeting Dates	69
Appendix K Central Region - 2017/18 Meeting Attendance	71
Appendix L Northern Region - 2017/18 Meeting Attendance	72
Appendix M West Coast Region - 2017/18 Meeting Attendance	73
Appendix N Letter from the Chair, Aboriginal Education Council to Minister Melanie Mark re: regional priorities	74
Appendix O Letter of Support from the Aboriginal Education Council	75
Appendix P Letter of Support from Ehattesaht Tribe - Nuuchahnulth Language Course Development	77
Appendix Q Letter of Support from Ehattesaht Tribe - Aboriginal Transition Program	78

OFFICE OF THE PRESIDENT



February 9, 2018

Honourable Melanie Mark
Minister of Advanced Education, Skills & Training
PO Box 9080, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Mark:

Re: Aboriginal Service Plan Submission by North Island College

On behalf of North Island College (NIC), I am pleased to submit the 2018/19 -2020/21 Aboriginal Service Plan. NIC operates within the traditional territories of 35 First Nations from the Coast Salish, Kwakwaka'wakw, and Nuuchahnulth traditions, and our submission has been guided and approved by the Aboriginal Education Council, which has representation from these First Nations.

We are working towards NIC's Plan 2020 Strategic Priority #4: Aboriginal Education and Indigenization and continue to expand upon our successes while exploring new opportunities through our Regional Aboriginal Education Advisory Committees and Aboriginal student feedback. We are committed to expanding the Indigenization of our curriculum and are working with Aboriginal partners to ensure educational programs include Indigenous ways of knowing and being. Further, the Indigenization of curriculum and reduction of barriers for Aboriginal students are key indicators in the final plan approval process. Work has begun on the preparation of an Indigenization strategy that flows from NIC's strategic priorities set out in Plan 2020.

Other highlights this year include:

- Providing active frontline student support via Aboriginal Education Advisors, Elders in Residence, and local community Elders - student feedback indicates this plays an important role in student access, retention, success, and satisfaction;
• Continuing to offer Kwak'waka'wakw language classes with strong participation and commencing the Tourism Bridging Program with Tourism and Hospitality pre-entry courses - in the Northern Region;
• Continuing the Tourism and Hospitality program in Port Hardy;
• Developing a new cohort for Early Childhood & Care Education Certificate in community in Ahousaht, Flores Island to fill a need brought forward by the community; this offering is a cohort delivery and includes support of a program Elder;
• Implementation of new Nuuchahnulth language classes at the 096/097 level, and continuing to plan with Nuuchahnulth communities for further Nuuchahnulth language classes in future;
• Offering a pre-health block in the West Coast region with a cultural component provided through partnership with Nuuchahnulth Tribal Council; and
• Increasing our total First Nation Education Agreements to 47 (February 2011- February 2018).

We trust that you will find the following proposal to be in order. Should you or MAEST staff have any questions, please contact my office or the office of the (Interim) Director of Aboriginal Education, Lou-ann Neel at Lou-ann.Neel@nic.bc.ca, 250-334-5071.

Sincerely,

John Bowman
President

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Acknowledgement of Traditional Territories

North Island College is honoured to acknowledge operations respectively within the traditional territories of 35 First Nations inclusive of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions. The region includes the northern half of Vancouver Island from the Alberni-Clayoquot Region in the west; Courtenay, Campbell River north to Port Hardy in the east, as well as the BC mainland coast from Desolation Sound to Klemtu.



1. Situational Context

North Island College (NIC) is honored to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

About North Island College

NIC is a comprehensive community College with a service area that spans approximately 80,000 km² on central and northern Vancouver Island and parts of the B.C. mainland coast from Desolation Sound to Klemtu. With 157,000 residents in its region, NIC serves the largest population of all B.C. rural Colleges. The College serves a vast and diverse region, which includes five regional districts and six school districts. In keeping with its access-focused roots, NIC serves its diverse and geographically dispersed communities through technology-enabled distance learning and face-to-face in-community programming, which are based on specific community needs and delivered on-site at community and First Nations partners' locations. The College's four campuses in Comox Valley, Campbell River, Port Alberni and Port Hardy provide for local program delivery, as well as opportunities to partner with local First Nations and urban Aboriginal organizations for in-community program delivery.

The proportion of Aboriginal people living in the College's service area is 12%; this year, 15% of NIC's student population is comprised of self-declared Aboriginal people. The 2016-2020 Environmental Scan shows that over half of Aboriginal students enrolled in credit courses in 2017/18 took courses at the Port Alberni and Comox Valley campuses (approximately 26% at each campus). Approximately 17% of NIC's Aboriginal students took programs offered in-community, exceeding representation at Campbell River and Mount Waddington (15% and 12%, respectively). Almost half of Aboriginal students took access and upgrading courses in 2017/18. Vocational education and training was the second most popular program area (27%) followed by university studies (23%).

Program Successes

Each year, Aboriginal Advisors serve as the first point of contact for new and returning Aboriginal students, helping to guide students through the admissions and registration processes. Advisors provide ongoing support throughout the year, often assisting students to maintain communications with their sponsoring agency (i.e. First Nations, Métis organizations, Friendship Centres and Aboriginal Employment and Training societies). With Elders in Residence now located at each campus, our team of Aboriginal Advisors and Elders in Residence have been developing new, updated schedules of gatherings that will be hosted throughout the year in each of our Aboriginal Student Lounges. Students advised us that they would like to see more lunch-and-learn presentations, cultural workshops, Talking Circles, and workshops on résumé writing, job search and other education/training opportunities. New schedules will be implemented in Fall 2018, and will also include sessions that invite faculty, staff and managers to take part in discussions around Indigenization.

In the Northern Region, a blend of campus-based and in-community program delivery has enabled our Tourism and Hospitality certificate to be offered. This program supports local demand for tourism and hospitality industry workers, particularly the new employment opportunities related to the two hotels purchased by the Gwa'Sala-Nakwax'daxw First Nation. The first hotel, Kwa'lilas, opened in the spring of 2017, and has served as a training site and regular tour site.

In the Central Region, the provision of supports to Aboriginal students is delivered through four Aboriginal Educational Advisors (one at each campus) and four Elders in Residence (two in Campbell River and two in Comox Valley). All four Elders in Residence are non-instructional sessional faculty, are members of NICFA (North Island College Faculty Association) and have been with NIC for more than two years. As such, their positions will be transitioned into regularized positions over the course of the next year.

In the West Coast Region, the development and impending launch of two Nuu-chah-nulth language courses – 096 and 097 – supports the region's priorities around language revitalization. The Port Alberni Elder in Residence will support students across campus, as well as the new language program delivery. Currently, the Nuu-chah-nulth language is taught in the community's elementary school, and as an elective at the local high school. We will be working closely with these language courses to identify other opportunities to share, network, and build more partnerships in support of language revitalization across all Nuu-chah-nulth dialects.

This year, NIC again received continuation of special program approval for Aboriginal designated seats by the BC Human Rights Tribunal. The designated seats allocations are extended to October 2022 in the following programs:

- Practical Nursing program (two spots)
- Bachelor of Science Nursing program (three spots)
- Human Service Worker (two spots)
- Health Care Assistant program (two spots)
- Early Childhood Care and Education (two spots)

Since 2012, Aboriginal students have utilized the designated seats in each program area.

Lessons Learned – Program Adjustments

In the Northern Region, our plan was to deliver a Pre-Tourism program that would prepare students for entry into the Tourism & Hospitality certificate. However, after successful delivery of the Pre-Tourism program (which consisted of a suite of entry-level courses including First Aid, WorldHost, essential skills, and office skills), 6 of 12 participants in this cohort found full-time, entry-level employment in the tourism sector; two have applied to continue in the program; and the remaining four participants have opted to not continue in the program. As a result, a new cohort of 10 participants have applied to the program which will mean offering the Pre-Tourism component of the program for a second time. This will also mean further adjusting courses to enable the new cohort sufficient time to complete the Pre-Tourism component and any ABE English and Math pre-requisite courses. As such, we have adjusted the 2018/19 Activity Template for the Northern Region to reflect the need for additional ABE, and to re-establish a program cohort by offering a second delivery of the Pre-Tourism component of this program. This is important, as it provides an opportunity for students who are genuinely interested in Tourism & Hospitality training to receive the courses and supports they need for long-term success.

This year, the elimination of tuition for all Adult Basic Education (ABE) courses, coupled with the consistent demand for these courses (particularly as part of in-community program deliveries), generated a great deal of discussion, re-thinking, and reorganizing some of the College's ABE program scheduling and funding projections. This policy change resulted in additional ABE program inquiries from Aboriginal communities and organizations who wish to offer ABE courses in the near future. NIC responded immediately, and is now scheduling meetings with several organizations to develop timelines and action plans to respond to these needs.

Lessons Learned – Policy Development

As we continue to increase partnerships with local First Nations communities and urban Aboriginal organizations, we are aware the work we have been doing to meet our commitments under the Indigenous Education Protocol will need to continue in a timely manner. As a result, this year's ASP will see an increase in Community Outreach Activities and Engagement to ensure the development of new policies relating to Aboriginal Education will be informed, shaped, and guided by communities and NIC departments. A draft information binder has been prepared and will be ready for discussion with our Regional Aboriginal Advisory Committees through Spring and Summer 2018.

2. Institutional Commitment

North Island College is deeply committed to the success of Aboriginal learners in each of the regions and communities we serve. This commitment is outlined in our College Plan 2020, Strategic Priority #4: Aboriginal Education and Indigenization (Appendix A). The goals within this strategy mirror those of the Indigenous Education Protocol, prepared by Colleges and Institutions Canada (CICan), signed by NIC in 2015 (Appendix B). At the forefront will be the development of Aboriginal Education policies that will establish a framework within which Indigenization and other important College priorities can be planned and implemented.

In terms of financial contributions to ASP and other NIC initiatives in the 2017/18 Institution Budget, the College contributed \$202,789 towards jointly-funded ASP initiatives; \$122,672 towards the Director and Assistant to the Director of Aboriginal Education positions, and \$48,150 towards Pathways to Employment program with Nuxalk Nation in Bella Coola, providing students with an opportunity to upgrade as necessary and complete an Applied Business Technology Certificate. These amounts will increase incrementally in the 2018/19 program year.

In addition, NIC approved contributions totaling \$14,500 in 2017/18 through the Multi-Year Program Planning which involves planning credit, credentialed, and apprenticeship programming within the context of our College Plan 2020 (Appendix A). Defined as a key element in the process is the need to ensure relevant curriculum as well as ensure accessibility for our students. Towards these ends, we have committed to expand the Indigenization of our curriculum to reflect Aboriginal histories, along with ways of knowing and being, and will continue community consultations to inform and shape the College's Indigenization planning process over the coming year. Departmental initiatives towards Indigenization:

- Course and program revision to the Education Assistant/Community Support Certificate – Indigenous Focus resulting in completion of this program by a cohort of 12 Aboriginal students.
- Revision of courses in Social Service program and delivery methods to better serve remote learners.
- Continued delivery of an Aboriginal Field School in the Bachelor of Science in Nursing program.
- Course revisions to Indigenize the Health Care Assistant curriculum; second program offering in 2018/19.
- Continued delivery of two first year, articulated, Indigenous English courses (ENG 126 and ENG 116)
- Course revision to BIO 051 Advanced Level Biology to indigenize the curriculum.

In the 2017/18 academic year, NIC departments were busy offering 36 training programs in collaboration with First Nation communities and organizations (Appendix C). NIC's Health and Human Services department secured funding to deliver a Pre-Health and Health Care Assistant program and Community Mental Health Worker Certificate offered in collaboration with Nuu-chah-nulth Tribal Council. NIC's Department of Continuing Education and Training continues to be an industry leader in bringing recognized education, safety, management, tourism, industrial, and marine certification to employers and communities.

In 2017/18, \$12,000 was allocated toward the cost Cultural Safety Training Programs offered by the Provincial Health Services Authority, and the delivery of "The Village" workshop. In 2018/19, NIC's Senior Leadership Team (SLT), Senior Education Team (SET), and the AEC will be working to develop a Cultural Awareness and Engagement workshop series that will enable staff, faculty, and students to increase their understanding and knowledge of Aboriginal histories and current issues. The College anticipates expanding upon these sessions through our ongoing work in Indigenization.

In response to student and community voice and needs, NIC dedicated capital funds (\$42,231.28) to renovate and create a dedicated Aboriginal Student Lounge at the Comox Valley campus. This space has created a sense of belonging and community for both students and Elders in Residence, and has already become a hub of activity that welcomes students from all NIC programs.

North Island College was successful in receiving funding through the Post-Secondary Partnership Program and is in the final phase of development for a one-year (30 credit) Aboriginal Leadership certificate. The program outcomes contribute to developing leadership skills and building human resource capacity in Aboriginal communities to meet workforce needs of First Nations' governance and administration and for leadership and management positions in all sectors (business, education, health and social services, etc.). The proposed program is being developed in direct response to the labour market demand and skills training needed to fill leadership positions with First Nations and community employers in the North Island College (NIC) region and across BC and will be ready to launch in Fall 2018/19.

And finally, Aboriginal representation on the Board of Governors continued in 2017/18, as it has continuously since 1990.

There is currently one First Nation representative on the Board, providing an Aboriginal voice and perspective on behalf of Aboriginal people across the region. As well, NIC has included the Director of Aboriginal Education on the SET, alongside the Vice-President of Learning and Students and Deans. The primary purpose of SET is to act as a decision-making body to ensure the maintenance of high educational standards and quality, as well as the orderly development, implementation and evaluation of NIC educational plans, policy, procedures, and student services.

3. Engagement

a. Description of Aboriginal Student Engagement

NIC gets to the heart of specific learner needs, interests, and concerns through personal conversations with students and their communities, and then uses prevalent themes to guide future program and service offerings. These personal conversations occur through Aboriginal Education Advisors and Elders in Residence, who share students' interests and concerns to NIC staff and community members through the Aboriginal Education Council meetings (Appendix D) and regional Aboriginal Education Advisory Committees (Appendix J, K, L, M). Monthly reports by both the Advisors and Elders identify and include ideas for cultural events and needs for student success. NIC incorporates the barriers and concerns reported by students in the development of the ASP plan. An annual Student Satisfaction Survey (Appendix E) is also conducted as a mechanism for students to voice their experience at NIC and how to best serve them.



Opening ceremonies of the Aboriginal Student Lounge, Comox Valley campus, November 6, 2017.



Traditional foods at the Aboriginal Student Lounge opening, Comox Valley campus, November 6, 2017.

Student Group	Engagement	Interests	Outcomes
Annual Student Satisfaction Survey	Administered November - December 2017 to self-declared students. Survey sent to 447 students with 121 or 27% of students responding.	<ul style="list-style-type: none"> See Appendix E for overview On-campus cultural activities Access to Elders and Advisors 	<ul style="list-style-type: none"> Continuation of Advisors and Elders in Residence Addition of Port Alberni Elder in Residence Involvement of Elders in all in-community programming Continuation of events and outreach activities
Students who engage with Elders In Residence	<p>Elders In Residence are available to students by maintaining office hours at all campuses; being present in the Aboriginal Student Lounges, and being present at relevant cultural events (35 hours/week, September - May).</p> <p>In addition, Elders provide cultural guidance, traditional knowledge, plus general support and encouragement. They report on student interactions via monthly reports and regional Aboriginal Advisory Committees.</p>	<ul style="list-style-type: none"> Cultural connection Cultural education Language education Emotional support Access to support services Personal support 	<ul style="list-style-type: none"> 80% of respondents to the Aboriginal Student Survey were very satisfied meeting with an Elder. Continue with Elder in Residence program Provide Elder support for in-community programming Set target number for cultural activities and events funded by ASP
Students who engage with Aboriginal Advisors	<p>Aboriginal Education Advisors make themselves available to students by maintaining office hours at our four regional campuses; being present in the Aboriginal Student Lounges, and being present at relevant cultural events.</p> <p>As well, Aboriginal Education Advisors travel and make themselves available by phone and email. Advisors provide educational guidance and help students secure financial support.</p> <p>Advisors share student interests in the form of monthly reports and keep program interest lists. They participate in regional Aboriginal Advisory Committee meetings.</p>	<ul style="list-style-type: none"> Academic/career advising Help accessing funding, financial aid & bursaries Access to Aboriginal Emergency Fund Financial planning Access to reserved seats Access to support services / tutoring Increasing sense of belonging through communication More Aboriginal content courses 	<ul style="list-style-type: none"> 93% of respondents to the student survey noted they were satisfied or very satisfied with meeting the Aboriginal Education Advisors. Attend regional meetings to present concerns and issues brought forward by students Set target number for cultural activities and events funded by ASP outreach Aboriginal Scholars program – linking students to supports Outreach activities to support remote and in-community program students
Aboriginal students/cohorts engaged in programming via Education Agreements with First Nations partners	<p>Between February 2011 and February 2018, NIC established 47 Educational Agreements with First Nations communities (Appendix H) to support programming needs identified in the Education Plan.</p> <p>Advisors and instructors provide student feedback to advisory committees.</p>	<ul style="list-style-type: none"> Interests are specific to the programming offered Identified and met through the agreement and the programming delivered 	<ul style="list-style-type: none"> Elder support integrated in delivery of programs in-community and on campus Flexibility in delivery methods for in-community programs (part-time options)

b. Description of External Partner Engagement

NIC's main External Partnerships are coordinated through our three Regional Aboriginal Advisory Committees (Northern, Central, and West Coast regions), which is inclusive of First Nations, Métis, Inuit, and urban Aboriginal organizations. Regular meetings take place throughout the year (Appendix J), and, where necessary, additional program-specific meetings are held to ensure any issues are addressed in a timely manner and to ensure input/feedback is considered during the planning and development processes. In preparation for the 2018/19 - 2020/21 ASP submission, discussions with our Regional Aboriginal Advisory Committees have included the following:

- Confirming regional program and service priorities for 2018-2021;
- Preparing lists of policy that will need to be reviewed and developed;
- Following-up with First Nation communities and urban Aboriginal organizations regarding membership to Regional Advisory Committees;
- Reviewing Regional Advisory Committees and Aboriginal Education Council Terms of Reference;
- Including regional scans of labour market data in discussions at Regional Advisory Committee meetings; and
- Reviewing any major economic development projects in First Nations' communities and urban Aboriginal organizations.

In addition, throughout the year, the Director of Aboriginal Education travels to each region to connect with Aboriginal community organizations, visiting in-community programs and courses; attending cultural gatherings; and reconnecting or following-up with a wide range of community contacts.

Partner	Engagement Activities	Interests	Outcomes
Northern Aboriginal Education Advisory Committee	Three regularly-scheduled committee meetings and additional program-specific meetings.	Tourism & Hospitality programs to meet labour market needs with two new hotels in Port Hardy. Completion and opening of new campus. Programs and initiatives that further support 'transition' from school into work world.	Delivery of Year 1, Pre-Tourism program; review of outcomes resulting in adjustments to 2018/19 program delivery focus. Elder in Residence (EiR) position needed; current EiR is attached to the Tourism program, but should be a campus-wide position. Ensured all protocols required for official opening ceremonies are addressed. Continue to offer Kwak'wala language courses. Proficiency and/or fluency take time to develop. Look into more partnerships with employment organizations (i.e., NVIATS) to do more résumé writing, interview techniques, job search skills development.
Central Aboriginal Education Advisory Committee	Three regularly scheduled committee meetings and additional program-specific meetings.	Direct student supports at all campuses through Aboriginal Educational Advisors and Elders-in-Residence. Reviewing and (if needed) updating EiR job descriptions. Aboriginal Gathering Space at Campbell River campus. Aboriginal Leadership Certificate development. Moving ASP programs into the College's base budget. Annual review of AEC and Regional Aboriginal Advisory Committees' Terms of Reference (TOR) (Appendix F, G)	Update Elder in Residence position formerly called EiR-BSN, to EiR-CVC campus. Offers more direct supports to more Aboriginal students on campus, and all EiR positions will now have a more clearly defined role in contributing to policy, program and curriculum development. Renewed working committee will carry out updated consultations with community to ensure plans are updated accordingly. Commitment to review institutional contributions and update accordingly. Both TOR's to be reviewed on an annual basis as noted in current TOR.
West Coast Aboriginal Education Advisory Committee	Three regularly scheduled committee meetings and additional program-specific meetings with working group on language program.	Development of Nuu-chah-nulth (NCN) language classes in partnership with community language speakers / Elders. Developing a 'transitions' program that will include NCN language, and connect with NCN in-community programs (i.e., container housing project, Early Childhood & Care Education). More cultural workshops for students in student lounge. Annual welcome back gatherings / feasts; and annual BBQ for completion.	Plans to strategize further with Quuquatsa Language Society and other First Nations language authorities to address dialect differences and approaches for managing and delivering a broader range of language curriculum. Planning will resume in April for the 'transitions' program, to ensure students will have a positive, meaningful experience at NIC, and will be able to ladder seamlessly into their respective programs of choice. New EiR now in place; EiR will help with planning and delivery of cultural workshops, annual welcome feasts and completion feasts.

4. Policies and process(es) to ensure respectful use of Traditional Knowledge and/or Indigenous Intellectual Property

As per North Island College (NIC) Policy #1-12 “Research Involving Humans”, the College regulates and monitors all research involving humans conducted at North Island College through the established Research Ethics Board.

Specific to Indigenous People, Cultures, and Ethnic Groups, NIC Policy #1-12 sets out the standards and requirements of research involving Indigenous People with an emphasis on actively obtaining permissions and approvals from the appropriate communities, groups, and people through a process of informed consent:

“NIC Policy #1-12, Research on Indigenous People and other Cultures and Ethnic Groups: For further guidance on Research Involving the First Nations, Inuit, and Métis Peoples of Canada, refer to Chapter 9 of the Tri-Council Policy Statement, 2010.”

See also the North Island College Elders Protocol (Appendix I), which outlines NIC’s vision, purpose, and mandate for working in collaboration with Aboriginal people in the region.

Finally, it should be noted that North Island College is committed to regularly inviting local Knowledge Holders to share with students, respecting that this knowledge does not form part of the College curriculum and claiming no ownership of the knowledge. Instructional faculty in the ABE, English, Nursing, Social Sciences, Humanities Departments, as well as Math/ Science faculty who teach Ethno Biology and Ethno Math, all frequently engage local Knowledge Holders in this manner. This helps to ensure that local Indigenous knowledge can be respectfully shared without concern for misappropriation of intellectual property. In addition, a pre-health program being offered in collaboration with Nuu-chah-nulth Tribal Council (NTC) incorporates Nuu-chah-nulth Cultural Curriculum developed and delivered by members of the Nuu-chah-nulth Tribal Council. Ownership of this Indigenous Intellectual Property remains solely with NTC.

As part of our work in developing Aboriginal policies, we will include discussions (internal & external) with regional Aboriginal Advisory Committees around updates to partnership agreements, education agreements, and any revised and new curriculum. In addition, a pre-health program being offered in collaboration with Nuu-chah-nulth Tribal Council (NTC) incorporates Nuu-chah-nulth Cultural Curriculum developed and delivered by members of the NTC. Ownership of this Indigenous Intellectual Property remains solely with NTC.

5. Overview of Proposed Plan

The overall strategic direction and focus of this proposal is to best serve Aboriginal students not only at NIC’s four campuses, but also through the delivery of programs in-community. In keeping with its roots, NIC is distinguished by its commitment to serving its diverse and geographically dispersed communities through technology-enabled distance learning and face-to-face in-community programming, delivered onsite at community and First Nations partners’ locations.

NIC is dedicated to realizing the goals set out in our College Plan 2020, wherein the institutional strategic priorities complement the 2012 Aboriginal Post-Secondary Education and Training Policy Framework goals. Directly stated in the College Plan 2020 is NIC’s commitment to “develop and implement an Aboriginal Education Policy and action plans in alignment with the BC Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.” Also noted is NIC’s commitment to:

- Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning (related to Framework Goal #1 and ASP Goal #3).
- Increase the number of Indigenous employees.
- Enhance Indigenous-centred services, learning environments, student and community spaces, and learner success (related to Framework Goal #1).
- Build relationships with and be accountable to Indigenous communities (related to Framework Goal #2, #5, and ASP Goal #2).

The Aboriginal Education Council has been instrumental in developing and guiding the direction of this ASP proposal. Throughout the process, NIC has held College-wide Council meetings (Appendix D), and regional committee meetings with the Central, Northern, and West Coast regions (Appendix J, K, L, M), and it is the Council’s voice that has determined the priorities set within these pages. NIC is proud to submit this under the guidance, leadership and approval of the Council representing the 35 First Nations in the region.

Experience has taught us that Aboriginal programs and services have the greatest impact when they align with and leverage the Provincial Framework and internal strategic planning. Activities and priorities included in the ASP are identified, prioritized, and approved by the Aboriginal Education Council. Moving forward with the 2018/19 – 2020/21 ASP proposal, the focus of activities will include:

Student supports and activities (Elders and Advisors).

As indicated in the 2017/18 Aboriginal Student Satisfaction Survey (Appendix E), frontline student supports via the Aboriginal Education Advisors and Elders in Residence play a vital role in student access, success, and retention. We will build on these successes by maintaining services across the region, and by enhancing cultural activities at Aboriginal Student Lounges at each campus.

Expanding Adult Basic Education (ABE) offerings to include traditional language courses and increasing successful transitions into certificate, degree, and university transfer programs.

Language Revitalization efforts in the Vancouver Island West Coast region have been strong to date, and implementing a provincially articulated language course is an important next step. The West Coast Regional Advisory Committee has indicated a need to provide First Nations’ students a culturally-relevant course which they could use as credit towards their Adult Graduation or as personal enrichment. Language courses provide First Nations and other students with a true intergenerational learning experience through the opportunity to connect with Elders as teachers. Transition support has been identified as a need, as students are often away from their home communities and need support in essential skills and upgrading training. A cohort model has been shown to foster success as well as a sense of belonging and community.

Deliver programming in response to locally defined First Nation needs and incorporate necessary supports (Tourism Bridging program).

North Island College continues to develop educational agreements with First Nations (Appendix C, H). This response model has been very successful as we work with local stakeholders to establish and meet a specific local need – be it social or economic. With the recent purchase of two hotels in the area, and the continued growth of the tourism industry on northern Vancouver Island, First Nations in the Port Hardy region have identified a need for members to receive training in the tourism and hospitality sector. Programming offered in the region is key to allowing students to remain in their home communities, thus eliminating some barriers such as accommodation and loss of supports. A part-time offering has been expressed as a preferred delivery, allowing students to continue working as necessary.

6. Proposed Programs and Activities for 2018/2019

Minimum Funding

Title	a. Four Aboriginal Education Advisors	
Minimum or Additional Funding	Minimum Funding	
Priority Ranking	N/A	
New or Continuing	Continuing	
Category	Aboriginal Staff Representation	
Description	The Advisors provide front-line support to potential Aboriginal students (including those in transition from local high schools), existing Aboriginal students, Community Education Coordinators, and/or Aboriginal organizational representatives. Duties include academic and career advising, developing personalized education plans, helping students access funding, financial aid and bursaries, and facilitating access to support services. As well, Advisors provide invigilation of Assessment placements in-community. Advisors also take scheduled and drop-in appointments (on campus and in-community); host welcome back events, campus tours, student luncheons, and recognition events; organize and host cultural events such as drum-making and weaving; as well as act as College ambassadors at various First Nations specific career fairs and info sessions.	
Rationale	The annual Aboriginal Student Satisfaction Survey (Appendix E) continues to provide data that supports anecdotal evidence gathered by administration and faculty who support Aboriginal Education. Aboriginal Education Advisors are highly valued by Aboriginal students in the College community and anchor students by providing ongoing academic, social and financial support, resource access, and guidance. As well, the Advisors receive ongoing feedback from Aboriginal students that is continually used to revise, rethink, and adjust programming to help ensure the total educational experience of Aboriginal students at NIC is culturally relevant. As noted in the 2016/17 Final Report, the number of Aboriginal students served College-wide by Aboriginal Education Advisors from January 2016 to December 2016 was 1446 students, an increase over the previous years (941 students served in 2014, and 1318 served in 2015).	
Related Goals	<ul style="list-style-type: none"> • ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners. • ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #3: Reduced financial barriers. • Framework Goal #4: Seamless transition from K-12 to post-secondary education. 	
Measuring Success	<p>The success of this program will be measured by the number of meetings the Advisors have with students throughout the year, the number of activities with Advisor involvement both on and off campus, and the number of community meetings the Advisor participates in. Using 2014/15 as a baseline year, Advisors will target to increase these numbers by 10%.</p> <p>The annual Aboriginal Student Satisfaction Survey (Appendix E) provides data regarding Aboriginal Advisors that is supported by anecdotal evidence. Success will show a continued increase in satisfaction responses. In the 2017 survey, 93% of Aboriginal student respondents reported they were 'Satisfied' or 'Very Satisfied' with the services provided by the Advisors.</p>	
Location(s)	One advisor at each of the Comox Valley, Campbell River, Port Alberni and Port Hardy campuses.	
Timing	Start Date	Full-time, year-round positions
	End Date	N/A
	Duration	Academic Year (September 1 – August 31)

Future Plans	These positions are anticipated to be continued in future years, co-funding through ASP and NIC base budget. At this time, base budget does not support further transition.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$152,000	\$152,000	\$152,000
	Institution Contribution	\$114,942	\$111,912	\$111,191
	Other or In-Kind (Identify Source)			
	Total	\$266,942	\$263,912	\$263,191
Expense Breakdown for 2018/19 activities/ programs where Ministry funding is greater than \$20,000	Item		Amount	
	Salaries (4 FTE)		\$139,500	
	Activities & Events		\$12,500	
	Total		\$152,000	
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/ program	The presence of the Aboriginal Student Lounges at all campuses support the work of the Advisors and the activities hosted for students.			

Title	b. Elder in Residence, Comox Valley Campus	
Minimum or Additional Funding	Minimum Funding	
Priority Ranking	N/A	
New or Continuing	Continuing	
Category	Aboriginal Faculty Representation	
Description	Previously, this position was dedicated specifically to the Bachelor of Science in Nursing (BSN) program, and proved to be of great benefit to all students enrolled in the program. However, based on student feedback and the increased use of the new Aboriginal Student Lounge at the Comox Valley campus, this position has been adjusted to now serve all Aboriginal students. The Elder will continue to be available to BSN students as before, but will now have dedicated time within the Aboriginal Student Lounge to ensure all students have access to one of two Elders throughout the week.	
Rationale	As noted, the successful completion of the Aboriginal Student Lounge has resulted in increased requests for Elders in Residence at this campus. As a result, the previous role of Elder in Residence specifically for the BSN program has been adjusted to ensure students have access to one of two Elders in Residence at any given time. Both Elders will have scheduled appointment times in the Aboriginal Student Lounge as well as drop-in visits. In addition, a new schedule of activities, events and workshops is currently being developed for the Aboriginal Student Lounge at each campus.	
Related Goals	<ul style="list-style-type: none"> • ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners. • ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities. • Framework Goal #4: Seamless transition from K-12 to post-secondary education. 	
Measuring Success	The success of this program will be measured by the number of meetings the Elder has with students throughout the year, the number of activities with Elder involvement both on and off campus, the number of classrooms visited, and the value of direct student classroom and program supports toward Indigenization. The percentage of Aboriginal students who register in the BSN program and successfully complete nursing discipline courses continues to remain above 80%.	
Location(s)	Comox Valley campus, with regular visits to the other three NIC campuses	
Timing	Start Date	September (annually)
	End Date	June (annually)
	Duration	Academic Year (September 1 – June 30)
Future Plans	It is anticipated this position will continue to be funded under the ASP with gradual increases in institutional contributions over the period of this submission.	

Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$32,644	\$34,846	\$35,045
	Institution Contribution	\$10,000	\$20,000	\$20,000
	Other or In-Kind (Identify Source)			
	Total	\$42,644	\$54,846	\$55,045
Expense Breakdown for 2018/19 activities/ programs where Ministry funding is greater than \$20,000	Item		Amount	
	Salaries (0.5 FTE)		\$39,644	
	Expenses		\$3,000	
	Total		\$42,644	
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	The presence of the Aboriginal Student Lounges at all campuses support the work of the Elder in Residence and the activities hosted for students.			

Title	c. Community Outreach Activities and Engagement	
Minimum or Additional Funding	Minimum Funding	
Priority Ranking	N/A Minimum Funding	
New or Continuing	Continuing	
Category	Outreach activities and events	
Description	Community Outreach Activities and Engagement cover travel related to external partnerships (including covering the travel expenses of ASP Committee members to attend meetings) and water taxi travel for NUR 410 (4th year BSN Aboriginal Field School). Outreach funds are also used towards bringing Knowledge Holders into the classrooms as well as special events and workshops. It also covers related catering, office supplies, and printing/copying expenses related to Advisory Council and Committee meetings.	
Rationale	<p>Engaging and maintaining open lines of communication with the 35 First Nations we serve, spread over 80,000 square kilometers, remains a high priority as it is this engagement that results in educational agreements and partnerships as part of ASP implementation. External and internal consultation have indicated the importance of local learning and the need to incorporate teachings from local Knowledge Holders and Elders in the classroom and programs as needed.</p> <p>Success Measures from 2015/16 indicated in the June 2016 Final Report included:</p> <ul style="list-style-type: none"> Hosted three Regional Advisory Committee meetings in each of the Central, Northern, and West Coast Regions. Hosted two well attended Aboriginal Education Council Meetings. Engaged with external partners to explore and develop Education Agreements and Memorandums of Understanding (MOUs). Eight agreements signed in 2017/18 (Appendix H). 	
Related Goals	<ul style="list-style-type: none"> ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners. ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities. 	
Measuring Success	<ul style="list-style-type: none"> Track the number of events, Knowledge Holders, and Elders accessed through this activity and compare to the baseline established in 2016/17. Success will be measured by reporting quantitative and qualitative data indicating the number of students impacted as well as anecdotal evidence. Monitor the need at each campus to inform future ASP planning. Report the number of students registered in NUR 410 who successfully complete. Maintain strong turnout at regional and College-wide Advisory Committee Meetings. Signing new Educational Agreements and Memorandums of Understanding with external partners. 	
Location(s)	Port Alberni, Courtenay, Campbell River, Port Hardy, Ahousaht – Flores Island, Alert Bay – Cormorant Island, Mowachaht/Muchalaht First Nations near Gold River, Kingcome Inlet, Bella Coola	
Timing	Start Date	September 1
	End Date	August 31
	Duration	Academic Year (September 1 – August 31)

Future Plans	<p>Advisory Committee Meetings continue to be planned and scheduled (varies by committee, but generally run monthly, quarterly, annually). These meeting schedules are well established.</p> <p>Opportunities to invite local Knowledge Holders to visit classrooms are actively sought and scheduled.</p> <p>NIC continues to engage external partners and sign Educational Agreements and MOUs. We already have a strong track-record of success in this area, as demonstrated in Appendix C, H.</p>			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$15,356	\$13,154	\$12,955
	Institution Contribution			
	Other or In-Kind (Identify Source)			
	Total	\$15,356	\$13,154	\$12,955
Expense Breakdown for 2018/19 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>NIC would like to acknowledge Committee and Council members who volunteer their time to participate in regular meetings, often requiring travel away from their home communities. The commitment and leadership of members is instrumental in guiding NIC's direction to best serve Aboriginal students across the region.</p> <p>It is estimated that the monetary value of committee members' combined volunteer hours to regional committee meetings and Aboriginal Education Council meetings is \$24,414. This is based on an annual average of 13 meetings per year (3 for each regional committee, 4 for Council), with an average meeting duration of 3 hours, multiplied by \$31.30 per hour (consistent with 'Imagine Canada's Volunteer Contributions' Manual).</p>			

End of Programs and Activities Supported By Minimum Ministry Funding

Programs and Activities Supported By Additional Ministry Funding

Please Note:

The Aboriginal Education Council (AEC) chooses to submit regional priorities out of respect to each other. The Kwakwaka'wakw, the Nuu-chah-nulth, and the Coast Salish Peoples do not wish to say their regional priorities are more or less important than another region's priorities. They choose to state what is important for their territories and regions.

Since implementation of the Aboriginal Service Plan at NIC, priorities have been identified at regional committee levels. This model of collaboration showcases the respectful nature in which we work together to develop the Aboriginal Service Plan annually. The AEC has voiced the importance of continuing to work in this cooperative way for future years.

Central Region

Title	d. Elders in Residence
Minimum or Additional Funding	Additional Funding
Priority Ranking	Central Region Priority
New or Continuing	Continuing
Category	Aboriginal Faculty Representation
Description	<p>Elders in Residence program to include three campus-based positions (one at the Comox Valley campus, and two at the Campbell River campus). The Elders provide support and advice to all areas of the College, including students and employees. Working with NIC policies and guidelines, the Elders' primary role is support for students, and to provide advice and support for NIC's mandate for Aboriginal Education. The Elders are members of the NIC Faculty Association, and unique as respected individuals who ensure Indigenous ways of knowing and being become part of the College community.</p> <p>Through support, respect, leadership, and <i>walking in a good way</i>, the Elders:</p> <ul style="list-style-type: none"> • Provide guidance and support for students; • Provide guidance with Indigenous Protocol and enact Protocol when required; • Provide guidance and support for employees; • Demonstrated commitment to student success and be apolitical locally and provincially; • Provide cultural guidance throughout the College; • Provide mentoring as required; • Promote and support the preservation and use of local Indigenous languages; • Participate in the instruction of classes when requested by an instructor; • Assist the College in promoting a welcoming environment for Aboriginal people and positive relationships between the College and Aboriginal communities served; • Provide cultural and spiritual assistance as requested; and • Participate in NIC events such as student orientation, luncheons, graduation, etc. <p>See Appendix I – North Island College Elders Protocol.</p>
Rationale	Given the diverse cultural traditions being served, NIC and the representatives from the three regional Advisory Committees agree front-line support by Elders in Residence is fundamental in supporting an increase in access, retention, and completion for Aboriginal learners, as well as ensuring cultural relevancy is integrated into the educational experience of First Nations students. Results from NIC's Aboriginal Student Satisfaction Survey (Appendix E) reinforce that Elders are highly valued. Survey results show 80% of respondents reported they were 'Very Satisfied' with the services provided by Elders in Residence.
Related Goals	<ul style="list-style-type: none"> • ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners. • ASP Goal #2: Strengthen partnerships and collaboration in Aboriginal post-secondary education. • ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #4: Seamless transition from K-12 to post-secondary education.
Measuring Success	<p>The success of this program will be measured by the number of meetings the Elders have with students throughout the year, the number of activities with Elder involvement both on and off campus, and the number of classrooms visited. Elders will target to increase these numbers by 10% over last year.</p> <p>The annual Aboriginal Student Satisfaction Survey (Appendix E) provides data regarding Elders in Residence that is supported by anecdotal evidence. Success will show a continued increase in satisfaction responses.</p>
Location(s)	Comox Valley campus and Campbell River campus

Timing	Start Date	September (annually)		
	End Date	June (annually)		
	Duration	Academic Year (September 1 – June 30)		
Future Plans	We anticipate these positions will continue partially funded through ASP with institutional commitments into the future.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$87,373	\$134,441	\$143,112
	Institution Contribution	\$21,562	\$11,562	\$11,562
	Other or In-Kind (Identify Source)			
	Total	\$108,935	\$146,003	\$154,674
Expense Breakdown for 2018/19 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount		
	Salaries (0.5 FTE X 3 Employees)	\$33,312 x 3 = \$99,935		
	Travel, Expenses, Events	\$3,000 x 3 = \$3,000		
	Total	= \$108,935		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	The presence of the Aboriginal Student Lounges support the work of the Elders in Residence and the activities hosted for students.			

Northern Region

Title	e. Tourism Bridging Program
Minimum or Additional Funding	Additional Funding
Priority Ranking	Northern Region Priority
New or Continuing	Continuing
Category	Delivery of Program for Aboriginal Learners on Campus / In-Community
Description	<p>In the Northern Region, 2016/17 saw the delivery of a Pre-Tourism Program that would prepare students for entry into the Tourism & Hospitality Certificate program. After delivery of the Pre-Tourism Program, which consisted of a suite of entry-level courses including First Aid, WorldHost, essential skills and office skills, six of twelve participants in this cohort found full time, entry level employment in the tourism sector, two have applied to continue in the Tourism Hospitality Certificate program, and the remaining four participants have opted to not continue. The start date for the Tourism certificate was postponed from September 2017 to January 2018 to allow time for additional recruitment of students. As a result, a new cohort of participants have applied to the program which requires offering some the Pre-Tourism component of the program for a second time and altering the planned course offerings and timeframes. This means further adjusting courses to enable the new cohort sufficient time to complete the Pre-Tourism required component as well as necessary ABE English and Math pre-requisite courses. As such, the 2018/19 Activity Template for the Northern Region reflects the need for additional ABE, and to re-establish a program cohort by offering a second delivery of the necessary Pre-Tourism components of this program. This is important, as it provides an opportunity for students who are genuinely interested in Tourism & Hospitality training to receive the courses and supports they need for long-term success. The restructuring of the program timeframes has required the program to run into the 2019/2020 academic year (completion in December 2019). Student and Community feedback has identified a need to incorporate more Aboriginal tourism specific content, and the increased budget reflects meeting this need through additional training opportunities as part of the certificate program.</p> <ul style="list-style-type: none"> • 2016/17 – Pre-Tourism Training Courses • 2017/18 – Two Tourism/Hospitality Certificate courses, Math and English upgrading, required Pre-Tourism training courses • 2018/19 – Six Tourism/Hospitality Certificate courses, Math and English upgrading, Aboriginal Tourism Training courses • 2019/20 – Three Tourism/Hospitality Certificate courses, Aboriginal Tourism Training courses • Cohort will complete Certificate by December 2019. <p>The increase in instructional costs reflect the addition of upgrading and Aboriginal Tourism Training courses to best support student success.</p>
Rationale	<p>With the recent purchase of two hotels in the area, First Nations in the Port Hardy region have identified a need for members to receive training in the tourism and hospitality sector. Year 1 (2016/17) allowed for students to develop an interest in the tourism sector by completing short term, employment and training-based courses that can lead to entry level employment. During this year, Aboriginal Advisors have begun to develop a cohort or prospective students while allowing time for necessary upgrading to be completed.</p> <p>Year 2 (2017/18): There are currently a wide range of potential students who are not able to undertake the Hospitality & Tourism Management certificate, either because they do not meet the Math and/ or English pre-requisites, or they are unable or unwilling to commit to a one- or two-year program away from their home community. This program is proposed as a two year, part-time program to meet student needs as identified by community representatives. Graduates will have the option of continuing in the Tourism & Hospitality Management diploma, or using their Tourism certificate to gain employment in the tourism industry.</p>

Related Goals	<ul style="list-style-type: none"> • ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners. • ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities • Framework Goal #3: Reduce financial barriers 			
Measuring Success	Success of the program will be measured by the number of students enrolling in and completing the courses offered.			
Location(s)	Port Hardy campus			
Timing	Start Date	June 2018		
	End Date	May 2019		
	Duration	9 months		
Future Plans	Year 3 of a 4 year cohort program funded through ASP leading to employment.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$74,188	\$37,670	
	Institution Contribution	\$0	\$0	
	Other or In-Kind (Identify Source)	<ul style="list-style-type: none"> • Gwa'sala-'Nakwaxda'xw Nation • Quatsino First Nation 	<ul style="list-style-type: none"> • Gwa'sala-'Nakwaxda'xw Nation • Quatsino First Nation 	
	Total	\$74,188	\$37,670	
Expense Breakdown for 2018/19 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount		
	Instructional Costs: Six Tourism/Hospitality Certificate courses, Math and English upgrading, Aboriginal Tourism Training courses	\$74,188		
Activities/Programs Delivered in Aboriginal Communities (where applicable)				
Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<p>Gwa'sala-'Nakwaxda'xw Nation will support delivery by providing students with tours of Pier Side Landing and Kwa'lilas Hotels, as well as the Nation's Nakwakto Rapids & Cultural Tour. The Nation is also prepared to offer mentorship and internship to some students.</p> <p>Quatsino First Nation will support delivery by providing tours of Quatsino First Nation territory to show what has happened in the past and what could possibly happen in the future. The Nation is offering Lands and Resource worker, James Redford, to be a guest speaker for students in this program.</p>			

West Coast Region

Title	f. Nuu-chah-nulth Language Course - Aboriginal Transition Program
Minimum or Additional Funding	Additional
Priority Ranking	West Coast Region Priority
New or Continuing	Continuing
Category	Year 2 & 3: Delivery of programs or courses on campus or in Aboriginal communities.
Description	<p>Language revitalization has been underway for many years and there is a desire to create a provincially articulated Adult Basic Education (ABE) language course for the dialects within the North Island College Region. Success of the Kwak'wala language in the Northern Region has provided a strong model for the development of a Nuu-chah-nulth language course to be offered at the Port Alberni campus and/or within the Nuu-chah-nulth communities.</p> <p>Year 2 & 3 (2018/19 & 2019/20) – Aboriginal Post-Secondary Transitions program with a language and culture focus. Emphasis will be on successful transitions within a cohort model for students entering post-secondary. This program's goal is to decrease attrition rates, build a sense of belonging, and grow students' respect for place and culture.</p> <p>Program to be offered at the Port Alberni campus and will include:</p> <ul style="list-style-type: none"> • Nuu-chah-nulth language course • Essential skills course (FNS 060, 061) • Cultural component • ABE Math and English (funded through NIC base budget) • Elder Support <p>Elder involvement includes immersion based with Elder support and a language instructor that acts as facilitator. Language will be used as a basis for understanding throughout the transitions program.</p>
Rationale	<p>As in the Northern region, Aboriginal students on the West Coast often require full-time study to receive UCEP funding in their final year of upgrading. Development of a language course in the Nuu-chah-nulth dialect will increase relevant course options. Aboriginal students and community members requested such a course be developed.</p> <p>Language revitalization efforts in the area have been strong to date; implementing a provincially articulated language course is an important next step. First Nations students will be provided with a culturally relevant course option which they could use as credit towards their Adult Graduation or as personal enrichment. Development and delivery of language courses provides students with a true intergenerational learning experience through the opportunity to connect with Elders as teachers.</p> <p>Transition support has been identified as a need, as students are often away from their home communities and need support in essential skills and upgrading training. A cohort model has been identified to foster success and a sense of belonging and community.</p>
Related Goals	<ul style="list-style-type: none"> • ASP Goal #1: Increase access, retention, completion, and transition opportunities for Aboriginal learners. • ASP Goal #2: Strengthen partnerships and collaboration in Aboriginal post-secondary education. • ASP Goal #3: Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. • Framework Goal #1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities. • Framework Goal #2: Access to community based delivery of programs, through partnerships with Aboriginal institutes and communities. • Framework Goal #4: Seamless transition from K-12 to post-secondary education.
Measuring Success	<p>Year 2 success will be measured by:</p> <ul style="list-style-type: none"> • Delivery of the first Nuu-cha-nulth (NCN) ABE course. • Enrolment levels. • Feedback from students and instructors.
Location(s)	Port Alberni

Timing	Start Date	September 2018
	End Date	March 31, 2019
	Duration	7 months

Future Plans To offer a provincially articulated Adult Basic Education language course in collaboration with culture-based course work, essential skills, and Math and English upgrading as the basis for understanding as part of a language and culture post-secondary transitions program by September 2019.

Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$43,532	\$37,825	\$38,402
	Institution Contribution	\$14,223	\$14,491	\$14,744
	Other or In-Kind (Identify Source)	<ul style="list-style-type: none"> Ahousaht Education Authority Ehattesaht Nation Huu-ay-aht First Nations 	<ul style="list-style-type: none"> Ahousaht Education Authority Ehattesaht Nation Huu-ay-aht First Nations 	
	Total	\$57,755	\$52,316	\$53,146

Expense Breakdown for 2018/19 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount
	Instructional Costs inclusive of Elder support for Language	\$43,532

Activities/Programs Delivered in Aboriginal Communities (where applicable)

Documents showing the support, capacity, and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	Ahousaht Education Authority will provide in-kind contribution of resource materials.
	Ehattesaht Nation will provide in-kind contribution. Nation has been developing a language curriculum framework. Ehattesaht's in-kind contributions consist of curriculum development in the amount of at least \$5,000. These funds have paid for Elder time to advance the formalized proficiency definitions, the framework for the scope and sequence of the courses, and the actual documented and organized language curriculum.
	Huu-ay-aht First Nations will provide in-kind contribution of sharing of language resources. Connection to local Elders who are native speakers of the Huu-ay-aht dialect.

7. Overall Budget

Programs and Activities Supported by Minimum Ministry Funding							
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Advisors; 4 positions and other outreach expenses \$12,500	Aboriginal representation for faculty, staff or administration	\$152,000	\$114,942	\$152,000	\$111,912	\$152,000	\$111,191
Elder in Residence CV 0.5 FTE (Salary & Expenses) plus other outreach expenses \$3000	Aboriginal representation for faculty, staff or administration	\$32,644	\$10,000	\$34,846	\$20,000	\$35,045	\$20,000
Community Outreach Activities and Engagement	Outreach activities and events/ partnerships and engagement	\$15,356	\$0	\$13,154	\$0	\$12,955	\$0
	Sub-Total	\$200,000	\$124,942	\$200,000	\$131,912	\$200,000	\$131,191

Programs and Activities Requiring Additional Ministry Funding							
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Central/West Coast Region							
Elders in Residence; 3 x 0.5 FTE positions plus other outreach expenses	Aboriginal representation for faculty	\$87,373	\$21,562	\$134,441	\$11,562	\$143,112	\$11,562
Northern Region							
Tourism Bridging Program (last year of three-year initiative including ABE and tourism courses)	Delivery of programs or courses in Aboriginal communities	\$74,188	\$0	\$37,670	\$0	\$52,668	\$15,000
West Coast Region							
Nuu-chah-nulth Language Course - Aboriginal Transition Program	Delivery of programs or courses in Aboriginal communities	\$43,532	\$14,223	\$37,825	\$14,491	\$38,402	\$14,744
Elders in Residence; 1 x 0.5 FTE positions plus other outreach expenses	Aboriginal representation for faculty	\$29,242	\$0	\$33,406	\$0	\$39,087	\$0
	Sub-Total	\$234,336	\$35,785	\$243,342	\$26,053	\$273,269	\$41,306

Total Funding (Minimum + Additional)						
	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
Total	\$434,336	\$160,727	\$443,342	\$157,965	\$473,270	\$172,497

8. Documents Showing Support for the Overall Plan from Aboriginal Students and Partners

Appendix A	College Plan 2020, Strategic Priority #4: Aboriginal Education & Indigenization	32
Appendix B	Colleges and Institutes Canada Indigenous Education Protocol	36
Appendix C	Summary of Memorandums of Understanding / Educational Agreements, Continuing Education (2011-2018)	37
Appendix D	Aboriginal Education Advisory Council, 2017/18 Meeting Dates & Attendance	38
Appendix E	Aboriginal Student Satisfaction Survey Results, December 2017	42
Appendix F	Aboriginal Education Council Terms of Reference	60
Appendix G	Aboriginal Education - Central Region Advisory Committee Terms of Reference	63
Appendix H	Summary of Memorandums of Understanding / Educational Agreements, Academic (2011-2018)	65
Appendix I	North Island College Elders Protocol	67
Appendix J	Aboriginal Education Regional Advisory Committees, 2017/18 Meeting Dates	69
Appendix K	Central Region - 2017/18 Meeting Attendance	71
Appendix L	Northern Region - 2017/18 Meeting Attendance	72
Appendix M	West Coast Region - 2017/18 Meeting Attendance	73
Appendix N	Letter from the Chair, Aboriginal Education Council to Minister Melanie Mark re: regional priorities	74
Appendix O	Letter of Support from the Aboriginal Education Council	75
Appendix P	Letter of Support from Ehattesaht Tribe - Nuu-chah-nulth Language Course Development	77
Appendix Q	Letter of Support from Ehattesaht Tribe - Aboriginal Transition Program	78



Strategic Priority #4:

Aboriginal Education and Indigenization

- Develop and implement an Aboriginal Education Policy and action plans in alignment with the BC Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.
- Communicate that Indigenous education is a priority.
- Ensure governance structures that recognize and respect Indigenous peoples.
- Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.
- Increase the number of Indigenous employees.
- Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people.
- Enhance Indigenous-centred services, learning environments, student and community spaces and learner success.
- Build relationships with and be accountable to Indigenous communities.

“These priorities identify important approaches required to address the learning needs of Aboriginal students and affirm our commitment to best serve our communities. They directly align with the CICan Indigenous Education Protocol, signed by NIC and our First Nations partners in the region.”

Kelly Shopland
*College Plan Committee member
 Interim Manager, NIC Aboriginal Education*



NIC Signs Ground-Breaking Indigenous Education Protocol

In May 2015, NIC and the regional Indigenous communities signed a historic Indigenous Education Protocol at a ceremony hosted by the K'ómoks First Nation. The Colleges and Institutes Canada (CICan) protocol provides a vision of how NIC can better serve First Nations in the region.

Indigenous Education Protocol for Colleges and Institutes

The signatory institutions to this protocol recognize and affirm their responsibility and obligation to Indigenous education.

Colleges and institutes respect and recognize that Indigenous people include First Nation, Métis and Inuit people, having distinct cultures, languages, histories and contemporary perspectives.

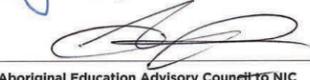
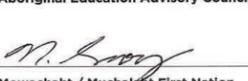
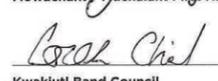
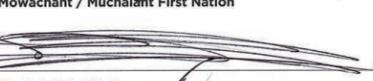
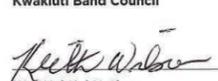
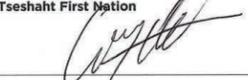
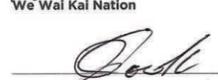
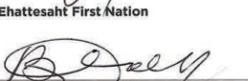
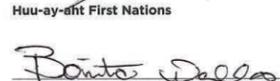
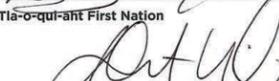
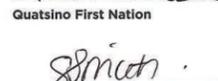
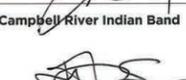
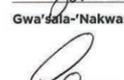
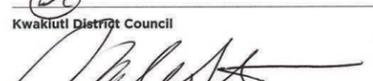
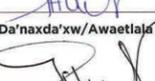
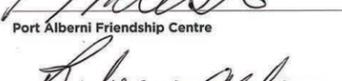
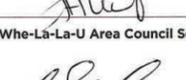
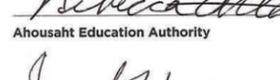
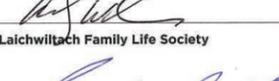
Indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada.

Indigenous education will strengthen colleges' and institutes' contribution to improving the lives of learners and communities.

The signatory institution agrees to:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments, throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Signatories endorse the intent of these principles and are committed to developing policies, procedures and practices within their institutions.

 North Island College	 K'ómoks First Nation
 Aboriginal Education Advisory Council to NIC	 Mowachaht / Muchalaht First Nation
 Mowachaht / Muchalaht First Nation	 Kwakiutl Band Council
 Tseshah First Nation	 We'Wai Kai Nation
 Ehattesaht First Nation	 Huu-ay-aht First Nations
 Tla-o-qui-aht First Nation	 Quatsino First Nation
 Campbell River Indian Band	 Gwa'sala-Nakwaxda'xw Band
 Ditidaht First Nation	 Kwakiutl District Council
 Da'naxda'xw/Awaetala First Nation	 Port Alberni Friendship Centre
 Whe-La-La-U Area Council Society	 Ahousaht Education Authority
 Laichwiltach Family Life Society	 Sacred Wolf Friendship Centre
 Namgis First Nation	

Signed May 1, 2015 at the K'ómoks First Nation Big House, Courtenay, British Columbia

North Island College: Department of Aboriginal Education

Summary of Memorandums of Understanding Education Agreements with Continuing Education: Feb 2011 - Feb 2018

In Partnership with NIC	Agreement	Agreement Date	Effective Date	
Wagalus School	Child Care First Aid	January 4, 2016	January 4, 2016	
	Marine Emergency Duties (MED A2) Marine			
Namgis First Nation	Basic First Aid	January 18, 2016	February 5, 2016	
	Hazard Recognition, Confined Space, Fall			
	Protection	February 17, 2016	February 25, 2016	
Port Alberni Friendship Centre	CPR level C w AED	February 22, 2016	February 22, 2016	
Port Alberni Friendship Centre	Foodsafe	February 23, 2016	February 23, 2016	
Port Alberni Friendship Centre	Retail Training	March 7, 2016	March 8, 2016	
Ka:'yu:'k'h'/Che:k:tles7et'h' First Nation	Occupational First Aid Lvl 1	October 31, 2016	January 16, 2016	
Ka:'yu:'k'h'/Che:k:tles7et'h' First Nation	Marine Basic First Aid	November 29, 2016	November 30, 2016	
	Small Vessel Operator Proficiency, Marine			
	Emergency Duties (MED A3) Restricted			
Nanwakolas Council	Operator Certificate	October 31, 2016	March 31, 2017	
NETP BladeRunners	Kitchen Attendant	April 5, 2016	April 21, 2016	
Maaqtus Day Care - Ahousaht Ed Auth	Child Care First Aid	May 5, 2016	May 5, 2016	
Nuu-chah Nulth Tribal Council	Forklift	June 25, 2016	June 25, 2016	
Nuu-chah Nulth Tribal Council	WHMIS	June 30, 2016	June 30, 2016	
Nuu-chah Nulth Tribal Council	Computer Training	July 18, 2016	July 22, 2016	
Tla-o-qui-aht First Nation	Project Crew Training	August 8, 2016	August 26, 2016	
Tseshah Market	Occupational First Aid Lvl 1	December 14, 2016	December 14, 2016	
St'at'imc First Nation	Lillooet Underground Mining	November 14, 2016	March 3, 2017	
Tla-o-qui-aht First Nation	Tofino Container Housing Project	August 9, 2016	August 25, 2016	
Ka:'yu:'k'h'/Che:k:tles7et'h' First Nation	Occupational First Aid Lvl 1	October 31, 2016	January 16, 2016	
	Small Vessel Operator Proficiency, Marine			
	Emergency Duties (MED A3) Restricted			
Nanwakolas Council	Operator Certificate	October 31, 2016	March 31, 2017	
Ka:'yu:'k'h'/Che:k:tles7et'h' First Nation	Marine Basic First Aid	November 29, 2016	November 30, 2016	
NVIATS	Hospital Environmental Service Worker	December 6, 2016	December 23, 2016	
Tseshah Market	Occupational First Aid Lvl 1	December 14, 2016	December 14, 2016	TOTAL MOUs 2016/17 23
Port Alberni Friendship Centre	Communication, Conflict Resolution, Foodsafe	January 18, 2017	March 7, 2017	
NVIATS	Hospital Environmental Service Worker	January 9, 2017	January 27, 2017	
Port Alberni Friendship Centre	Communication, Conflict Resolution, Foodsafe	January 18, 2017	March 7, 2017	
Wuikinuxv Nation	Foodsafe	March 21, 2017	March 21, 2017	
	Small Vessel Operator Proficiency, Marine			
	Emergency Duties (MED A3) Restricted			
Ka:'yu:'k'h'/Che:k:tles7et'h' First Nation	Operator Certificate	April 25, 2017	April 30, 2017	
Nanwakolas Member Nations	Marine Training Certification	July 25, 2017	July 28, 2017	
Nanwakolas Member Nations	Marine Training Certification	July 29, 2017	July 29, 2017	
Nanwakolas Member Nations	Marine Training Certification	July 31, 2017	July 31, 2017	
Nanwakolas Member Nations	Marine Training Certification	August 8, 2017	August 11, 2017	
Nanwakolas Member Nations	Marine Training Certification	August 12, 2017	August 12, 2017	
Nanwakolas Member Nations	Marine Training Certification	August 22, 2017	August 23, 2017	
Port Alberni Friendship Centre	Aboriginal Foundations Program	October 30, 2017	May 25, 2018	
Toquaht Nation	Intro to Carpentry	November 20, 2017	December 7, 2017	TOTAL MOUs 2017/18 13
TOTAL MOUs Feb 2011 -2018				36

Aboriginal Education Council
2017/18 Meeting Dates

2017 Meetings

Aboriginal Education Council (AEC):

- January 12, 2017
- June 29, 2017
- October 24, 2017

In addition, the Director of Aboriginal Education also met with the Chair of AEC on the following date:

- August 9, 2017 (met with Chair re: proposed totem pole project)

2018 Meetings

Aboriginal Education Council (AEC):

- January 26, 2018
- June 15, 2018 (*anticipated*)
- October 2018 (*anticipated*)

Aboriginal Education Council - 2017 Meeting Attendance

January 12, 2017 at North Island College, Comox Valley Campus 1:00 p.m. to 2:34 p.m.

In Attendance:

CENTRAL REGION:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Averil Henderson, Wei Wai Kum First Nation
Charlene Everson, K'ómoks First Nation
Marie Lavoie, Mowachaht/Muchalaht First Nation

NORTHERN REGION:

Bonita Wallas, Quatsino First Nation
Grace Smith, Gwa'sala-'Nakwaxda'xw Nation (via conference call)
Marion Hunt, Kwakiutl Band Council

WEST COAST REGION:

Brent Ronning, HUU-ay-aht First Nations
Rebecca Atleo, Ahousaht Education Authority
Sherri Cook, HUU-ay-aht First Nations
Victoria MacFarlane, NuU-chah-nulth Tribal Council (NTC) (via conference call)
Victoria Wells, Ehattesaht First Nation (via conference call)

Aboriginal Education Council - 2017 Meeting Attendance

June 29, 2017 at North Island College, Comox Valley Campus 1:00 p.m. to 2:57 p.m.

In Attendance:

CENTRAL REGION:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Charlene Everson, K'ómoks First Nation
Audrey Wilson, Laichwiltach Family Life Society

NORTHERN REGION:

Marion Hunt, Kwakiutl Band Council
Grace Smith, Gwa'sala-'Nakwaxda'xw Nation (via ITV)

WEST COAST REGION:

Victoria Wells, Ehattesaht First Nation (via conference call)
Vivian Thomas, Ahousaht Education Authority

Aboriginal Education Council - 2017 Meeting Attendance

October 24, 2017 at K'ómoks First Nation, Boardroom, 1:00 p.m. to 3:14 p.m.

In Attendance:

CENTRAL REGION:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Amanda Chickite, NVIATS
Averil Henderson, Wei Wai Kum First Nation
Charlene Everson, K'ómoks First Nation
Marie Lavoie, Mowachaht / Muchalaht First Nations
Pamela Lewis, Wei Wai Kai Nation

NORTHERN REGION:

Bonita Wallas, Quatsino First Nation
Grace Smith, Gwa'sala-'Nakwaxda'xw Nation (via conference call)
Marion Hunt, Kwakiutl Band Council

WEST COAST REGION:

Brent Ronning, HUU-ay-aht First Nation
Rebecca Atleo, Ahousaht Education Authority
Suzanne Williams, Ucluelet First Nation
Victoria Wells, Ehattesaht First Nation (via conference call)
Vivian Thomas, Ahousaht Education Authority

Aboriginal Education Council - 2018 Meeting Attendance

January 26, 2018 at North Island College, Comox Valley Campus 1:00 p.m. to 3:33 p.m.

In Attendance:

CENTRAL REGION:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Audrey Wilson, Laichwiltach Family Life Society
Charlene Everson, K'ómoks First Nation
Marie Lavoie, Mowachaht/Muchalaht First Nation

NORTHERN REGION:

Bonita Wallas, Quatsino First Nation
Erin Latham, Gwa'sala-'Nakwaxda'xw Band (via ITV)
Marion Hunt, Kwakiutl Band Council (via ITV)
Randy Bell, Namgis First Nation

WEST COAST REGION:

Rebecca Atleo, Ahousaht Education Authority
Brent Ronning, Huu-ay-aaht First Nations
Jennifer Gallic, Tseshaht First Nation (via ITV)
Wendy Gallic, Nuuchahnulth Tribal Council (via ITV)
Victoria Wells, Ehattesaht First Nation (via ITV)
Shaunee Casavant, Quuquatsa Language Society (via ITV)

2017/18 Aboriginal Education Student Survey Report

NORTH ISLAND COLLEGE



ABORIGINAL EDUCATION

NORTH ISLAND COLLEGE

Prepared by:
Institutional Research & Planning
Darko Giacomini

TABLE OF CONTENTS

OVERVIEW 1

SURVEY OBJECTIVES 1

METHODOLOGY..... 1

KEY FINDINGS 1

SUMMARY OF RESULTS 2

 What Campus do you most regularly attend?..... 2

 What are you studying at North Island College? 2

 Why do you choose to attend North Island College?..... 3

 I have used the services of an Aboriginal Education Advisor 3

 How satisfied were you meeting with an Advisor? 3

 What could the Advisors do to improve their services?..... 3

 I have used the services of an Elder in Residence 4

 How satisfied were you meeting with an Elder? 4

 If you have not met with an Elder, please tell us why..... 4

 Have you attended a luncheon, cultural event or Aboriginal workshop at NIC? 4

 Which event have you attended? (Choose all that apply) 5

 How satisfied were you with the events you attended? 5

 Please rate your satisfaction with how NIC is performing on the following:..... 5

 How satisfied are you with North Island College in helping you met your educational goals? 6

 Do you plan to continue your education with NIC in 2018/2019? 6

 Do the services of the Aboriginal Advisors and/or Elders in Residence, Aboriginal Activities and Events, Student Lounges, etc...Factor into your decision to return to NIC? 6

APPENDIX A – SURVEY TEXT 7

APPENDIX B – NOTABLE RESPONSES 14

OVERVIEW

This report includes a detailed statistical analysis/summary of Aboriginal Education Student Survey conducted in November of 2017. The survey was intended to measure the level of student satisfaction with Aboriginal-specific services using a combination of multiple choice and open-ended questions.

Appendix A contains the complete list of questions as they appeared in the Aboriginal Education Student Survey

Appendix B contains a list of notable responses. Long answer responses included in the report are based on meaningfulness of response (i.e., one-word responses, responses containing sensitive and/or revealing personal information about staff/students are excluded from the report).

SURVEY OBJECTIVES

To collect data that will help NIC improve the services provided to its Aboriginal students, underscore services provided by the College and provide data for the Aboriginal Service Plan submission.

METHODOLOGY

Students attending in 2017 fall term who self-identified as being of Aboriginal ancestry were surveyed using an online survey tool. A total of 447 students were surveyed and, of those, 121 responded to the survey yielding a response rate of 27% and a survey completion rate of 85%. This survey was incentivized with a chance to win a \$300 prepaid Visa gift card.

KEY FINDINGS

- 69% of respondents chose to attend North Island College because it was local and affordable
- 70% of respondents indicated they were happy with the Aboriginal student services as they are
- 79% of respondents indicated that their experiences with NIC luncheons, workshops and cultural events was very positive
- 80% of respondents indicated they were very satisfied meeting with an Elder in Residence
- Over half of the survey respondents indicated that the services of Aboriginal Advisors and/or Elders factored into their decision to return to NIC.

SUMMARY OF RESULTS

The results are broken out by multiple choice and Likert scale-based questions. Open-ended questions are included in Appendix B of this report.

What Campus do you most regularly attend?¹

Response	Chart	Percentage
Comox Valley campus		54%
Campbell River campus		19%
Port Alberni campus		21%
Mount Waddington campus		3%
In-community programming		0%
Distance Education		4%
Total Responses		112

What are you studying at North Island College?²

Response	Chart	Percentage
Business		9%
Upgrading		13%
Fine Arts & Design		2%
Tourism & Hospitality		1%
University Studies		32%
Nursing		17%
Community Care		19%
Trades & Technology		2%
Health Care		6%
Total Responses		112

¹ One response removed, "North Island College NIC".

² **Manually coded open ended question:** Individual courses (Chemistry, Criminology, Engineering, English 115, Social Science, Psychology, fine arts courses, Anthropology, Sociology, Science and Math) are grouped into "University Studies"; Social work, Early Childhood Care, Human Services, Indigenous Traditional Healing and Language and Community Mental Health grouped into "Community Care"; Health Care Assistant, Mental health, Hospital Unit Clerk Certificate, Human Service Worker and Health Care grouped into "Health Care"; Marketing major, Business Admin and MOA (Medical Office Assistant) responses grouped into "Business"; Bachelor of science in nursing, nursing pre-requisites and practical nursing grouped into "Nursing"; Prep Cook and Culinary Arts grouped into "Trades & Technology"; Metal Jewelry Design and Advanced Communications Interactive Media and Interactive Design diploma grouped into "Fine Arts & Design".

Why do you choose to attend North Island College?³

Response	Chart	Percentage
Academic & Professional Advancement Opportunities		14%
Local & Affordable		69%
Reputation		14%
Accommodations		3%
Total Responses		111

I have used the services of an Aboriginal Education Advisor

Response	Chart	Percentage
By appointment		56%
Unscheduled drop-in		22%
Classroom visit		8%
At an event and/or workshop		12%
I have not used the services of an Aboriginal Education Advisor		36%
Total Responses		108

How satisfied were you meeting with an Advisor?⁴

Response	Chart	Percentage	Count
Very Satisfied		69%	47
Satisfied		24%	16
Neither Satisfied nor Dissatisfied		6%	4
Dissatisfied		2%	1
Very Dissatisfied		0%	0
Total Responses			68

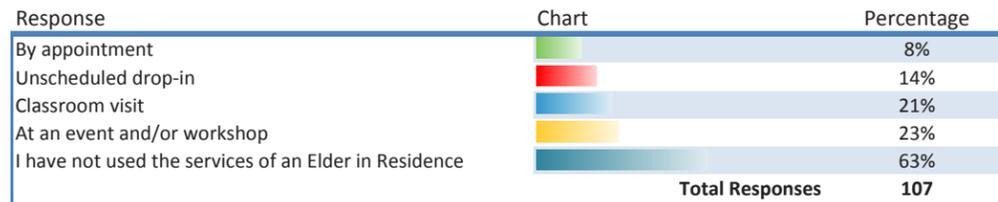
What could the Advisors do to improve their services?⁴

Response	Chart	Percentage
Clearer notification of events and services		13%
No improvements necessary		70%
Availability of resources & extended services		13%
Improved Course/Program Knowledge		4%
Total Responses		53

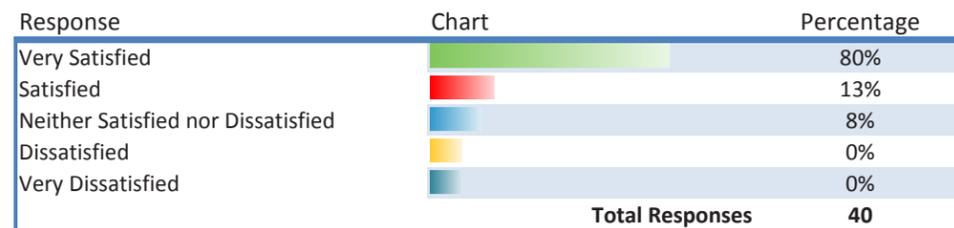
³ **Manually coded open-ended question:** Respondents for whom the College was close to home and/or affordable are grouped in "Local & Affordable"; Distance-learning opportunities and disability supports are grouped in "Accommodations & Services"; Respondents citing specific courses/programs, upgrading and program availability are grouped into "Academic & Professional Advancement Opportunities"; students for whom the College was close and/or affordable are grouped into "Local & Affordable"

⁴ **Manually coded open-ended question:** Respondents who requested an increase in drop-in hours, extended Aboriginal lounge hours, alternative options for older students, more workshops and advocating for co-op placements were grouped into "Availability of resources & extended services". Respondents who requested more/clearer information regarding community activities and better advertising of Aboriginal services were grouped into "Clearer notification of events and services".

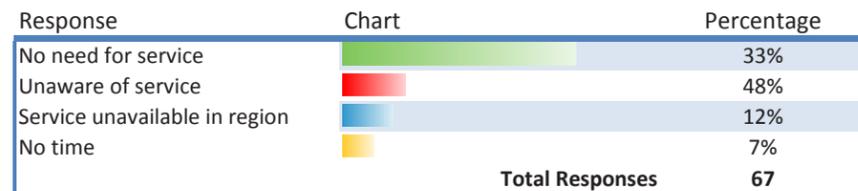
I have used the services of an Elder in Residence



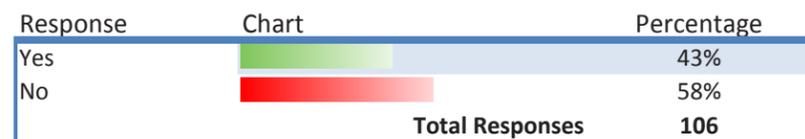
How satisfied were you meeting with an Elder?



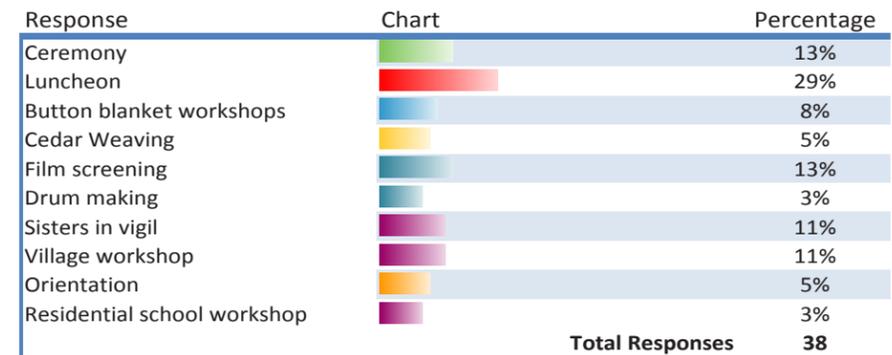
If you have not met with an Elder, please tell us why



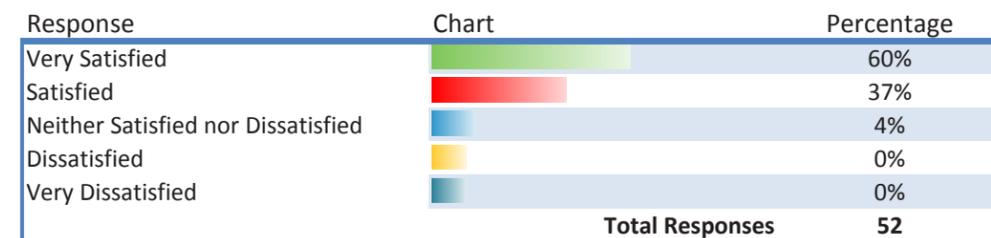
Have you attended a luncheon, cultural event or Aboriginal workshop at NIC?



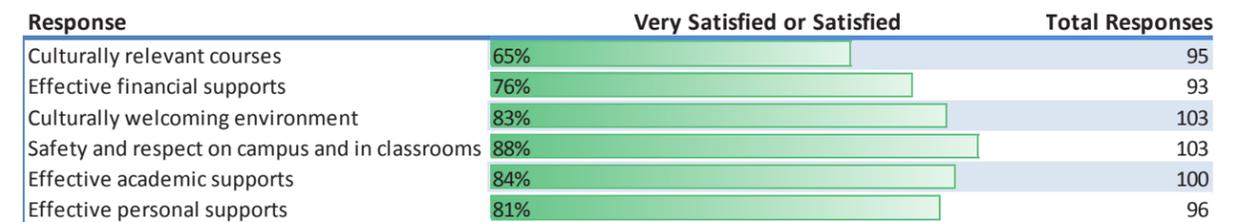
Which event have you attended? (Choose all that apply)



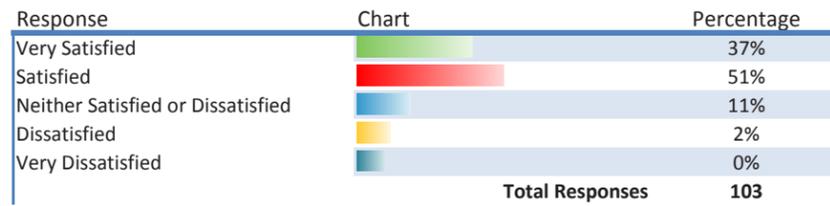
How satisfied were you with the events you attended?



Please rate your satisfaction with how NIC is performing on the following:



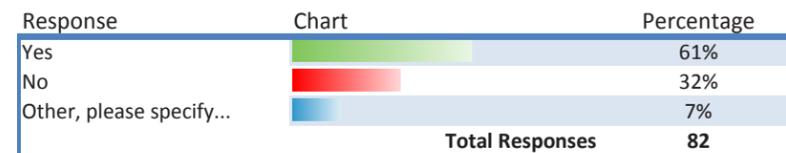
How satisfied are you with North Island College in helping you met your educational goals?



Do you plan to continue your education with NIC in 2018/2019?



Do the services of the Aboriginal Advisors and/or Elders in Residence, Aboriginal Activities and Events, Student Lounges, etc...Factor into your decision to return to NIC?



APPENDIX A – SURVEY TEXT

2017/18 Aboriginal Student Satisfaction Survey

Welcome to the North Island College Aboriginal Student Satisfaction Survey! You are receiving this survey as our records indicate that you have self-declared on our application form as a person of Aboriginal ancestry. In order to best meet the needs of our students and improve our services, we are requesting your assistance by taking part in this survey intended to measure student satisfaction at North Island College. Those who participate may enter a draw to win a \$300 prepaid Visa gift card! Double your chances of winning by completing the survey in the first week. Please fill out your contact information on the last page of this survey to be entered into the draw. This survey should only take 10-15 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidence. The Government of British Columbia's Aboriginal Service Plan (ASP) initiative provides additional funding to post-secondary institutions to implement innovative new programs, activities and services for Aboriginal learners. The questions in this survey are related to the ASP funding North Island College receives. Please click 'Next' to begin.

General Information

Which campus do you most regularly attend?

- Comox Valley campus
- Campbell River campus
- Port Alberni campus
- Mount Waddington campus
- In-community programming
- Distance Education
- Other, please specify... _____

What are you studying at North Island College?

Why do you choose to attend North Island College?

This question is voluntary. Please indicate if you are:

- First Nations
- Inuit
- Métis
- Other _____

Aboriginal Education Advisors

The Advisors provide front-line support to potential Aboriginal students (including those in transition from local high schools), existing Aboriginal students, community education coordinators, and/or Aboriginal organizational representatives.

Choose all that apply

I have used the services of an Aboriginal Education Advisor

- By appointment
- Unscheduled drop-in
- Classroom visit
- At an event and/or workshop _____
- I have not used the services of an Aboriginal Education Advisor

Please help us understand your experience with the Aboriginal Advisors

Approximately how many times have you met with an Aboriginal Education Advisor since January 2017?

How satisfied were you meeting with an Advisor?

(Below is the default slider position. It will become active only when you click on the hand icon and drag the slider to either end of the scale).

- Very Satisfied
- Satisfied
- Neither Satisfied nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

Why are the Aboriginal Education Advisors are valuable to you?

Is there anything the Aboriginal Education Advisors could do to improve their services?

Please tell us why you haven't used the services of an Aboriginal Education Advisor.

Elders in Residence

The Elders in Residence are unique and respected individuals who ensure Indigenous ways of knowing and being become part of the college community. They provide support and advice to all areas of the college including students and employees, and are situated at each campus.

Choose all that apply

I have used the services of an Elder in Residence

- By appointment
- Unscheduled drop-in
- Classroom visit
- At an event and/or workshop _____

I have not used the services of an Elder in Residence

Please help us understand your experience with the Elders in Residence
Approximately how many times have you met with an Elder in Residence since January 2017?

How satisfied were you meeting with an Elder in Residence?
(Below is the default slider position. It will become active only when you click on the hand icon and drag the slider to either end of the scale).

- Very Satisfied
- Satisfied
- Neither Satisfied nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

Why are the Elders in Residence valuable to you?

Is there anything the Elders in Residence could do to improve their services?

Why haven't you used the services of an Elder in Residence?

Aboriginal Activities and Events

Aboriginal Education supports initiatives that bring knowledge-holders into the classrooms as well as special events and workshops on campus and in-community. Past activities have included: Orientation activities and campus tours; Luncheons; Guest speakers; Aboriginal Lecture series; Cultural workshops; Village workshop; Screening of films; Cedar weaving workshops; and Drum-making workshops.

Have you attended a luncheon, cultural event or Aboriginal workshop?

- Yes
- No

How satisfied were you with the event(s) you attended?
(Below is the default slider position. It will become active only when you click on the hand icon and drag the slider to either end of the scale).

- Very Satisfied
- Satisfied
- Neither Satisfied nor Dissatisfied
- Dissatisfied
- Very Dissatisfied

Please tell us which events you have attended.

Please share with us your positive and/or negative experience(s) at a luncheon, cultural event, or workshop.

Did you find the event valuable to you? Why or why not?

Do you have ideas for cultural events or workshops that North Island College could offer in the future?

Aboriginal Student Success

Based on your experience, please rate how North Island College is doing on:

	Very Satisfied	Satisfied	Adequate	Dissatisfied	Very Dissatisfied	Don't Know
Culturally relevant courses	<input type="radio"/>					

- Effective financial supports
- Culturally welcoming environment
- Safety and respect on campus and in classrooms
- Effective academic supports
- Effective personal supports

Your Opinion Counts

What do you think we could do to improve?

Share any comments or experiences based on your answers to the questions above.

You have the final word

How satisfied are you with North Island College in helping you met your educational goals?

(Below is the default slider position. It will become active only when you click on the hand icon and drag the slider to either end of the scale).

- Very Satisfied
- Satisfied

- Neither Satisfied or Dissatisfied
- Dissatisfied
- Very Dissatisfied

How have we been meeting your specific, individual needs as an Aboriginal student? Let us know what we are doing well, so we can continue to meet your needs.

In what ways have we NOT been meeting your specific, individual needs as an Aboriginal student? Let us know so we can improve!

Please share with us how Aboriginal Education services and supports have impacted your journey at North Island College.

Do you plan to continue your education with North Island College in 2018/2019?

- Yes
- No

Do the services of the Aboriginal Advisors and/or Elders in Residence, Aboriginal Activities and Events, student lounges, etc. factor into your decision to return to North Island College?

- Yes
- No
- Other, please specify... _____

Why are you not returning to North Island College? Check all that apply.

- I have completed my program
- I am continuing my education at another institution
- Other, please specify... _____

APPENDIX B – NOTABLE RESPONSES

*Responses in the table below are a representation of the most common constructive feedback from students currently enrolled at NIC. All responses have been reviewed to ensure redaction of personally identifying information (i.e., student, staff and faculty names).

Notable Responses – NIC and Aboriginal Education Advisor Experience	
Question	Response
Why are the Aboriginal advisors valuable to you? ⁵	The Aboriginal Advisors are valuable to myself and in my opinion all aboriginal students as they provide a voice for the students and faculty of aboriginal descent and also providing a sense of family and structure within the school and workplace setting
	They are valuable to me because they take time out of their day to assist me with my needs. Other education advisors rush you to get to their next appointment, but the Aboriginal Education Advisors have all taken their time with me and addressed any problems I have had.
	To help me understand the way college system works, and help get in the right direction of what I want to do as a future career.
	They are very valuable because they give great insight of the culture I will be surrounded by when I go into practice. It helps me see different perspectives that I can use to better my practice.
	They help inform me of the different services, opportunities, and resources available to Aboriginal Students, all things I wouldn't have ever found on my own that are immensely helpful.
Why do you choose to study at NIC?	I love the atmosphere and culture of the school overall, and it's small which means smaller classes, better student-instructor relationships! I find that the majority of instructors at NIC are really good at what they do, I always feel challenged and if I do have questions getting a hold of my instructor is easy, which is something I don't think I would have access to if I chose a bigger school on the island.
	The small class sizes allows for more hands on, personal learning. I enjoy living in the Valley, it has a variety of out door activities and culture.
	the opportunities are endless and it is close to my home.
	NIC is the most financially viable school for me to attend, the transfer program to UVIC was another draw.
How could Advisors improve their services? ⁶	Advocate for co-op placements with local First nation organizations.
	Yes, I wish mine had Extended Hours with me to get to know me and what I'm looking for.
	I'd like to see more information about them on display. I rarely see posters or pieces on the Aboriginal Student Services on bulletins around the campus or online on the websites.
	Maybe more promotion of the Aboriginal Education Advisor? I tried applying for the human services certificate several years ago without the use of an Aboriginal education advisor and I felt I lacked resources to complete the process. So promotion of the Aboriginal education advisors!!

⁵ There were 62 responses to this question, all of which were extremely positive. The responses included are a representation of the consistency

⁶ Of the 62 respondents, 37 had stated that Aboriginal Advisor Services are very effective as they currently stand

Notable Responses – Elders in Residence

Question	Response
Why are the Elders in residence helpful to you? ⁷	They provide knowledge we don't normally learn in class, teach by stories
	Because our elders share their wisdom with us so freely with such a calm loving heart and guide us to walk our path with grace. I love their sense of humor, or talking with them on a hard day or any day for that matter. They are absolutely wonderful to have around.
	A comfortable environment to clear your mind and take a short break form the stress of school and focus on what is important.
	I feel I need their wisdom to help guide my path in social work. The Elders always leave me with a new perspective that I hadn't considered before and this type of informal education has been so valuable to me. I love how story-telling is weaved into lessons and thoughtful reflection. This type of learning is very important and speaks to me culturally
	Most times, I am the only aboriginal student in a course. I have and continue to share my life experiences as an aboriginal person/woman in classroom conversations. Sometimes this can be exhausting, emotional and painful. I have went to see an elder during a time when I have felt this way for support and guidance.
How could Elders improve their services? ⁸	Help with some of the recommended activities/workshops written in the student lounge ideas book.
	Maybe have more than one elder. I feel they should be available every day of the week.
Why haven't you used the services of an Elder in residence? ⁹	There are no elders in residence at Port Alberni. I have connected with an elder by email, but she is in Campbell River and I am in Port Alberni, so I have no way to access this absolutely essential connection with my field of study, due to my address.
	I have not, at the moment, been in a situation where I felt I needed the advice of our Elders in Residence.
Please share with us your positive and/or negative experience(s) at a luncheon, cultural event, or workshop. ¹⁰	It was a super positive experience! My first year attending the school they had none of this, and had felt that this was something that was missing in my day to day life as a student. Glad they brought this into the college
	Everybody is warm and welcoming with lunches and events I have been to. I have yet to come across a negative experience within our aboriginal education program.
	The aboriginal lounge has given me a secure and safe place to come and interact or study with other students. I was given a chance to speak on the opening day of the lounge. It was very impactful
	It was nice to know I wasn't alone in my pursuit to further education

⁷ Of the 37 respondents, all spoke extremely highly of the Elder services

⁸ Of the 32 respondents to this question, 25 indicated they were extremely satisfied with the Elder services as they currently stand; other responses included suggestions for more availability/longer hours and assistance with workshops/activities.

⁹ There were 67 responses to this question, most of which indicated the services were either not a priority or respondents were unaware of the services

¹⁰ There were 41 responses to this question, most of which were positive. The responses included highlight some of respondent's reactions, suggestions and satisfaction with the activities they attended



Terms of Reference

Aboriginal Education Council to North Island College
Revised June 29, 2017

Background:

The Aboriginal Education Council (AEC) to North Island College (NIC), gives voice to the educational goals of Aboriginal people¹ in the College region and provides advice and direction to the North Island College community in all matters relating to the college’s vision, mission, and strategic directions.

NIC has developed a *Strategic Plan 2020* that outlines the college’s commitment to continuing to build partnerships with First Nations and to expand educational opportunities for aboriginal students. Strategic Direction #4 outlines NIC’s commitment to Aboriginal Education and Indigenization.

North Island College Vision and Mission:

The vision for the future is for North Island College to be a premier community and destination college, in a spectacular west-coast environment that inspires and prepares students for success in a rapidly changing world.

The mission is a commitment to meeting the education and training needs of adults within the college region by providing high quality, affordable higher education and skills training, collaborating with our partners to create pathways to learning, and empowering individuals to achieve their full potential.

Inherent in both vision and mission of the college is a commitment to meeting the educational needs of aboriginal learners and ensuring that students are successful.

¹ Definitions of Aboriginal

The term Aboriginal is inclusive of the First Nations, Métis and Inuit Peoples served by North Island College and as defined in the Constitution Act, 1982.

Value of Events/Workshops and Strategies for Improvement

Question	Response
Did you find the event valuable to you? ¹¹	Very valuable, as many colleges do not get this experience as much as NIC provides and creates better context for my learning and community
	Both events were beneficial because now i know why some aboriginal people have an aversion to institutions that deliver health services. I can take the knowledge i have gained and try to make a culturally safe place for aboriginal people when I care for them. I can also lessen any stigmas against aboriginal people by providing education. This education provided by myself would have to be within my scope of practice as a nurse and as a mainly dutch individual that was raised without much knowledge of my Metis culture and people.
	I did find it valuable, it was a good chance to meet other Aboriginal people in the community in a way I wouldn't normally.
	The events are valuable to me because they give me a chance to connect with other students and faculty
Do you have any ideas for cultural events/workshops that NIC could offer in the future? ¹²	I like educational film night and having a discussion which bring awareness to FN culture. I would like to learn more about ceremonial regalia, beading classes, even traditional cooking classes.
	Drum making, beading, moccasin, healing work shops would be amazing. Movies nights and potluck dinners as well.
	Drum making and language workshop
What do you think we could do to improve? ¹³	Bring more awareness to the students of the events and workshops.
	More aboriginal culturally relevant courses
	More educational support needs to be put in place for First Nations students. (Peer tutors etc)
	I do not see an area in which improvement needs to happen, I feel very respected and cared for at the Comox Valley Campus.

¹¹ There were 41 responses to this question, all of which were positive

¹² There were 70 responses to this question, all of which varied widely. Events for which respondents expressed a particular interest are included in this table

¹³ There were 63 responses to this question, many of which expressed an interest to see more advertising of events/workshops/services and provision of culturally relevant courses

Purpose:

The purpose of the Aboriginal Education Council is to:

- Advocate for Aboriginal People and provide guidance to the College to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal People and to ensure the college works with Aboriginal People in culturally appropriate ways.
- Give voice to the educational goals of Aboriginal People in the College region and provide advice and direction to the North Island College community in all matters relating to the college's vision, mission, and strategic directions namely:
 - guidance in the development and implementation of the Aboriginal Service Plan; Approval of the finalized plan and priorities.
 - responsive curriculum;
 - student access, retention, and success;
 - involvement in community programming transition support;
 - being an active Community Partner;
 - developing, strengthening and expanding strategic partnerships;
 - raising awareness about post-secondary education throughout the region; and
 - strengthening and developing NIC staff/faculty skills to support the Colleges and Institutes Canada Indigenous Education Protocol.

Goals:

The Council's goals are to:

1. Provide guidance on how services designed to promote the success of aboriginal students are achieving outcomes and can be expanded and monitored.
2. Advise the North Island College community on strategic issues related to the recruitment, retention, and graduation of NIC Aboriginal students in programs or courses offered on campus or in community.
3. Provide advice on culturally-appropriate training for NIC students, instructors, and staff.
4. Assist NIC in increasing connections at the program level to support curriculum, program, and services development.
5. Increase NIC's connection to Aboriginal communities by expanding use of service learning, internship, employment resource centers and practicum training.
6. Provide advocacy and guidance through partnership with Aboriginal communities to address local education and training needs through programming that recognizes local First Nations' history and culture.

7. Promote pathways from secondary school to college, further education, training, and employment.

Structure of Council:

Membership is open to the following;

- First Nations representatives from each of the Nations in the college region as appointed or designated by an official annual letter from the First Nation.
- Aboriginal organizations in the college region such as family life societies, friendship centres, Métis organizations, and Aboriginal-specific training societies as designated by the organization through an annual letter.
- Other interested Aboriginal representatives from community agencies have the opportunity to submit a letter of interest to the AEAC for consideration. New members will be agreed upon by consensus.
- One Elder from each of the three regions appointed by the Regional Committees.

NIC staff are ex-officio and will consist of the President of North Island College; Vice President, Access and Regions; and the Director, Aboriginal Education, and, when necessary or appropriate, department deans and/or representatives, Aboriginal Advisors, and Elders in Residence.

Quorum:

Quorum consists of a minimum of two (2) First Nations representatives from each of the three regions (West Coast, Central, and Northern).

Decision Making:

Decision making will be achieved by consensus: this means that each committee member agrees in principle and is willing to support a decision. If for any reason consensus can't be reached, decisions will be made by a majority vote of members in attendance. One vote per Nation or organization.

Roles and Responsibilities:

The Council includes the following positions:

Chair – The Chair is responsible for calling meetings and will serve a two-year term. The Chair is selected by Council.

Co-Chair – The Co-Chair will serve as Chair in the Chair's absence and will serve a two-year term. The Co-Chair is selected by Council.

Administrative Support is provided by North Island College.

The Terms of Reference will be reviewed at the first AEAC meeting of the academic year and amended as needed.

**Aboriginal Education, Advisory Committee
North Island College, Central Region**

**TERMS OF REFERENCE
AMENDED Tuesday, January 21st, 2003**

Working under the guidelines of the Aboriginal Post-Secondary Education and Training Policy Framework, the Aboriginal Education Advisory Committee of the Central Region will be the voice for Aboriginal people to North Island College. The Committee will provide guidance to the College to ensure for the provision of comprehensive education and support services relevant to the needs of aboriginal people and also to ensure that North Island College is sensitive to aboriginal issues.

Aboriginal People – as defined in the Constitution Act, 1982, and refers to all indigenous people in Canada, including the Metis and Inuit People.

Goals:

- The Committee will work under the guidelines of the Aboriginal Post Secondary Education and Training Policy Framework
- Will assist and advise NIC in identifying relevant educational and training needs.
- Identify opportunities for funding sources for aboriginal people.
- Assist and advise NIC in the development, delivery and evaluation of courses and programs designed to meet the needs of aboriginal people
- Assist and advise NIC in implementing support services and facilities, and to provide emotional, educational, cultural, and recreational support for aboriginal students
- Provide a mechanism for liaison and communication between NIC and aboriginal communities and organizations in the Central College Region.
- Promote equity in the hiring of aboriginal instructors and staff with NIC
- Assist and advise in the development of relevant admissions policies and procedures for aboriginal students
- Ensure that issues raised at the Central Region Advisory level are communicated to the President of North Island College via the President's Aboriginal Advisory Council.

Objectives:

- To be involved in the recruitment, selection and hiring of aboriginal faculty and staff (e.g. Coordinator, counselor)
- To be responsible for orienting new employees working with aboriginal initiatives into Nuu-Chah-Nulth, Kwakwaka'wakw and Coast Salish cultures and communities.
- To assist in the development and implementation of courses and programs, and establish a resource pool of aboriginal consultants.
- To advise NIC in the provision of services and facilities that welcome aboriginal students into the college environment, and enhance their success throughout the time spent in the college environment.
- To work with aboriginal students to encourage NIC to provide a permanent meeting space for aboriginal students.

Meetings:

The committee will meet at least three times each year, or more often if required.

Responsibilities:

The Advisory Committee will advise the President of North Island College through its two elected members to the President's Aboriginal Advisory Council. The NIC Coordinator of Aboriginal Education will also sit on the President's Aboriginal Advisory Council. The Coordinator for Aboriginal Education will make regular activity reports to the Advisory Committee. These reports will be distributed to the Committee in advance of each meeting and the reports will be distributed prior to each meeting.

Membership:

Is open to the following:

- 1 Elder/Cultural/Language Advisor
- 1 NIC student of Aboriginal ancestry
- 1 Urban Representative
- 8 Comprised of 1 First Nation Representative from each of following 8 Central Region First Nations Communities (Campbell River, Cape Mudge, Homalco, Comox, Klahoose Mowahat/Muchalaht, Mamaleleqala-Qwe-Qwa, Kwiakah)
- 2 Aboriginal Organizations

13 total

A quorum will consist of seven voting members, of which three must be First Nation Representatives from the eight First Nations Communities in the Central Region.

NIC staff are ex-officio and consist of Coordinator of Aboriginal Education, Dean of Aboriginal Education, Directors, and when necessary, appropriate department deans and/or representatives.

Membership is open to post-secondary education coordinators from each First Nation in the region or their designate, and representatives from aboriginal organizations such as Laichwiltach Family Life Society, School Districts 71 - Courtenay, 72 – Campbell River, and 84 – Gold River, North Vancouver Island Aboriginal Training Society (NVIATS), Metis Association of Courtenay, Upper Island Women of Native Ancestry, Wachiy Friendship Centre, local Economic Development Officers, and any other interested representatives from the urban/off-reserve community.

Terms of Appointment:

- The committee shall elect a chairperson
- The chair plus one other elected representative from the Advisory committee shall sit on the President's Aboriginal Advisory Council
- The chair shall hold an appointment of two years
- The elected representative shall hold an appointment for two years.

Other:

- Minutes of the Meeting shall be taken at each meeting
- The Terms of Reference may be reviewed and amended as needed.

North Island College: Department of Aboriginal Education
Summary of Memorandums of Understanding Education Agreements: Feb 2011 - 2018

In Partnership with NIC	Agreement	Location	Agreement Date	Effective Date
Huu-ay-aht First Nation & Uvic	Huu-ay-aht Language Education Services	Port Alberni	February 2011	Jan 2011 - May 2011
Mowachant / Muchalaht First Nation	Huu-ay-aht Language Delivery of Courses	Gold River	May 2011	Sept 2011 - Apr 2012
Huu-ay-aht First Nation & Uvic	Huu-ay-aht Language Delivery of Courses	Port Alberni	June 2011	June 2011 - April 2012
Lip'alhayc Learning Centre		Bella Coola	November 2011	Jan 2012 - June 2012
TOTAL MOUs 2011				
4				
Namgis First Nation	Adult Education Resources Agreement	Comorant Island	April 2012	April 2012 - 2015
Lip'alhayc Learning Centre	Delivery of Upgrading Courses	Bella Coola	May 2012	Sept 2012 - June 2013
Mowachant / Muchalaht First Nation	Education Services	Port Hardy	May 2012	Sept 2012 - June 2013
Gwa'sala-'Nakwaxda'xw	Delivery of ABE	Port Hardy	June 2012	Sept 2012 - June 2015
Namgis First Nation	Educational Services Agreement	Comorant Island	June 2012	Sept 2012 - June 2013
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	July 2012	Sept 2012 - April 2013
Ahousaht Education Authority	Delivery of ABE	Ahousaht	July 2012	April 2012 - August 2012
Vancouver Island University	First Nations Leadership	Port Hardy	September 2012	Oct 2012 - May 2013
Camosun College	First Nations Leadership	Dittidaht/West Coast	September 2012	Sept 2012 - Dec 2012
North Vancouver Island Aboriginal Training Society	Work Preparedness Training	Campbell River	November 2012	February 2013
Tseshaht First Nation	Educational Collaboration	Port Alberni	December 2012	12/1/2012 - open
TOTAL MOUs 2012				
11				
Tseshaht First Nation	Bridge To Success	Port Alberni	January 2013	1/1/2013 - open
Ministry of Advanced Ed, Innovation & Technology	Aboriginal Health Care Certificate Program	Port Hardy	March 2013	March 2013 - March 2014
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	April 2013	May 2013 - July 2014
Gwa'sala-'Nakwaxda'xw	Delivery of ABE	Port Hardy	July 2013	Sept 2013 - May 2014
Lip'alhayc Learning Centre	Delivery of Math & English courses	Bella Coola	July 2013	Nov 2013 - May 2014
Mowachant / Muchalaht First Nation	Education Services	Gold River	July 2013	Sept 2013 - May 2014
Nuu'chah'nulth, Uvic	Aboriginal Language Revitalization	Port Alberni	July 2013	July 2013 to April 2014
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	October 2013	Jan 2014 - April 2014
Kwakwaka'wakw Band Council & Uvic	Educational Agreement	Port Hardy	October 2013	Oct 2013 - April 2014
Nuu-chah-nulth Employment and Training Program	Trades Programs	Port Alberni	October 2013	2013-2014
TOTAL MOUs 2013				
10				
Ahousaht Education Authority	Delivery of Human Services Worker courses	Ahousaht	February 2014	May 2014 - June 2014
Gwa'sala-'Nakwaxda'xw Nation	Adult Basic Education	Port Hardy	September 2014	Sept 2014 - May 2015
Nanwakolas First Nation	Educational Agreement	Campbell River	May 2014	5/1/2014 - open
Lip'alhayc Learning Centre	Classroom Space	Bella Coola	October 2014	Oct 2014 - May 2015
Mowachant/Muchalaht First Nation	Adult Basic Education	Gold River	October 2014	Oct 2014 - May 2015
Namgis First Nation	Adult Basic Education	Cormorant Island	October 2014	Oct 2014 - May 2015
TOTAL MOUs 2014				
6				
Gwa'sala-'Nakwaxda'xw / Kwakwaka'wakw Band Council	Education Assistant/CSW Program	Port Hardy	February 2015	Sept 2015-Apr 2017
Ahousaht Education Authority	Adult Basic Education	Ahousaht	February 2015	Sept 2015-May 2016
TOTAL MOUs 2015				
2				
Lip'alhayc Learning Centre	Adult Basic Education	Bella Coola	September 2015	June 2016
Lip'alhayc Learning Centre	Adult Basic Education/Applied Business Techn	Bella Coola	January 2016	May 2018
Mowachant/Muchalaht First Nation	Adult Basic Education	Gold River	October 2015	May 2016
Dzwada'enuxw First Nation	Adult Basic Education	Kingcome Inlet	May 2016	March 2017
Quuquatsa Language Society and Uvic	Aboriginal Language Revitalization	Port Alberni/Ucluelet	June 2016	April 2017
TOTAL MOUs 2016				
6				
Nuu-Chah-Nulth Tribal Council (NTC)	Pre-Health Block, Health Care Assistant	Port Alberni	January 2017	September 2016
Nuu-Chah-Nulth Tribal Council (NTC)	Partnership for ECCE Course	NTC Ucluelet Centre	February 2017	March 2017
Gwa'sala-'Nakwaxda'xw Nations	Development into Aboriginal Adult Literacy	Port Hardy	March 2017	March 2017 - Feb 2018
Port Alberni Friendship Center	Working with People Pathway Project	Alberni/Clayoquot Region	June 2017	June 2017-Feb 2020
Tla-o-qui-aht First Nation / Camosun College	Carpentry Level 1 Apprenticeship	Tofino (Tyhistanis)	June 2017	June 2017-Feb 2020
Namgis First Nation / Cormorant Learning Centre	Skype room to connect with Port Hardy ECC	Alert Bay	September 2017	Sept 2017 - June 2018
Nuxalk College (formerly Lip'alhayc Learning Centre)	Adult Basic Education	Bella Coola	October 2017	October 2017 - May 2018
Steps-to-Success	Aboriginal Foundations Program	Port Alberni Friendship Centre	October 2017	October 2017 - May 2018
TOTAL MOUs 2017				
8				
TOTAL MOUs 2018				
47				

* note - agreements less than 1 month long not included*



North Island College Elders Protocol

Aboriginal Education Vision Statement

North Island College will work in collaboration with Aboriginal people in the region through a holistic approach to teaching and learning by embracing local traditions, language, culture and leadership in ways that enhance the lives of Aboriginal peoples

Values

- To give voice to the educational goals of Aboriginal people in the North Island College Region
- To ensure the unique needs and aspirations of Aboriginal people in the College region are documented, supported, and understood
- To promote relationships between Aboriginal people and non-Aboriginal people based on the values of equality, respect, and justice
- To promote a welcoming environment for Aboriginal people at the college and positive relationships between the college and Aboriginal communities served

General Purpose and Mandate

The NIC Elders' represent their respective communities and bring knowledge to the wider college community. Further demand for their voice and expertise was identified in the Aboriginal Service Plan 2011.

The Elders' provide support and advice to all areas of the college, including students and employees. Working with NIC policies and guidelines, the Elders' primary role is support for students, and to provide advice and support for NIC's mandate for Aboriginal education. The Elders' are members of the NIC Faculty Association, and unique as respected individuals who ensure indigenous ways of knowing and being become part of the college community.

Key Duties and Responsibilities

Through support, respect, leadership, and *walking in a good way* the Elders:

- Provide guidance and support for students
- Provide guidance with Indigenous Protocol and enact Protocol when required
- Provide guidance and support for employees
- Demonstrated commitment to student success and be apolitical locally and provincially
- Provide cultural guidance throughout the college
- Provide mentoring as required
- Promote and support the preservation and use of local Indigenous languages
- Participate in the instruction of classes when requested by an instructor
- Assist the college in promoting a welcoming environment for Aboriginal people and positive relationships between the college and Aboriginal communities served

- Provide cultural and spiritual assistance as requested
- Participate in NIC events such as student orientation, luncheons, graduation, etc.
- Actively support the North Island College mission, vision and values

Participation at Meetings

1. At the request of the President's office, one Elder may be asked to attend the NIC College Wide Aboriginal Advisory Committee meetings. The Elders role is to provide support and guidance, and provide an Elders' report. The college wide committee meets annually in the spring.
2. At the request of the Director of Aboriginal Education's office one Elder may be asked to attend the Central Region Aboriginal Advisory Committee meetings at the Campbell River campus. The Elders role is to provide support and guidance to the group and provide an Elders' update. The Central Region committee meets three times per academic year
3. The Elders are encouraged to meet once monthly with the Director of Aboriginal Education to provide advice and direction on Aboriginal Education initiatives

Expectations

Individuals will:

- Be recognized as an Elder in the Aboriginal community
- Be a good role model and mentor
- Be actively involved in their community
- Be a good listener, a good communicator, and be empathetic
- Be committed to working collaboratively with NIC students, employees and the public

Compensation, Scheduling and Reporting

NIC Elders will be paid in accordance with the North Island College Faculty Association collective agreement, and provide Elders services from September to May each year. Requests may be made to attend summer session activities depending on summer enrolment or welcome back planning in late August. The positions are 50% non-instructional which equates to 17.5 hours per week. Work hours and days of the week will be as agreed between the Elders and NIC Administrative Supervisor, the Director of Aboriginal Education at each of the campuses.

Aboriginal Education Regional Advisory Committees 2017 Meeting Dates

2017 Meetings

Central Region:

- May 31, 2017 (via conference call – quorum not met)
- August 18, 2017
- October 2, 2017

Northern region:

- August 10, 2017
- October 17, 2017

In addition, the Director of Aboriginal Education also met with the Northern region on the following dates:

- August 10, 2017 (re: anticipated surplus for expenditure, other grant funding)
- October 17, 2017 – present. Various phone and in-person meetings (re: Tourism program, Indigenization of program, adjusting delivery dates to meet needs of students, etc.)
- October 30, 2017 – January 15, 2018. Various phone and in-person meetings (re: new campus opening in Port Hardy, protocol for official opening, etc.)

West Coast Region:

- October 4, 2017

In addition, the Director of Aboriginal Education also met with the West Coast region on the following dates:

- August 14, 2017 (re: anticipated surplus for expenditure, other grant funding)
- November 16, 2017 – present (re: meeting with Victoria Wells and other members to develop Nuu-chah-nulth 096/097 courses and language program).

Aboriginal Education Regional Advisory Committees 2018 Meeting Dates

2018 Meetings

Central Region:

- February 1, 2018 (re: amend a motion from October 2, 2017, and questions on ASP budget and prioritization).
- February 13 (*anticipated*)

Northern region:

- February 21, 2018 (*anticipated*)

West Coast Region:

- February 28, 2018 (*anticipated*)

Aboriginal Education Advisory Committees - 2018 Meeting Attendance Central Region

February 13, 2018 (anticipated)

February 1, 2018 at Campbell River Campus, 1:00 p.m. to 5:00 p.m.

In Attendance:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Pamela Lewis, Wei Wai Kai Nation

Aboriginal Education Advisory Committees - 2017 Meeting Attendance Central Region

May 31, 2017 via conference call, 10:00 a.m. to 11:00 a.m.

In Attendance:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Audrey Wilson, Laichwiltach Family Life Society
Pamela Lewis, Wei Wai Kai Nation

August 18, 2017 Campbell River Campus, 9:00 a.m. to 12:00 noon

In Attendance:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Audrey Wilson, Laichwiltach Family Life Society
Averil Henderson, Wei Wai Kum First Nation
Pamela Lewis, Wei Wai Kai Nation

October 2, 2017 Campbell River Campus, 10:00 a.m. to 1:00 p.m.

In Attendance:

Fran Prince, Community Elder & Chair, K'ómoks First Nation
Audrey Wilson, Laichwiltach Family Life Society
Averil Henderson, Wei Wai Kum First Nation
Greg Thompson, Campbell River School District
Pamela Lewis, Wei Wai Kai Nation

Aboriginal Education Advisory Committees - 2018 Meeting Attendance Northern Region

February 21, 2018 (anticipated)

Aboriginal Education Advisory Committees - 2017 Meeting Attendance Northern Region

August 10, 2017 at Port Hardy Campus, 3:00 p.m. to 5:30 p.m.

In Attendance:

Bonita Wallas, Quatsino First Nation
Grace Smith, Gwa'sala-'Nakwaxda'xw Nation
Marion Hunt, Kwakiutl Band Council

October 17, 2017 at Port Hardy Campus, 12:00 noon to 2:00 p.m.

In Attendance:

Bonita Wallas, Quatsino First Nation
Grace Smith, Gwa'sala-'Nakwaxda'xw Nation
Marion Hunt, Kwakiutl Band Council

Aboriginal Education Advisory Committees - 2018 Meeting Attendance

West Coast Region

February 28, 2018 (anticipated)

Aboriginal Education Advisory Committees - 2017 Meeting Attendance

West Coast Region

October 4, 2017 Port Alberni Campus, 10:00 a.m. to 12:00 noon

In Attendance:

Brent Ronning, Huu-ay-aht First Nations
 Brittany Johnson, Huu-ay-aht First Nations
 Jackie Wells, Port Alberni Friendship Centre
 Moy Sutherland, Community at Large Representative
 Rebecca Atleo, Ahousaht Education Authority
 Victoria Wells, Ehattesaht First Nation
 Wendy Gallic, Nuu-chah-nulth Tribal Council



January 25, 2018

Honourable Melanie Mack
 Minister of Advanced Education, Skills and Training
 P.O. Box 9080 Stn Prov Gov't
 Victoria, B.C. V8W 9E2
 AEST.Minister@gov.bc.ca

Dear Honourable Melanie Mack,

RE: NORTH ISLAND COLLEGE, ABORIGINAL EDUCATION COUNCIL – ABORIGINAL SERVICE PLAN 2018/19 – 2020/21

I had the opportunity to welcome you to the K'ómoks First Nation unceded traditional territory on August 14, 2017, and as the Chair of North Island College (NIC) Aboriginal Education Council (AEC), I spoke to you about our Aboriginal Service Plan (ASP) and the importance of having a priority from each of our three regions, rather than one priority. You asked that a letter come from the Council to reaffirm regional priorities and motion.

We held our Aboriginal Education Council meeting on October 24, 2017 and the following motion was carried:

Chairperson Fran Prince to write a letter to Minister Melanie Mark on behalf of Council stating the continued importance for NIC to put forward a priority for each of the three regions that form NIC's Aboriginal Education Council. The Central, West Coast, and Northern Regional Aboriginal Education Advisory Committees collectively represent 35 First Nations with differing priorities and needs. Following Indigenous ways of knowing and being, **one region's priorities and needs do not supersede another's.**

For the past several years, Ministry staff continually request that we submit our priorities without separating them regionally. Our Aboriginal Advisory Committees - West Coast, Central and Northern Regions – have different considerations based on their People, geography, and economies.

We ask that the ASP policy and guidelines be changed, so that we can submit our proposal based on the priorities of each region. Thank you for your time in reviewing our request.

Kindly submitted,

A handwritten signature in blue ink, appearing to be 'Fran Prince', written over a light blue horizontal line.

Fran Prince
 Chair of NIC AEC



February 9, 2018

Honourable Melanie Mark
 Minister of Advanced Education, Skills & Training
 Parliament Buildings – Room 133
 P.O. Box 9080, Stn Prov Govt
 Victoria, BC V8W 9E2

Dear Minister:

Re: Aboriginal Service Plan Submission by North Island College, February 9, 2018

Please accept this letter as a confirmation that we, the undersigned, are members of the Aboriginal Education Council to North Island College, and that we approve and support NIC's 2018/19 – 2020/21 Aboriginal Service Plan submission.

The purpose of our Council is to advocate for Aboriginal People and provide guidance to NIC to ensure the provision of comprehensive education and support services relevant to the needs of Aboriginal People and to ensure the college works with Aboriginal People in culturally appropriate ways. Members of the college-wide Council also sit on regional committees on the Northern Region (Port Hardy), Central Region (Courtenay/Campbell River), and the West Coast Region (Port Alberni). Motions discussed and passed at college-wide Council meetings carry the full weight of Nation support as each Nation sends a designate authorized to make and carry motions.

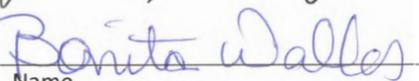
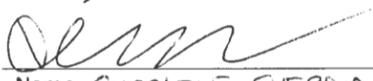
By signing our names below, we are stating that as representatives of our Nations or Aboriginal organizations, we have been actively involved in the development and decision-making process of this 2018/19 – 2020/21 Aboriginal Service Plan submission. We also confirm that, where available and appropriate, our Nations and Organizations contribute to these priorities with in-kind or other contributions and/or supports (detailed in the Activity Templates).

Respectfully,

Members of the Aboriginal Education Council



Signed by members of the Aboriginal Education Council on January 26, 2018:

- | | | |
|----|--|---|
| 1 | 
Name | <u>Elder - Nic.</u>
Nation or Organization |
| 2 | 
Name | <u>HUU-AY-AHT FIRST NATIONS</u>
Nation or Organization |
| 3 | 
Name | <u>Quatsino First Nation</u>
Nation or Organization |
| 4 | 
Name | <u>Mowachahit/Micoblahit</u>
Nation or Organization
<i>First Nation</i> |
| 5 | 
Name | <u>Kachwiltach Family Life Society</u>
Nation or Organization |
| 6 | 
Name | <u>Director of Educ: Ahousaht</u>
Nation or Organization |
| 7 | 
Name | <u>Education Coordinator Namgis</u>
Nation or Organization |
| 8 | 
Name CHARLENE EVERSON | <u>Komok's FIRST NATION - Education Coor.</u>
Nation or Organization |
| 9 | _____
Name | _____
Nation or Organization |
| 10 | _____
Name | _____
Nation or Organization |
| 11 | _____
Name | _____
Nation or Organization |

The Council speaks first for the children and secondly for the elders.



ABORIGINAL EDUCATION COUNCIL

?iihatis /?iinaxint

Ehattesht Tribe



March 29, 2017

Ministry of Advanced Education
Victoria, BC

Dear Ministry of Advance Education – ASP Review Committee via: email to NIC

RE: North Island College ASP application and the Nuuchahnulth Language Course Developments

Ehattesht First Nation is pleased to provide this letter of support for North Island College’s Aboriginal Service Plan submission for 2018/19 to 2020/21.

We are directly involved in the development of the Nuuchahnulth language classes (NCN 096 and 097), and will be involved in hiring instructors, and guest presenters for the courses.

Our elders have been working with various individuals, institutes and organizations to realize direct benefits to our membership and surrounding communities for language revitalization. To this end they have been documenting and creating curriculum. When the time comes we look forward to implementation collaboration on these initiatives.

Sincerely,
Ehattesht Chinchint Tribe

Chief Elect Roseann Michael

12	_____	_____
13	Name <u>Julie Henuse</u>	Nation or Organization <u>Klahoose First Nation</u>
14	Name <u>Smith</u>	Nation or Organization <u>Swa'sala Nakwaxda'kw</u>
15	Name <u>[Signature]</u>	Nation or Organization <u>WE WAIKUM FIRST NATION</u>
16	Name <u>[Signature]</u>	Nation or Organization <u>WE WAIKAI NATION</u>
17	Name <u>Jennifer Gallie</u>	Nation or Organization <u>Tseshaht First Nation</u>
18	Name _____	Nation or Organization _____
19	Name _____	Nation or Organization _____
20	Name _____	Nation or Organization _____
21	Name _____	Nation or Organization _____
22	Name _____	Nation or Organization _____
23	Name _____	Nation or Organization _____
24	Name _____	Nation or Organization _____

The Council speaks first for the children and secondly for the elders.

ʔiihatis /čiinaxint

Ehattlesaht Tribe



January 31, 2018

Ministry of Advanced Education
Aboriginal Post-Secondary Education and Training
2nd Floor, 835 Humboldt Street
P.O. Box 9877 Station, Provincial Government
Victoria, B.C. V8W 4W8

Dear Sir or Madam:

Re: Letter of Support for Nuuchahnulth Language Course – Aboriginal Transition Program

Please accept this letter as a confirmation the Ehattlesaht First Nation has a representative on North Island College's West Coast Region Aboriginal Advisory Committee.

Our representative was actively engaged in the decision-making process for the Advisory Committee's regional priorities for the West Coast Region. Ehattlesaht First Nation approves and supports this as the primary priority for the West Coast Region.

Ehattlesaht First Nation, can partner with the North Island College to support the Nuuchahnulth Language Course – Aboriginal Transition Program by confirming the need and the benefits that this type of program in our general areas. It would be a valuable asset to our extended community, and the local Nuuchahnulth people who reside in Courtenay, Campbell River, Port Alberni, Ahousaht and Ucluelet, and in Port Hardy.

By hosting the program locally in the Campbell River District's North Island College, it would be more direct and easy access for student to access eliminating the need to them to move to distance locations like Victoria to train.

Ehattlesaht's in-kind contributions consist of curriculum development in the amount of at least \$5,000. We have continuously developed curriculum for all learning levels. In addition, our member of the advisory committee is a Masters Candidate in the UVic Master of Indigenous Language Revitalization and she would be willing to provide a direct link to elders and knowledge keepers who can support and develop this program.

Yours truly,

Caroline Gladstone
Ehattlesaht Band Administrator

Mailing Address: P.O. Box 59, Street Address: #11 Khen - Kous Pl., Zeballos, B.C. V0P 2A0
Phone: (250) 761 – 4155 Fax: (250) 761 – 4156 E-Mail: ehattlesaht.office@ehatis.ca
The Council will endeavor to make a better life for all its members.