

HOLLAND COLLEGE

People & Culture Strategic Plan 2026-2030

Department of People & Culture
August 11, 2026

LAND ACKNOWLEDGEMENT

In the spirit of Reconciliation, Holland College acknowledges that the land and waters we share is the ancestral and unceded traditional territory of the Mi'kmaq Nation. Prince Edward Island — known as *Epekwitk* (lying on the water) — is where the historic Treaties of Peace and Friendship were signed in 1725.

We honor the contributions of the Mi'kmaq people and commit to cultivating relationships woven with the **Seven Sacred Teachings**.

EVIDENCE BASE: FIVE REPORTS

The strategic plan synthesizes findings from five institutional sources:

1. **Culture & Inclusion Advisory Committee & the Indigenous Advisory Committee**
   2025 & 2026 — Identified uneven Equity Diversity Inclusion, Reconciliation and Accessibility implementation and need for leadership accountability.
2. **Student Survey & Student Association**
   2025 & 2026 — Emphasized belonging, safety, and representation as core learner outcomes.
3. **Vice Presidents Focus Group**
   2026 — Highlighted data gaps and uneven staff confidence in inclusion situations.
4. **Global Diversity, Equity & Inclusion Benchmarking**
   2025 — Most systems structures were rated at inactive or reactive maturity stages.
5. **10 Program & Faculty Department Consultations**
   2026 — Inclusive teaching practices are emerging, but instructor-dependent.



This strategic plan began with community consultation and a commitment to listening first. We recognize that meaningful understanding comes through the voices, experiences, and perspectives of people who reflect the diverse communities we serve. By centering those lived experiences, Holland College can better support the needs of our students, employees, and community partners.

- ***Sasha Nandlal (she,them)***

Culture and Inclusion Advisor

Department of People and Culture

ADVISORY COMMITTEE MEMBERS

Culture & Inclusion Advisory Committee

- Abolaji Ogunmola
- Jennifer Connell
- Lisa Dallin
- Andrew Rose
- Diana Garnhum
- Sasha V Nandlal
- Victoria Vianna
- Angela Larter
- Murray MacInnis
- Bethan Davies
- Andrew Large
- Shanda Solis Chavez
- Liam MacDonald
- Milva Luritta
- Brian Dallin

Indigenous Advisory Committee

- Richard Lush
- Elder Terry Leblanc
- Mia Labobe
- Maggie Arsenault
- Jack Headley
- Bradley Cooper
- Karla Green
- Lornie Hughes
- Sasha V Nandlal
- Tracey Campbell
- Craig Dauphinee (outgoing)
- Liam Corcoran (incoming)
- Murray MacInnis
- Jill Cameron
- Mary Lou Griffin-Jenkins

GROUPS CONSULTED EXTERNALLY

1	**BIPOC USHR**	August 2026
2	**BLACK CULTURAL SOCIETY**	August 2026
3	**PEI TRANSGENDER NETWORK**	July 2026
4	**NATIVE COUNCIL PEI**	May 2026
5	**ABEGWEIT FIRST NATIONS**	May 2026

KEY INSTITUTIONAL FINDINGS

Commitment Without Consistency

EDI efforts are driven by individual champions/groups rather rather than institution-wide systems.

Underdeveloped Equity Systems

Governance, recruitment and workforce equity are developing, with opportunity to advance institutional systems.

Insufficient Equity Data

Disaggregated data and lived-experience feedback are for for informed planning.

Belonging as a Core Outcome

Students define success through belonging, respect, safety, and recognition.

Reconciliation Not Fully Operationalized

Widely supported in principle; inconsistent in practice due to due to lack of guidance.

Staff Need Practical Tools

Applied, scenario-based training is needed to support practical practical application of deliverables.

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INSTITUTIONAL LEADERSHIP, GOVERNANCE & ACCOUNTABILITY

PILLAR 1

Effective Culture and Inclusion transformation requires visible, accountable leadership embedded in institutional structures- not only by individual champions.

Why This Pillar Matters

Findings across all five institutional reports identified a lack of formal governance as the primary barrier to consistent EDIRA progress. Without clear ownership, accountability mechanisms, and leadership commitment equity efforts remain fragmented and unsustainable.

Establish a Steering Committee

Strike a cross-functional committee with representation from students, faculty, staff and leadership to oversee plan implementation and report publicly on progress.

Integrate Equity Indicators into Leadership Planning

Embed EDIRA metrics into annual performance planning for senior leaders, program managers and department heads – making equity a shared leadership responsibility.

Produce Annual EDIRA Progress Reports

Publish transparent, institution-wide reports on equity outcomes, disaggregated data, and progress against strategic goals to build trust and accountability.

Review Policies Through an Equity Lens

Conduct systematic reviews of institutional policies – including admissions, HR, student supports and student conduct – to identify and remove structural barriers.

Success Indicator: A formal EDIRA governance structure is in place, with equity indicators embedded in leadership accountability frameworks by end of 2027.

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INCLUSIVE INSTITUTIONAL CULTURE & WORKFORCE EQUITY

PILLAR 2

A truly inclusive college begins with its people – ensuring that every employee experiences belonging, fairness, and the support needed to thrive.

Why This Pillar Matters

Staff surveys and VP focus groups revealed uneven experiences of inclusion among employees, gaps in equitable hiring practices, supports, and limited professional development opportunities related to equity. Building an inclusive workforce is foundational to delivering an inclusive student experience.

Strengthen Inclusive Hiring Practices

Advance equity in hiring and career progression practices through inclusive recruitment, onboarding and selection practices.

Improve Employee Belonging & Engagement

Implement employee belonging questions into surveys, expand relational based support networks, and create clear pathways for raising equity concerns safely.

Expand Equity-Focused Professional Development

Offer applied, scenario-based training for all staff and leaders – moving beyond awareness to practical skills for navigating inclusion situations.

Advance Workforce Representation

Track workforce demographics and report progress to ensure the college reflects the diversity of the communities it services.

Success Indicator: Measurable improvements in employee belonging scores, demographics, with inclusive hiring protocols adopted institution-wide.

INCLUSIVE TEACHING, CURRICULUM & LEARNING DESIGN

PILLAR 3

Every student deserves a learning experience that reflects their identity, affirms their potential, and removes barriers to academic success.

Why This Pillar Matters

Program and department reviews found that inclusive teaching practices although implemented remain inconsistent and largely instructor-dependent. Students from equity-deserving groups reported uneven experiences of belonging in the classroom. A coordinated, institution-wide approach to curriculum and pedagogy is essential.

Strategic Alignment of Faculty Development Programs

Provide structured, ongoing professional learning for instructors on Universal Design for Learning (UDL), trauma-informed pedagogy, and culturally responsive teaching.

Develop Inclusive Teaching Toolkits

Create practical, discipline-specific resources to help instructors embed equity into course design, assessment, and classroom facilitation. Improve accessibility to essential kits and knowledge repositories.

Support Assessment Realignment

Review assessment practices to reduce systemic bias, increase flexibility, reduce redundancy and better reflect diverse ways of demonstrating learning.

Embed Equity in Curriculum Review

Integrate EDIRA considerations into all program and curriculum review cycles, ensuring content reflects diverse perspectives and histories – including Indigenous knowledge systems.

Success Indicator: Inclusive teaching frameworks adopted across all programs, with faculty reporting increased confidence and students reporting improved classroom belonging.

INDIGENOUS ENGAGEMENT & RECONCILIATION

PILLAR 4

Reconciliation is an ongoing, relationship-based commitment to truth, healing, and the rightful place of Indigenous peoples in all aspects of college life.

Why This Pillar Matters

While Reconciliation is widely supported in principle at Holland College institutional reports found it remains inconsistently operationalized. Indigenous learners continue to face systemic barriers, and staff lack the guidance and tools needed to act with confidence and cultural humility. Authentic partnership with Mi'kmaq communities is essential to meaningful progress.

Establish Indigenous Advisory Guidance

Establish an Indigenous Advisory Circle with Mi'kmaq community members, Elders and Indigenous staff and students to guide institutional decisions and check accountability.

Integrate Indigenous Knowledge into into Curriculum

Work with Indigenous knowledge holders to embed Mi'kmaq, languages, and ways of knowing across programs – moving beyond tokenistic practice to genuine curriculum transformation.

Strengthen Indigenous Learner Supports

Expand culturally safe academic supports, services membership, and transition pathways for Indigenous students, and address systemic barriers to access, retention, completion and overall experience.

Deepen Institutional Reconciliation Practice

Implement the Seven Sacred Teachings as a living framework; expand staff training on the Truth and Reconciliation Commission of Canada (TRC) Calls to Action; and create visible meaningful recognition of Mi'kmaq culture on campus.

Success Indicator: An Indigenous Advisory Circle is active, Indigenous learner supports are expanded, and Reconciliation practices are embedded in curriculum and campus culture.

DATA, MEASUREMENT & INSTITUTIONAL LEARNING

PILLAR 5

Evidence-informed decision-making is the backbone of sustainable equity work – without data, progress cannot be measured, gaps cannot be identified, and accountability cannot be upheld.

Why This Pillar Matters

VP focus groups and GDEI benchmarking identified opportunities in Holland College's equity data infrastructure. Data is limited, culture surveys non-existent, and no dashboards to track EDIRA progress and outcomes. Building robust data systems is critical to moving from reactive to proactive equity practice.

Develop Equity Metrics & Indicators

Define a core set of EDIRA metrics – covering student outcomes, employee experience, and institutional practices/procedures – to track progress consistently across all areas of the college.

Implement Recurring Climate Surveys Surveys

Conduct regular, disaggregated surveys of students and employees to capture lived experience identify hidden barriers, and monitor belonging and inclusion over time.

Build EDIRA Data Dashboards

Create accessible, organizationally available dashboards that visualize equity data, enabling evidence-informed decisions by leaders, departments and the Committee.

Foster a Culture of Institutional Learning

Use data findings to drive continuous improvement – sharing results transparently, celebrating progress, and adjusting strategies based on what the evidence shows.

Success Indicator: An EDIRA data framework is operational, climate surveys are conducted regularly, and dashboards are accessible to institutional decision-makers.

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COMMUNITY ENGAGEMENT & SOCIAL IMPACT

PILLAR 6

Holland College's commitment to equity extends beyond its walls — building meaningful partnerships that reflect the diversity of Prince Edward Island and contribute to a more just and inclusive society.

Why This Pillar Matters

Institutional reviews highlighted that community engagement efforts lack a consistent EDIRA lens, and that partnerships with equity-deserving communities remain underdeveloped. Aligning outreach and social impact work with EDIRA goals strengthens the college's role as a civic anchor and amplifies its positive impact across the province.

Develop Equity-Aligned Partnerships

Create formal partnership agreements with community organizations, equity-deserving groups, and Indigenous communities that embed shared EDIRA values and mutual accountability.

Expand Outreach to Underrepresented Communities

Proactively engage communities facing barriers to post-secondary education — including newcomers, people with disabilities, and rural populations — through targeted outreach and access programs.

Align Community Work with EDIRA Goals

Ensure that all community engagement, co-op, and applied learning activities reflect the college's equity commitments and provide students with opportunities to contribute to social change.

Measure and Report Social Impact

Develop indicators to track the college's community impact, share findings publicly, and use results to strengthen partnerships and demonstrate accountability to the communities the college serves.

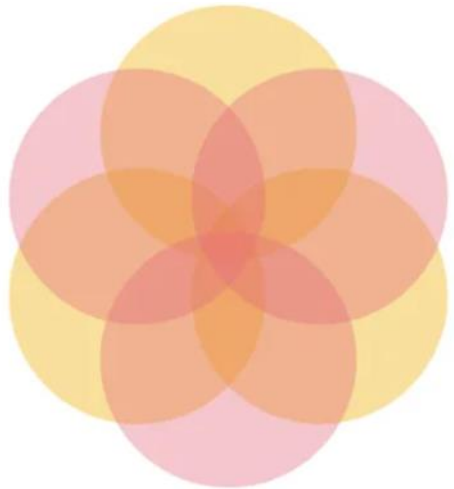
Success Indicator: Equity-aligned partnerships are in place, outreach to underrepresented communities has expanded, and social impact is measured and reported annually.

CROSS-CUTTING RECOMMENDATIONS



These five themes appear **consistently across all five institutional institutional reports** and represent the highest-priority areas for areas for coordinated action.

Timelines and prioritization will be determined by the **Action Plan Advisory Committee** in October.



HOLLAND COLLEGE

INSPIRING TODAY. CREATING TOMORROW.



Advancing diversity, equity, inclusion, and Reconciliation requires shared responsibility. The Department of People and Culture looks forward to working with students, employees, leadership, and community partners to build a college where **belonging, respect, and opportunity are experienced by all.**

Inclusion isn't just about being invited to the table or even having a seat at it. It is about being an equal shareholder in the conversation.

Thank you · **Wela'lioq**