



Drum in the firelight, K'ómoks Big House, September 2018.

NORTH ISLAND COLLEGE



NIC

ABORIGINAL EDUCATION

Aboriginal Service Plan

2019/2020

Submitted to the Ministry of Advanced Education February 19, 2019

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1. Letter of Support, Aboriginal Education Council



ABORIGINAL EDUCATION COUNCIL

February 19, 2019

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 Mark:

Re: Aboriginal Service Plan Submission by North Island College, February 19, 2019

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 2019/20 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 Central Region (Courtenay/Campbell River), Northern Region (Port Hardy), 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 2019/20 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.

Respectfully,

Members of the Aboriginal Education Council



NIC

ABORIGINAL EDUCATION COUNCIL

Signed by members of the Aboriginal Education Council on February 15, 2019:

1 Name B. Lewis

Ulewaikwa Nation ; Cape Mudge Band
Nation or Organization

2 Name Rebecca Allen

Ahousaht Education Authority
Nation or Organization

3 Name [Signature]

Klombles First Nation
Nation or Organization

4 Name [Signature]

Wei Wai Kum First Nation
Nation or Organization

5 Name Bonita Waller

Quatsino First Nation
Nation or Organization

6 Name Laure

Mowachaht/Muchalaht First Nation
Nation or Organization

7 Name [Signature]

Gwa'sala-Nakwaxdaixw
Nation or Organization

8 Name Audrey Wilson

Lamchuwat Family Life Soc.
Nation or Organization

9 Name Kashalea Ward

North Island Metis
Nation or Organization

10 Name _____

Nation or Organization

11 Name Just Dinning

HUU-AY-AHT FIRST NATIONS
Nation or Organization

2. Acknowledgement of Traditional Territories

North Island College is honoured to acknowledge operations respectively within the traditional territories of 35 First Nations inclusive of the Nuuchah-nulth, 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.



3. Overview of Proposed Plan

North Island College (NIC) is honoured 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

With 157,000 residents in its region, NIC serves the largest population of all B.C. rural Colleges. In keeping with its access-focused roots, NIC meets the needs of 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.

Indigenous peoples represent a substantially larger portion of the NIC region's population than that seen provincially (13% versus 6%). The proportion of NIC's student population of self-declared Indigenous ancestry is 16%, exceeding the representation in the regional population.

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. 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.

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 student cohort will complete their certificate in 2019/20.

In the West Coast Region, the launch of two Nuu-chah-nulth language courses supports the region's priorities around language revitalization. The courses were overenrolled with a waitlist, indicating the need and desire for further language initiatives. The Port Alberni Elder in Residence continues to support students across campus, as well as the new language program delivery.

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, mirroring those of the Indigenous Education Protocol, prepared by Colleges and Institutions Canada (CICan) and signed by NIC in 2015.

NIC made financial contributions to support the following Aboriginal Education initiatives throughout the region:

- Contributed \$160,727 towards jointly funded ASP initiatives;
- Maintained the Director and Assistant to the Director of Aboriginal Education positions;
- Introduced Aboriginal Education Facilitator position;
- Conducted a concept and feasibility study re: development of Indigenous Language Certificate;
- Offered four sections of Provincial level ABE Kwak'wala at the Mt Waddington, Comox Valley, and Campbell River Campuses;
- Offered ABE in partnership with Nations in Bella Coola and Gold River;
- Offered, for the first time, the Aboriginal Leadership Certificate;
- Developed a Kwak'wala orthography course at the ABE Provincial level;
- Offered ECCE in community for Tla-o-qui-aht First Nation;

- Developed two new Indigenous first year English courses; and,
- Offered a Trades and Carpentry entry program in partnership with Tla-o-qui-aht First Nation and Camosun College.

Engagement

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 and regional Aboriginal Education Advisory Committees. NIC incorporates the barriers and concerns reported by students in the development of the ASP plan. An annual Student Satisfaction Survey (Appendix A) is also conducted as a mechanism for students to voice their experience at NIC and how to best serve them.

External 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 representatives from First Nations, IAHLA Schools, as well as Métis, Inuit, and urban Aboriginal organizations. Regular meetings take place throughout the year, 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. The Aboriginal Education Council (AEC) to NIC gives voice to the educational goals of Aboriginal people 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. Programming and Services are identified and prioritized by communities, regional Advisory Committees, and the Aboriginal Education Council. Collaborative engagement with Nations supports informed insight regarding economic development initiatives, which continue to inform programming priorities.

Overview of Proposed Plan

In accordance with the Aboriginal Service Plan Transition year announcement, we are including the required details for continued activities and programs from of our previous submission. This plan does include the priorities identified by the Regional Advisory Committees and the Aboriginal Education Council and reflects the necessary budgets to meet the needs identified. We look forward to completing our Tourism offering and seeing the students graduate in December. As well, the offering of Nuu-Chah-Nulth language in Port Alberni continues to bring new students and community members to the campus to access education that is meaningful to them. The support of Elders and Advisors remains a key and valued part of Indigenous students' experience at NIC.

4. Proposed Programs and Activities for 2019/2020

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 information sessions.
Rationale	The annual Aboriginal Student Satisfaction Survey 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 2017/18 Final Report, the number monthly student interactions with Aboriginal Advisors via advising appointments has increased by 72% since 2014. This speaks to the value and impact these positions have in supporting Aboriginal students access and persistence at North Island College as Aboriginal Advisors continue to grow as a frontline support service.
Related Goals	• 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	The annual Aboriginal Student Satisfaction Survey 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. Continued and growing needs for these positions 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% annually.
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		2019/20	
	Ministry (ASP)	\$152,000	
	Institution Contribution	\$117,401	
	Other or In-Kind (Identify Source)		
	Total	\$269,401	
Expense Breakdown for 2019/20 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount	
	Salaries (4 FTE)	\$256,901	
	Activities & Events	\$12,500	
	Total	\$269,401	
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	The Elder in Residence provides 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 Elder is a members of the NIC Faculty Association, and a respected individual who ensures Indigenous ways of knowing and being become part of the College community. Through support, respect, leadership, and walking in a good way, the Elder: • Provides guidance and support for students; • Provides guidance with Indigenous Protocol and enact Protocol when required; • Provides guidance and support for employees; • Provides cultural guidance throughout the College; • Provides mentoring as required; • Promotes and supports the preservation and use of local Indigenous languages; • Participates in the instruction of classes when requested by an instructor; • Assists the College in promoting a welcoming environment for Aboriginal people and positive relationships between the College and Aboriginal communities served; • Provides cultural and spiritual assistance as requested; and, • Participates in NIC events such as student orientation, luncheons, graduation, etc. See Appendix B – North Island College Elders Protocol.
Rationale	Given the diverse cultural traditions being served, front-line support by Elders in Residence is fundamental in supporting access and persistence 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 reinforce that Elders are highly valued. Survey results show over half of respondents indicated that the services of Elders in Residence factored into their decision to return to NIC.
Related Goals	• 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 annual Aboriginal Student Satisfaction Survey provides data regarding Elders in Residence that is supported by anecdotal evidence. Success will show a continued increase in satisfaction responses. In the 2017 survey, 80% of Aboriginal student respondents reported they were 'Very Satisfied' with the services provided by the Elders. Continued and growing need for Elders in Residence 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.	
Location(s)	Primary location: Comox Valley campus, with support as needed to the other three NIC campuses	
Timing	Start Date	Full-time, year-round positions
	End Date	N/A
	Duration	Academic Year (September 1 – June 30)
Future Plans	We anticipate NIC will fully fund this position as of June 2020.	
Budget		2019/20
	Ministry (ASP)	\$36,288
	Institution Contribution	\$20,000
	Other or In-Kind (Identify Source)	
	Total	\$56,288
Expense Breakdown for 2019/20 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount
	Salaries (0.5 FTE)	\$53,288
	Expenses	\$3,000
	Total	\$56,288
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 Aboriginal Education Council and Committee members to attend meetings). It also covers related catering, office supplies, and printing/copying expenses related to Aboriginal Education Council and Regional Committee meetings. Funds may be used towards expenses and expenditures for community-based gatherings where NIC can provide information about programs of interest to communities. Outreach funds bring knowledge holders into classrooms and support the hosting of special events and workshops. As well, programs may access outreach funds to support student activities and learning opportunities in communities.
Rationale	Maintaining open communications and presence in communities is essential to strong networking, collaborations and partnership development. Outreach activities enable staff and members of each Regional Advisory Committee and Aboriginal Education Council to consult directly with communities and ensure priorities are reflected in NIC programs, services and annual plans. 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. Student feedback, via Faculty reports, have confirmed the importance and impact that the inclusion of knowledge holders and Elders have on their studies. • Success Measures from 2017/18 Final Report included: • Hosted a total of seven Regional Advisory Committee meetings. • Hosted six Aboriginal Education Council Meetings, where quorum was established. • Supported 12 events/workshops/classes, where traditional knowledge holders and/or community members worked directly with students. Examples included language speakers, cultural presentations, Village workshops, and access to in-community field school.
Related Goals	• 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	Maintain strong turnout at Aboriginal Education Council (AEC) and regional Aboriginal Education Advisory Committee meetings (meet quorum as defined in AEC Terms of Reference). Each regional committee will meet a minimum of 3 times per year, and the AEC will meet a minimum of twice a year. Track the number of events, knowledge holders, and Elders accessed through this activity and compare to the baseline established in 2016/17. We will not set a target increase, as the types of activities and associated costs may vary from year to year. 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.
Location(s)	Across all NIC campuses and throughout the College Region.

Timing	Start Date	September 1
	End Date	August 31
	Duration	Academic Year (September 1 – August 31)
Future Plans	Regularly scheduled Aboriginal Education Council and Regional Advisory Committees and meetings will continue to serve as the primary opportunity for NIC to consult and receive advice, recommendations, and direction on annual planning and development for programs and services. Opportunities to invite local knowledge holders to visit classrooms are actively sought and scheduled.	
Budget		2019/20
	Ministry (ASP)	\$11,712
	Institution Contribution	
	Other or In-Kind (Identify Source)	
	Total	\$11,712
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	NIC would like to acknowledge Council and Committee 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. 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).	

End of Programs and Activities Supported By Minimum Ministry Funding

5. 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	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 provide advice and support for NIC's mandate for Aboriginal Education. The Elders are members of the NIC Faculty Association and are respected individuals who ensure Indigenous ways of knowing and being become part of the College community. Through support, respect, leadership, and <i>walking in a good way</i>, the Elders: • Provide guidance and support for students; • Provide guidance with Indigenous Protocol and enact Protocol when required; • Provide guidance and support for employees; • 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. See Appendix B – North Island College Elders Protocol.
Rationale	Given the diverse cultural traditions being served, 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 A) reinforce that Elders are highly valued. Survey results show over half of respondents indicated that the services of Elders in Residence factored into their decision to return to NIC.
Related Goals	• 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	The annual Aboriginal Student Satisfaction Survey (Appendix A) provides data regarding Elders in Residence that is supported by anecdotal evidence. Success will show a continued increase in satisfaction responses. In the 2017 survey, 80% of Aboriginal student respondents reported they were 'Very Satisfied' with the services provided by the Elders. Continued and growing need for Elders in Residence 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.
Location(s)	Comox Valley campus and Campbell River campus

Timing	Start Date	Full-time, year-round positions	
	End Date	N/A	
	Duration	Academic Year (September 1 – August 31)	
Future Plans	We anticipate NIC will fully fund these positions as of June 2020.		
Budget		2019/20	
	Ministry (ASP)	\$140,246	
	Institution Contribution	\$11,562	
	Other or In-Kind (Identify Source)		
	Total	\$151,808	
Expense Breakdown for 2019/20 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount	
	Salaries (0.5 FTE X 3 Employees)	\$142,808	
	Travel, Expenses, Events	\$9,000	
	Total	\$151,808	
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	In the Northern Region, 2016/17 saw the delivery of a Pre-Tourism Program that prepared students for entry into the Tourism & Hospitality Certificate program. After delivery of the Pre-Tourism Program, six of twelve participants in this cohort found full time, entry level employment in the tourism sector, while two continued in the Tourism Hospitality Certificate program. 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. 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, Elder support and employment transition upon completion of course work. 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, Elder support and Employment Transition Cohort will have completed Certificate by December 2019. Employment transition and Elder support will continue through until April 2020.
Rationale	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. Years 2 - 4 (2017/18 – 2019/20) have provided an opportunity for students to enroll in a part-time program to meet local economic/labour market needs as identified by community representatives. This final year will allow the 7 students currently registered, the opportunity to complete and receive a Tourism and Hospitality Certificate and access supports for Employment transition. Graduates will have the option of continuing in a Tourism & Hospitality Management diploma, or using their Tourism certificate to gain employment in the tourism industry.
Related Goals	• 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 completing the courses offered. There is an enrollment target of seven for September 2019, and we aim to support all students to complete the courses they have enrolled in.
Location(s)	Port Hardy campus

Timing	Start Date	September 2019	
	End Date	April 2020	
	Duration	8 months	
Future Plans	Year 4 of a 4 year cohort program funded through ASP leading to employment.		
Budget		2019/20	
	Ministry (ASP)	\$16,776	
	Institution Contribution	Instructional costs for 2 online Tourism/Hospitality Certificate courses	
	Other or In-Kind (Identify Source)		
	Total	\$16,776	
Expense Breakdown for 2019/20 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount	
	Instructional Costs: 1 online Tourism/Hospitality Certificate courses, Elder Support of 30% from September through April, on-campus faculty support for students	\$16,776	
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			

West Coast Region

Title	f. Nuu-chah-nulth Language and Culture
Minimum or Additional Funding	Additional
Priority Ranking	West Coast Region Priority
New or Continuing	Continuing – with revisions based on Lessons Learned
Category	Delivery of programs or courses on campus or in Aboriginal communities.
Description	This Nuu-chah-nulth language and culture program aims to create opportunities, supports and courses that are welcoming and reflective of the Nations in the region. Students will be provided with a culturally relevant course option which they could use as credit towards their Adult Graduation or as personal enrichment, as well as the support of an Elder in Residence. NIC will continue to offer ABE English and Math courses to support students. Nuu-chah-nulth 096 and 097 will be offered in a classroom setting with a focus on focuses on developing listening techniques and learning words, phrases and greetings to communicate in the home, the classroom and with elders. Students learn sound patterns and word pronunciations for conversational Nuu-chah-nulth. Language courses will be co-taught with the support of local language speakers and Elders. An Elder in Residence will be also be present at the Port Alberni campus to support the language courses, and students enrolled in all programs. Through support, respect, leadership, and walking in a good way, the Elder: • Provides guidance and support for students; • Provides mentoring as required; • Promotes and supports the preservation and use of local Indigenous languages; • Participates in the instruction of classes when requested by an instructor; • Provides cultural and spiritual assistance as requested; and • Participates in NIC events such as student orientation, luncheons, graduation, etc.
Rationale	Language Revitalization amongst the 16 Nuu-chah-nulth communities has been ongoing for many years, and is an important goal in terms of addressing student success from K-12 and post-secondary levels. Language learning opportunities provide students with a true intergenerational learning experience by connecting with Nuu-chah-nulth Elders and Cultural Knowledge Keepers in a safe and supportive learning environment. This program will help to address historic attrition rates by strengthening students' sense of community at North Island College, and continue to encourage and support students as they look ahead to other post-secondary programs at NIC or at other post-secondary institutions.
Related Goals	• 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	Delivery of NCN 096 and 097 with target enrollments of 20 students per course with a 70% completion rate. The annual Aboriginal Student Satisfaction Survey (Appendix A) provides data regarding Elders in Residence that is supported by anecdotal evidence. Success will show a continued increase in satisfaction responses. In the 2017 survey, 80% of Aboriginal student respondents reported they were 'Very Satisfied' with the services provided by the Elders. Continued and growing need for Elders in Residence 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.	
Location(s)	Port Alberni and Gold River	
Timing	Start Date	August 26, 2019
	End Date	April 30, 2020
	Duration	8 months
Future Plans	It is anticipated that this program will be joint funded through ASP and NIC, with NIC transitioning delivery of language courses into base budget over the next three years.	
Budget		2019/20
	Ministry (ASP)	\$52,809
	Institution Contribution	Instructional costs of Math and English
	Other or In-Kind (Identify Source)	
	Total	\$52,809
Expense Breakdown for 2019/20 activities/ programs where Ministry funding is greater than \$20,000	Item	Amount
	Instructional Costs inclusive of Elder support for campus and language courses	\$52,809

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

6. Overall Budget

<i>Programs and Activities Supported by Minimum Ministry Funding</i>			
Activity/Program Title	Category	2019/20	
		Ministry	Institution
Aboriginal Advisors; 4 positions and other outreach expenses \$12,500	Aboriginal representation for faculty, staff or administration	\$152,000	\$117,401
Elder in Residence CV 0.5 FTE (Salary & Expenses) plus other outreach expenses \$3000	Aboriginal representation for faculty, staff or administration	\$36,288	\$20,000
Community Outreach Activities and Engagement	Outreach activities and events/ partnerships and engagement	\$11,712	\$0
	Sub-Total	\$200,000	\$137,401

Programs and Activities Requiring Additional Ministry Funding			
Activity/Program Title	Category	2019/20	
		Ministry	Institution
Central/West Coast Region			
Elders in Residence; 3 x 0.5 FTE positions plus other outreach expenses \$9000	Aboriginal representation for faculty	\$140,246	\$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	\$16,766	\$0
West Coast Region			
Nuu-chah-nulth Language Course	Delivery of programs or courses in Aboriginal communities	\$52,809	\$0
	Sub-Total	\$210,000	\$11,562

<i>Total Funding (Minimum + Additional)</i>			
	2019/20		
	Ministry	Institution	
Total	\$410,000	\$148,963	

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

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2018/19 Aboriginal Education Student Survey Report

NORTH ISLAND COLLEGE



ABORIGINAL EDUCATION

NORTH ISLAND COLLEGE

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OVERVIEW

This report includes a detailed statistical analysis/summary of Aboriginal Education Student Survey conducted in November of 2018. 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 2018 fall term who self-identified as being of Aboriginal ancestry were surveyed using an online survey tool. A total of 355 students were surveyed and, of those, 178 responded to the survey yielding a response rate of 50% and a survey completion rate of 99%. This survey was incentivized with a chance to win a \$300 prepaid Visa gift card.

KEY FINDINGS

- 61% of respondents chose to attend North Island College because it was local and affordable
- 93% of respondents indicated that they feel that Aboriginal Advisors provide a service that is valuable to the success of Aboriginal students at NIC.
- 69% of respondents indicated that they were 'Satisfied' or 'Very Satisfied' in meeting with an Aboriginal Advisor.
- 94% respondents indicated that they feel that Elders in Residence provide a service that is valuable to the success of Aboriginal students at NIC.
- 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?

ANSWER CHOICES	RESPONSES
Comox Valley campus	38.82%
Campbell River campus	15.29%
Port Alberni campus	24.71%
Mount Waddington campus	8.82%
In-community programming	2.94%
Distance Education	9.41%
TOTAL	

Why do you choose to attend North Island College?

ANSWER CHOICES	RESPONSES
Local and affordable	61%
Academic and professional advancement opportunities	15%
Reputation	13%
Unique programming	9%

Have you used the Aboriginal Student Lounge at your campus?

ANSWER CHOICES	RESPONSES
Yes	49%
No	51%

How satisfied are you with the Aboriginal Student Lounge?

ANSWER CHOICES	RESPONSES
Very Satisfied	31%
Satisfied	29%
Neither satisfied nor dissatisfied	41%
Dissatisfied	0%
Very dissatisfied	0%

Do you feel that Aboriginal Advisors provide a service that is valuable to the success of Aboriginal students at NIC?

ANSWER CHOICES	RESPONSES
Yes	93%
No	7%

I have used the services of an Aboriginal Education Advisor

ANSWER CHOICES	RESPONSES
By Appointment	41.14%
Unscheduled drop-in	25.71%
Classroom visit	11.43%
At an event and/or workshop	13.14%
I have not used the services of an Aboriginal Education Advisor	41.71%

How satisfied were you meeting with an Advisor?

ANSWER CHOICES	RESPONSES
Very Satisfied	43%
Satisfied	25%
Neither satisfied nor dissatisfied	29%
Dissatisfied	1%
Very dissatisfied	1%

Do you feel that Elders in Residence provide a service that is valuable to the success of Aboriginal students at NIC?

ANSWER CHOICES	RESPONSES
Yes	94%
No	6%

I have used the services of an Elder in Residence

ANSWER CHOICES	RESPONSES
By appointment	7.65%
Unscheduled drop-in	17.06%
Classroom visit	28.24%
At an event and/or workshop	20.59%
I have not used the services of an Elder in Residence	57.06%

How satisfied were you meeting with an Elder?

ANSWER CHOICES	RESPONSES
Very Satisfied	37%
Satisfied	18%
Neither satisfied nor dissatisfied	43%
Dissatisfied	1%
Very dissatisfied	1%

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

ANSWER CHOICES	RESPONSES
Yes	31%
No	69%

How satisfied were you with the events you attended?

ANSWER CHOICES	RESPONSES
Very Satisfied	27%
Satisfied	13%
Neither satisfied nor dissatisfied	43%
Dissatisfied	1%
Very dissatisfied	0%
Don't know	17%

Based on your experience, please rate your satisfaction with how NIC is performing on the following:

	VERY SATISFIED	SATISFIED	ADEQUATE	DISSATISFIED
Culturally relevant courses	26.90% 46	35.67% 61	18.13% 31	1.17% 2
Effective financial supports	24.26% 41	40.24% 68	15.38% 26	1.78% 3
Culturally welcoming environment	42.11% 72	31.58% 54	10.53% 18	2.34% 4
Safety and respect on campus and in classrooms	49.41% 84	31.18% 53	7.65% 13	2.35% 4
Effective academic supports	39.05% 66	36.09% 61	10.06% 17	2.96% 5
Effective personal supports	37.87% 64	34.32% 58	10.65% 18	2.37% 4
Effective personal supports	35.33% 59	33.53% 56	11.98% 20	2.99% 5

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

ANSWER CHOICES	RESPONSES
Very Satisfied	46%
Satisfied	45%
Neither satisfied nor dissatisfied	5%
Dissatisfied	4%
Very dissatisfied	0%

Do you plan to continue your education with NIC in 2019/2020?

ANSWER CHOICES	RESPONSES
Yes	91%
No	9%

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?

ANSWER CHOICES	RESPONSES
Yes	52.44%
No	40.85%
Other, please specify...	6.71%

APPENDIX A – SURVEY TEXT

2018/19 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.

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 Student Lounges

Have you used the lounge?

- ☐ Yes
- ☐ No

How satisfied are you with the lounge?

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

Please provide any comments or experiences you have had with the lounge.

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.

For more information on Aboriginal Education Advisors at the College click on the following link: <https://www.nic.bc.ca/aboriginal-education/aboriginal-advisors/>

Do you feel that Aboriginal Advisors provide a service that is valuable to the success of Aboriginal students at NIC?

- ☐ Yes
- ☐ No

(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 2018?

How satisfied were you meeting with an Advisor?

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

Why are the Aboriginal Education Advisors 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.



June Johnson



Jane Jones



Daryle Mills



Fernanda Paré



Maggie Sedgemore



Dr. Evelyn Voyageur

For more information on Elders at the College click on the following link:

<https://www.nic.bc.ca/aboriginal-education/elders-in-residence>

Do you feel that Elders in Residence provide a service that is valuable to the success of Aboriginal students at NIC?

- ☐ Yes
- ☐ No

(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 2018?

How satisfied were you meeting with an Elder in Residence?

- ☐ 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?

- ☐ 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	☐	☐	☐	☐	☐	☐
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?

- ☐ 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 2019/2020?

- ☐ 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 –Aboriginal Student Lounges	
Question	Response
Please provide any comments or experiences you have had with the lounge.	we had a dinner there, that was provided by one of the aboriginal councillors. And it was super amazing, My classmates and I sure enjoyed the food and the wonderful evening
	I like when the elders at the lunches when they tell stories! And giving advice and guidance.
	I love having a place to eat lunch. Its got all the items i need to enjoy my lunch and be social with other students. The programs offered during lunch hour are also awesome and hope to attend more.
	I feel like the lounge needs to be more obviously oriented and welcoming towards Indigenous students
	I make tea, coffee, have my lunch there, and I really enjoy the Wednesday soup lunch provided.
	I love going into the lounge at the college, it is always well taken care off. There are snacks and coffee and it is a nice, quiet place to study. Thank you
	it has provided me with a great space to read or study in my free time, to eat lunch or to warm up my coffee without feeling rushed or stressed.
	Great place to go for an environmentally friendly coffee from the mug, nice couches to lounge on and sufficient area to study. Nice place to go for a snack too - fruits, cookies, bars, and sometimes microwaveable snacks
	It is always clean and open to all students. It is a great place to go if you need a quiet place to wind down, study, or need support
	On my fist day of classes, I was overwhelmed and almost left. I'm from Port Alberni and found comox school bigger and had more people then I am use too. we also have an indigenous lounge. So just before I started to panic, I asked a admin worker where the indigenous lounge was. Found it and almost cried because I had a place to calm down. Very great full for the lounge thanks again from this west coast kid.
	It is always a safe and quiet place to study or have time away from studying for a mental break. There are always nourishment's available, and it is a comfortable environment.

Notable Responses –Aboriginal Education Advisors

Question	Response
Why are the Aboriginal Advisors valuable to you?	I felt very comfortable being honest about the lack of education and confidence. I felt very excited after meeting with the advisor. I am looking forward to an amazing future.
	They help us when needed especially financially travelling to and from class.
	The education advisor is an added resource if I ever have any concerns about the campus or my education.
	Very helpful and informational especially when I had trouble with finances
	I feel like I can connect with them, and it's nice to always be able to talk with the same person. They're always open and willing to help!
	They understand that Aboriginal barriers are different. OUR cultural way of doing things is different. Maybe they have had the same experience
	They are important because they can pass on knowledgeable information and even help us further our experiences as well as help guide our way to a better future. In which ever Career choice we decide. They are valuable because they provide a variety of different programs to help us with our career goal.
	I have had times where I felt I could not continue due to financial issues and they have always helped to defer a payment or provide me with emergency funds to make sure I could keep going.
	It was very comforting to speak with someone with a familiar accent and upbringing. Also to know that he understood me, my lifestyle, which is often very unfamiliar with non-natives.
	They remind me of home. They aide in transition.
	I've communicated via email and gained the help I needed. Great way to learn about and access resources within the college!
	I prefer to interact with other people of Indigenous ancestry. It is more comfortable and welcoming
	Assisted me with funding. Guided me to speak with a councilor. Was non judgmental. Exhibited good relational practice.
	The Aboriginal Education Advisor being Aboriginal I feel more comfortable talking to. An Aboriginal Advisor has insight to the Aboriginal community
	they can provide information that I may need for the education coordinator in order for me to receive college funds. they also provide information about programs and what is required to enter them. they can help us take those steps to become a student.
	They were able to link to me support services such as funds for groceries and gas last term I was there and in previous years the elder in residence has been a good rock.

	Because they are able to provide me with information that is relevant to me, with insight into things such as aboriginal-specific scholarships.
	They do everything they can to assist you with your needs. They are open to what you have to say and try and work with you
	They helped guide me through the nursing application process and made it easier for me to understand what I needed to do for the application process
	They are warm, patient, knowledgeable and caring persons that I can trust.
Is there anything the Aboriginal Education Advisors could do to improve their services?	On campus networking opportunities with employers seeking aboriginal employees. For example companies with a mandate to hire FN people or FN governments.
	be available within our centres more
	Maybe advertise more about what services are offered
	More events.
	Email any information that may assist our education and for financial matters
	No they all did great welcome us was great felt like home the ceremony and lounge was great
	more drop in Times available
	Visit us in estowista at ecce
	Possibly more workshops for the students like potlucks and culture stuff
	Be available for longer hours
	Higher communication and notification of services available.
	I am not sure, but maybe advertise more that they are there and available. They do this through email, but maybe a post in the bathroom or on a door just explaining who they are and what they can offer.
	Get another advisor at the campbell river campus
	They could check up on students request if there are areas they are having a hard time with- and what they could do to assist (look for tutors etc).
	Have more so I don't have to wait to see them for an appointment.
	I feel there should be more than one advisor per campus
	Maybe email or talk to us individually. Set up a meeting for us where they offer us to come and see them. This is because I know its difficult to take that first step and get outside of yourself by you being the one that proposes a meeting
	Provide service to those that are doing online courses as well
	I think they could reach out to the distance students
	reach out more often
	It was difficult to find a time that worked for both of us - so more available appointment slots would be great

Notable Responses –Elders in Residence

Question	Response
Why are the Elders in Residence valuable to you?	Experience and indigenous ways of knowing provide a different and valuable lens to my education which I admire and am grateful for
	Elders have life experience and cultural/historical knowledge, combined...is a great asset to have.
	Guidance, support, cultural recognition of multi-generational learning
	they are the stepping stone we must learn from in order to understand where we are going
	They bring a feeling of belonging to the campus
	because they can pass down there knowledge to us and share there experience in growing and moving forward from their own past. As well us passing us the teachings down to younger people in our generation.
	They made me feel so involved with the college, by allowing me to go shop for the aboriginal lounge with them. We were able to get snacks and drinks for the lounge.
	They let me know that they are there for when I feel I need to talk
	They gave great words and learn and listen from them help us along with our path and remind us how great life is
	They are a contact that provide valuable information about the school, created access for presentation around Aboriginal culture, and created pathways for aboriginal students' successful enrolmen.
	They provide insight in class we wouldn't normally have.
	Its a great asset to have elders in the lounge all times. I have always looked for their guidance and wisdom or just to chit chat when i needed someone to talk to
	They assist us through relational practice. They give others a new perspective about aboriginal history and culture. There guidance has been an invaluable view changer that hopefully will change the behavior, views, and ideas about aboriginals when we graduate to become nurses.
	Guidance and perspective. I appreciate that there is an Aboriginal faculty presence on campus.
	they are valued member of our community and we can trust them to help guide us in the best way possible
	When going through tough times in college it is really nice to be able to sit down and talk with a well respected elder to ground yourself
	they offer unconditional support. They are there to talk to you about your life, and encourage you with your studies

	They have a calming presence. They have life experience and offer valuable wise words. They make it feel like home.
	I think having Elders in Residence adds an amazing value to the campus. They have more knowledge and life experience to share with us than anyone else.
Is there anything the Elders in Residence could do to improve their services?	Make themselves more visible and make aware their service to the students of the college
	They need to be utilized in more fields, and have an increase in hours! Their follow through to student successful stories is groundbreaking
	Have more hours available to access them
	Email faculty and promote service, share gathering times.
	they could let distance students have opportunity to connect with them.

Notable Responses – Luncheons, cultural events, and workshops	
Question	Response
Please share with us your positive and/or negative experience(s) at a luncheon, cultural event, or workshop.	it was great hearing how much they were willing to share about there life and what they did to get an aboriginal room there
	Food was great, amazing, knowledgeable speakers, acknowledgement of indigenous territory we were on at the time, and their history, especially in their language was the best
	I found that all the speakers had such great advise and also had some great ideas for my internship this summer. They had such great vibes and wonderful
	Sharing food that each class member brought and the people that wasn't able to bring food was welcome to participate, elders with culture knowledge of there Indian band
	Eye-opening, thought provoking, emotional journey. One of the most wonderful experiences!
	enjoyed learning new things at these events. felt the naloxan training very relevant
	I regret to say I haven't attended as many as Id like to. Not knowing my aboriginal family well, has made me realize how much I want to. Going to these events made me feel closer to my roots
	all were good experience i enjoyed learning more about the culture and mostly the alternative medicines
	It was very interesting to learn about all of the different remedies that could be made with the different natural plants that could be found on the island.

Notable Responses – Luncheons, cultural events, and workshops

Question	Response
	Great experiences each time. learned so much about the first nation culture. Really opened my eyes to topics that previously I was not as aware of. I did not grow up with my Metis culture as I never met my grandfather who was Metis. I will forever be changed by each event that I attended. These were powerfully delivered and integral to nurses as it increases the success of health and healing practices for all.
	The luncheon was really great, was good to have some home cooked food as opposed to always buying food if I forget a lunch in Courtenay as I commute from Campbell River
Did you find the event valuable to you?	Of course. All the indigenous nations in Canada are unique and it's always great to learn about each one when I am learning in their territory
	yes of course, i always find it amazing when I am able to attend a program or event with others. Even a potluck or Pow Wow. Just the experience itself gives me an amazing feeling. Just to know that our tradition events will always continue on. And to get that experience with family and new friends always puts a smile on my face. Just to share those moments with others makes it that much more important and Valuable
	Yes because I felt welcomed enough to pursue some upgrading for future microbiology courses
	Yes it opened my eyes to my culture teachings are strong and anyone can join in and do it with pride
	It gave me a new perspective and taught me a lot.
	yes it was all helpful for me become more culturally competent with caring, especially going into nursing
	yes. I am changed now as my learning has greatly been blessed with the teachings and stories of those who have taught me about first nation culture.
	I think its important to learn 'the ways of our people', with todays technology many of our youth don't have an opportunity to learn these.
	I did, I got a free good cooked meal, got to spend a lunch break with good company and it got me set for the rest of the day

Notable Responses – Aboriginal Education Department

Question	Response
What do you think we could do to improve?	Ensure all the teachers at all campuses teaching all courses are culturally sensitive and share the history of aboriginal peoples in Canada

Notable Responses – Aboriginal Education Department

Question	Response
	I think there should be more gatherings and events, or they should be posted around the college more often.
	I wish all the staff and instructor and have an elective short workshop about cultural sensitivity and confidentiality of what goes on in the classrooms especially with studrnt who will be working in fronlines etc.
	Have more First Nations events like Eden Robinson coming in to Language Arts or Connie Watts to do classes on Art.now that's something I would go tooo!
	communication about these programs and services you offer
	There should be more language classes offered in all campuses, not just Port Hardy and Port Alberni. Both locations are not near each other and far away to travel for one class if you live in Campbell River or Comox.
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.	Having the supports on campus for whenever they are needed is great. The staff on campus are all culturally competent and create a safe environment for everybody to come and learn.
	Providing supports with individuals that are experienced, safe environments, small class sizes and cultural events available. Continued inquiry on how and what needs attention for change
	although i have never met with an elder or an advisor, i feel like it is a very good idea to have them on campus and im glad they are there if i ever decide i need to see one
	Just providing emotional and financial support where needed is really important and has been to my success
	Put out more papers, student advisor or elder on residence can be more involved in trying to bring more aboriginal people together.
	Just come visit , maybe make a short video of us working hard and listening hard to finish our programs. Let high school students see us hard at work.
	those handful of great teachers who do acknowledge the land of the local FN at the beginning of the first class is great. The FN room is good. You're on the right track
In what ways have we NOT been meeting your specific, individual needs as an Aboriginal student? Let us know so we can improve!	On campus day care

Notable Responses – Aboriginal Education Department

Question	Response
	Need more evening classes because I work until 4.
	more info about the nations land we are on. it would be nice to see some Tseshah / Huupachasaht / Huuayaht events to support the students attending class. If there were random events that just check in with mental health or to ease stress I would definitely be interested in volunteering.
	I could probably use more help with the academic work itself, I would take advantage of tutoring for sure.
Please share with us how Aboriginal Education services and supports have impacted your journey at North Island College.	The support is amazing, warming and most of all very accepting. I felt confident registering for my upgrading.
	I really enjoy these services, it helps me feel connected and accepted. I think that NIC does a great job involving all cultures.
	I feel they are there to support your success. My studies will be complete at the end of the winter semester and I feel welcome at the college with a specialized Aboriginal advisor.
	They have made it possible for me to keep going even when I felt I could not continue
	The Aboriginal Education Services has allowed me to go beyond my comfort level and they have discussed many options that I have not thought of.
	I have gained knowledge in food, tools, and drums plus language
	As a distance learner, my journey to further my education wouldn't have been possible without the services and supports of NIC Aboriginal Education personnel.
	It has helped me greatly especially with the commuting expenses, the aboriginal emergency funds have been very appreciated.
	it has made it easier on me and less stressful to continue my education. which is something i never thought i could do financially and mentally or emotionally until i came to north island college
	they have kept me in touch with who I am as a person deep down even if it's a brief reminder while walking by it has enabled me to stay curious and passionate, to not let the fact that I am growing up and becoming a responsible adult and student to not give up my culture as it will always be there, I just need to ask.
	The services that have been provided to me have been the most support. Whether it be going to the lunch room for support or a mid-day brain snack, or going to the aboriginal advisor for a more relational talk about my courses



Notable Responses – Aboriginal Education Department

Question	Response
	They have fought for the safe, welcoming space that is the aboriginal student lounge. It's amazing! It makes me comfortable and more inclined to do homework.



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.