



Inspiring
Relationships
INDIGENIZATION PLAN

Project Lead: Corrine Michel

Territorial Acknowledgment

Camosun College campuses are located on land that is the traditional territory of the Lkwungen, Esquimalt, and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. The College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lkwungen; Malahat; Pacheedaht; Pauquachin (W̱SÁNEĆ); Scia'new; Tsartlip (W̱SÁNEĆ); Tsawout (W̱SÁNEĆ); Tseycum (W̱SÁNEĆ); and T'Sou-ke Nations.



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President, Camosun College

Through the Indigenization initiative at Camosun College, we continue to provide excellence in Aboriginal programming and services, both on campus and in communities, while striving to remain current, relevant and responsive to emerging needs.

The strength of a community is built on the strength of its relationships. Camosun has engaged and collaborated with local communities, and *Inspiring Relationships: Indigenization Plan 2013–2014* clearly demonstrates our ongoing commitment to Aboriginal students. The plan was derived through collaborative engagement with students, and with local Aboriginal communities and organizations to ensure an ever more welcoming and relevant place for all to learn and develop skills.

This plan makes significant contributions to the College’s mission to provide outstanding and relevant learning experiences, valued credentials, and lifelong student success. It is responsive to our Education Plan, and it aligns with the strategies across the four pillars of our Strategic Plan, *Inspiring Lives*. Such an endeavour requires effort across the institution, and I invite all Camosun students, faculty and staff to participate in and contribute to the actualization of the Indigenization Plan.



Kathryn Laurin
President



Chair, Aboriginal Advisory Council, Aboriginal Nations Education

Aboriginal Nations Education

Greater Victoria School District
556 Boleskine Road, Victoria, B.C. V8Z 1E8
Telephone: 250 475-4124
Fax: 250 475-4109



Home of the Aboriginal Nations Resource Library

The Aboriginal Advisory Council is a community-based group that advises the president on issues related to Aboriginal education and services at Camosun College. Membership includes Esquimalt, Lkwungen, and WSÁNEĆ Nations, as well as the Victoria Native Friendship Centre, Aboriginal Nations Education (School District 61), Nuuchah Nulth Tribal Council and the Camosun College First Nations Student Association.

The council has endorsed and supported Indigenization since its developmental days in 2004/05. The Indigenization Plan enables Aboriginal students’ sense of belonging and supports respectful and reciprocal relationships between Aboriginal and non-Aboriginal people. The purpose of Aboriginal learning is to contribute to becoming a whole human being; this means learning across the life span and embracing the life-changing impact of knowledge acquisition and enhanced consciousness.

The Indigenization Plan, *Inspiring Relationships*, supports and provides this to all of those impacted by its implementation.

Nella Nelson

Nella Nelson
Chair, Aboriginal Advisory Council



Inspiring Relationships

The Indigenization Plan is a response to the opportunities and challenges that are arising alongside changing social, political, cultural, economic, relational, and educational realities of Aboriginal people within and around Camosun College. Such an endeavor requires effort across the institution and all college students, faculty and staff are invited to participate in and contribute to the actualization of the Indigenization Plan.

Indigenization is the process by which Indigenous ways of knowing, being, doing, and relating are incorporated into the educational, organizational, cultural, and social structures of Camosun College.

Indigenization broadens the college and its communities’ capacity to recognize, respect, acknowledge and integrate Indigenous worldviews thereby:

- making the institution more welcoming and relevant to Aboriginal learners;
- preparing non-Aboriginal students, graduates, and employees to better understand and co-exist with Aboriginal peoples;
- setting a sterling example of Camosun’s capacity for creativity, innovation, and imagination, and
- enhancing Camosun’s goal to be Canada’s college of life-changing learning.

Indigenization is a shining indicator of Camosun’s leadership role in regards to Aboriginal adult education in British Columbia and beyond. Depicted as a four corner-post house model, Indigenization is reflective of the traditional longhouses of the Lkwungen, Esquimalt, and WSÁNEĆ peoples upon whose territories the college resides.

The four corner posts represent four major functions of the college: **curriculum development and delivery; services for students; policy and strategic planning; and employee learning and education.** For the roof of Indigenization to be stable, the foundation must be maintained and the corner-posts strongly and evenly constructed.

While the Indigenization Plan pre-dates the current strategic and education plans, Indigenization principles, goals, and strategies are aligned with, and contribute to, the actualization of *Inspiring Lives* and *Inspiring Learning*. Elements of the Indigenization process have been described by participants as life-changing learning.

The college’s education plan *Inspiring Learning* states:

The goal of Indigenization is to ensure that all Aboriginal students see their world and realities reflected in the way that Camosun operates and that all non-Aboriginal students come away from Camosun better prepared to live alongside, negotiate with and build better relationships with Aboriginal people. We will continue to support Indigenization at Camosun College.

Inclusion within the education plan indicates that the Indigenization Plan is serving the needs of Aboriginal students and communities and is thus serving us all as we strive for equanimity. We can build a better tomorrow by recognizing and acknowledging the strength and resilience of Aboriginal students and their communities by: listening to one another; creating new programs and courses; adapting the ways services are provided; and engaging in life-long learning through intercultural competency development in courses like TELFIN TFE WILNEW. These activities create incremental changes in habits of thought and action that produce a synergistic effect that influences our daily interactions and ultimately affects the culture of the organization. Thus, Indigenization supports necessary social change and provides a basis for continuing economic development amongst Aboriginal communities through Camosun’s Aboriginal graduates who are our next generation of leaders. As well, the Indigenization Plan addresses provincial mandates around Aboriginal education:

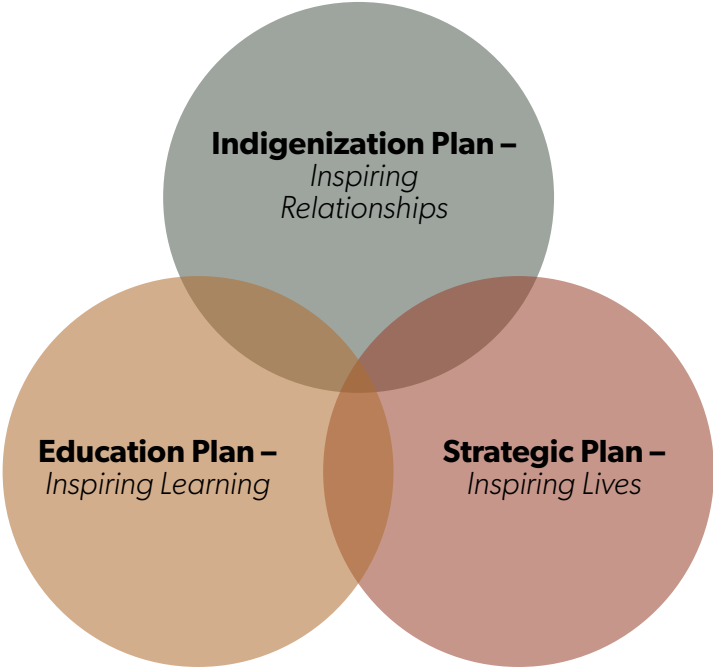
Investing in post-secondary education and training for First Nations, Métis and Inuit peoples will help address forecast labour market shortages, position Aboriginal British Columbians to take advantage of the economic opportunities that exist in the province, and enhance their participation in the social, cultural and economic life of their communities, the province and global society. The benefits of post-secondary education accrue to individuals, communities and society, and are associated with better labour market outcomes, better health outcomes, better outcomes for children, lower crime rates, and higher levels of civic participation.

~Aboriginal PSE and Training Policy Framework and Action Plan, p. 33

Ongoing support for Indigenization at all levels of the college is critical because Indigenization plays a key role in Camosun’s vision of being Canada’s college of life changing learning. Indigenization is a moral imperative but it also contributes substantially to the college’s goals of providing opportunities and impacting social and economic development. There are at least 1000 Aboriginal students enrolled at the college, constituting nearly 10% of the student population. Thus, Camosun has a logical, as well as a social, reason to support Indigenization.

Aboriginal learners are an important service population for Camosun College. In BC, the Aboriginal population is much younger than the general population and is expected to experience rapid growth in the traditional post-secondary age group, coupled with an increased participation rate in post-secondary education. In 2011/12, Camosun had 962 identified Aboriginal learners.

~ Camosun Accountability Report: Inspiring Results, 2012



Planning Context

The effects of colonization touch each person, Aboriginal and non-Aboriginal, across Canada from the Nuw Chah Nulth territories on the west coast to Nunavut in the north, to the lands of the Miawpukek on the east coast. Indigenization takes action to mitigate those effects and thus Indigenization can serve as a model nation-wide.

It is within this national scope that Indigenization will contribute to the realization of Camosun’s goal to become Canada’s college of life-changing learning. To accomplish this goal we must learn together, from one another.

The Indigenization Plan is closely aligned with other college planning documents. Specific links between the plans are highlighted (see Table 2, p. 35) in the Indigenization Plan in each of its four corner post areas:

- curriculum development and delivery
- services for students
- policy and strategic planning
- employee education

Inspiring Lives – Alignment with the College’s Strategic Plan

Camosun’s strategic plan, *Inspiring Lives*, captures the spirit, the intent, and the focus of a collaborative engagement process that brought together employees from across the college. As such, it is very broad in scope yet its strategies fit together to create a tailored vision of what we are working toward – becoming Canada’s college of life-changing learning.

Linking the Indigenization Plan to *Inspiring Lives* was done by engaging in an iterative process – looking at the goals in the Indigenization Plan, identifying out where they align with the strategic plan, and then looking back at the actions laid out in the Indigenization Plan and, when necessary, making minor adjustments to the expression of the goals resulting in a clear demonstration of the Indigenization Plan’s alignment to *Inspiring Lives*.

The final step was creating a succinct way to convey how the actions within the Indigenization Plan support the strategies across the four pillars outlined in *Inspiring Lives*. These include: Life-changing Learning; Culture of Excellence; Engaged Community; and Sustainable Results. An activity was developed to engage the Indigenization Steering Committee (see Appendix B, p. 17) in a group process in which the four pillars and 16 strategies of *Inspiring Lives* were presented in a table alongside a separate table that contained the Indigenization actions, organized into the four corner post areas, in one column and a blank column with the headed “Inspiring Lives strategy supported.” Four groups were formed and the Indigenization Plan actions were divided into 4 equal sections. Each group was tasked with considering how each Indigenization action was aligned with the 16 strategies outlined in *Inspiring Lives* and to record the number or numbers (1 through 16) of those strategies in the blank column.

Groups completed this work quickly because of the strategic alignment of *Inspiring Lives* and the Indigenization Plan. This process created familiarity with Indigenization action plans and left Indigenization Steering Committee members feeling assured that the work we are doing supports, and is supported by, our bold vision to become Canada’s college of life-changing learning.

Definition of Indigenization

Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures. This initiative seeks to broaden the college and its communities' capacity to recognize, respect and acknowledge Indigenous worldviews, making us more welcoming and relevant to Aboriginal learners, and preparing non-Aboriginal students, graduates and employees to better understand, negotiate with, and co-exist with Aboriginal peoples.

Indigenization is an ongoing phase of consultation, collaboration, action, and reflection that is conducted with respect to the four-corner post model.



History of Indigenization

Indigenization began as a formal process in 2005. It is represented by a four-corner-post model of a longhouse. These corner posts are: Curriculum Development and Delivery; Student Services; Policy and Strategic Planning; and Employee Education. The leadership and initiative shown by Camosun in the variety of Aboriginal program, course, and service initiatives that were implemented prior to 2005 prepared the ground for the Indigenization longhouse. The foundation for the longhouse is the relationships and knowledge that developed between Camosun College and the local Indigenous Nations, communities, and people over the years; it is also representative of the relationships between Aboriginal Education & Community Connections (AECC) and our many allies across the college that have supported the students and the work that has been done.

Appendix A (p. 13) outlines work that took place prior to the Indigenization project.

Consultation Process

Once the concept of Indigenization was developed, a series of informal and formal consultation processes, including personal conversations with representatives from both Aboriginal community and the college, and focus groups with staff, faculty, and students were held. This consultation enabled the development of the goals of Indigenization, which were then refined and developed into a plan by the Indigenization Coordinator, the Chair of AECC, and faculty in Education Support and Development. The plan, called the Indigenization Project, was approved by college executive and presented to the college community. An Indigenization Steering Committee (ISC) was formed. The ISC, a college-wide body representing all five schools, service areas, the Aboriginal Advisory Committee, and Aboriginal students has since provided guidance and focus to the process of Indigenization. (See Appendix B, p. 17).

Indigenization and the Aboriginal Service Plan (ASP):

In 2007 Camosun College was one of eleven provincial post-secondary institutions selected by an evaluation committee made up of representatives from the Ministry of Advanced Education and Labour Market Development (ALMD), the Ministry of Aboriginal Relations and Reconciliation and the Ministry of Education to receive ALMD ("the Ministry") funding through the Aboriginal Service Plan (ASP) pilot project. During the pilot phase (2008 – 2011), we received \$400,000 per year to implement our plan over three years. See Table 1 (p. 33) for a list of activities completed in each corner-post area.

Camosun's goals for Indigenization are directly aligned with the Ministry's goals for the Aboriginal Service Plan which aim to:

1. increase the access, retention, completion and transition opportunities for Aboriginal learners
2. increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners
3. strengthen partnerships and collaboration in Aboriginal post secondary education.

See Table 2 (p. 35) – Indigenization and the ASP.

The Aboriginal Service Plan provided the resources necessary to hire employees targeted to meet the three overarching Ministry goals. For details on the ASP's strengths, challenges, opportunities and lessons to date, see page 19.

Indigenization Plan (2013)

The Indigenization Plan is informed by, and has contributed to, evidence-based policies and leading practices outlined in BC's Aboriginal Post-secondary Education and Training Policy Framework and Action Plan, 2012 (Appendix E, p. 33) and it helps to meet the province's vision, principles and goals to address systemic barriers and support systemic institutional change to support Aboriginal learners.

Corner Post 1: Curriculum Development and Delivery

Goal

To ensure that Aboriginal students see themselves reflected in course materials and to integrate Indigenous ways of teaching and learning into classroom processes.

Actions

- Take TELTIN TFE WILNEW (TTW) through the education approvals process so it can be offered to students as well as employees.
- Align TTW with new employee learning resources geared to deepening intercultural understanding and strengthening our ability to create opportunities for life-changing learning. Interculturalization encompasses both Indigenization and Internationalization but also allows an exploration of Canadian culture incorporating a necessary lens for authentic change to occur. The Indigenization Coordinator is on the committee that is formulating the strategy and framework of Interculturalization.
- Work with curriculum writer to create Indigenized composition course.
- Work with curriculum team to develop online educational resources to assist faculty with Indigenization of curriculum.
- Respond to 2012 invitations, including working with the following departments:
 - *Practical Nursing – working with faculty to implement Indigenized provincial curriculum*
 - *Nursing – supporting a working group seeking to further Indigenize curriculum*
 - *Academic & Career Foundations – working to Indigenize curriculum and teaching methods*
 - *Nursing – working to continue Indigenization of curriculum*
 - *Dental Hygiene – beginning to work on the Indigenization of department*
 - *Distributed Education – offering Learning Skills course*
- Find existing Aboriginal courses that fit well with the LYNC program and implement them through the South Island District Partnership
- Support Community Projects Coordinator in deepening relationships with T'Sou-ke, Scia'new, Pacheedaht, and Esquimalt Nations.

Corner Post 2: Services for Students

Goal

To create a learning and service environment where Aboriginal students feel a sense of welcome and belonging.

Actions

- Offer service area staff training opportunities that will prepare them to work effectively with Aboriginal students. This will provide a receptive environment across all college service areas to all students.
- Continue the Elders Voices program.
- Participate in community events to demonstrate Camosun's commitment to deepening relationships and connections.
- Connect with the work of the Aboriginal Community Liaison who will:
 - *coordinate community-based advising, recruiting, and workshop activities in T'Sou-ke (Sooke), Pacheedaht (near Port Renfrew), Scia'new (Beecher Bay), and Esquimalt*
 - *coordinate "Sample the Campus" visits and tours for high school students*
 - *recruit in community by spending time building relationships with potential students and their families. These relationships lead to trust and create a safe and welcoming connection to the college.*
- Support research and educational collaborations between community and faculty such as the Ancestors Animation project and the Math & Music course.
- Contribute to the creation of a more welcoming environment for all students through work on the Interculturalization Development Committee.



Corner Post 3: Policy and Strategic Planning

Goal

To help ensure that college policy and planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Aboriginal communities, Nations and organizations to ensure an Indigenous perspective is incorporated into these important areas.

Actions

- Participate on Interculturalization Development Committee with Camosun International and others to formulate a college-wide strategy and framework of interculturalization that includes Indigenization, internationalization and an exploration of Canadian culture.
- Support Director and Chair of AECC in negotiating and fulfilling affiliation agreements with T'Sou-ke Nation. Continue building relationships with Pacheedaht, Scia'new, and Esquimalt.
- Work with AECC Chair and Human Resources to implement some recommendations outlined in the *Aboriginal HR Best Practices Report*.
- Continue to work with the Chairs of Education Council and the College Curriculum Committee to Indigenize processes and policies.
- Participate in workshop series delivered by Métis Nation Greater Victoria and, if appropriate, propose/implement policy to better serve Métis students.
- Work as part of the Aboriginal Service Plan team to meet Ministry goals.
- Report to Indigenization Steering Committee three times per year.
- Report to Aboriginal Service Plan Advisory Committee twice per year.

Corner Post 4: Employee Education

Goal

To provide opportunities for employee education and training from an Indigenous worldview (TELFIN TFE WILNEW) that will enhance services and education for all students.

Actions

- Align TELFIN TFE WILNEW with new employee learning resources geared to deepen intercultural understanding and to strengthen our ability to create opportunities for life-changing learning.
- Deliver TELFIN TFE WILNEW to administration, faculty, and service providers.
- Coordinate special events like the Camas Harvest & Pit Cook and contribute as appropriate to Conversations Day, Celebration of Teaching, and other opportunities to teach about Indigenization.
- Provide consultation services with curriculum developers and teaching faculty seeking assistance with Indigenization of curriculum development, enhancement, and learning environment processes.

Goals/Targets/Outcome Measures

For outcomes and outputs for the Indigenization Plan and other Aboriginal Service Plan activities (which do contribute to Indigenization) from 2012 – 2015, please see Appendix D: Indigenization and ASP Activity Outputs and Outcomes, p. 22.

Stakeholders

1. **Project Co-Sponsors:** Sarah Loewen, Acting Director of Aboriginal Education & Community Connections, will be responsible for ensuring that necessary resources are in place to complete the project. John Boraas, VP Education, will also provide guidance regarding reporting-out on project progress to College management groups. Janice Simcoe, Chair of Aboriginal Education & Community Connections is the chief advisor to the project and will provide guidance to the Project Leader throughout the project.
2. **Indigenization Steering Committee** is a group with representation from across the institution that provides advice to the Indigenization Coordinator.
3. **ASP Community Advisory Committee** is a group that the Indigenization Coordinator reports to. It includes more than 20 members from our region's Aboriginal Nations and organizations, secondary and adult education providers.
4. **Project Leader:** Corrine Michel will be the project leader and will ensure the project meets its objectives on target and on budget. The project leader will update and consult with Janice Simcoe weekly on project status, and with Sarah Loewen monthly on key aspects of the project, calling upon their assistance when necessary.
5. **Faculty from the Centre of Excellence for Teaching & Learning, schools, and departments** will be involved to assist in the development of the curriculum and its delivery.
6. **Project Work Team** will plan and guide the project through to completion. Members are Corrine Michel, Janice Simcoe and members of the Indigenization Steering Committee and college employees engaged in project working groups
6. **Project Support:** Doreen Provencher, Assistant to the Director for AECC, will provide general support to the project.



Key People:

President
VP, Education
Director, Human Resources
Director, AECC
Chair, Aboriginal Advisory Council
Director, Research & Development
College Curriculum Team
Project Team Members
Chair, AECC
Chair, Education Council
Chair, Strategic Planning Committee
Director, Learning Services
Registrar

Infrastructure:

Senior Leadership Council
Aboriginal Advisory Council (Indigenous community)
Aboriginal Service Plan Advisory Council (subcommittee of Aboriginal Advisory Council)
Education Council
School of Access
School of Arts and Science
School of Business
School of Health and Human Services
School of Trades and Technology
Indigenization Steering Committee (Camosun College community)

Appendix A – Projects Completed Prior to Indigenization

Corner Post 1: Curriculum and Delivery

**School of Access/First Nations Education and Services
Department**

- Access Programming:
 - *SISB (1980s)*
 - *VNFC (1990)*
 - *Songhees (2000)*
 - *cultural teachings provided by the partner are included in the ABE programs*
- First Nations Community Studies (FNCS) (2000):
 - *Offered 5 FN specific courses*
 - *Partnered with Arts and Sciences to ensure their courses were appropriate to the program (see Arts and Science)*
 - *First Nations Health and Education Access program (2005)*
 - *The Dean of the School of Access advocated First Nations involvement in all FN-related curricula.*
- School of Arts and Sciences
 - *Sociology 104 and 106 are the oldest continually-run Aboriginal Studies courses in the province.*
 - *A&S faculty worked closely with First Nations Education in the development of FNCS.*
 - *A&S developed 5 of their own FN-specific courses*
 - *UT courses within FNCS were indigenized for FNCS program offerings.*
 - *The Criminal Justice department began development of at least one more FN course.*
 - *The Environmental Technology program expressed interest in developing a First Nations component to its offering.*
 - *The Visual Arts program developed a First Nations Studio Arts course*
 - *The Applied Communication department put in place a limited time reserved seat for a First Nations student*
 - *The Psychology department consistently included First Nations presentations and material in its delivery of Psych 257 (Intercultural Communication).*
- School of Business
 - *Partnered with UBC as a provider of the Chinook program which leads into the Bachelor of Commerce degree.*
 - *Supported in principle the development of the First Nations Community Enterprise program*
 - *Provided consultative support in the development of FNCEP 160, Indigenous Cultural Tourism*

- School of Health and Human Services
 - *Native Indian Teacher Assistant program (1989-1993)*
 - *First Nations Teacher Assistant program (1994-1995)*
 - *First Nations Family Support Worker (1996)*
 - *First Nations Home Support /Residential Care Attendant (2004)*
 - *Co-developed an on-reserve Family Child Care certificate program*
 - *Supported the development of the First Nations Limited Priority Admissions process (FNLPA). All FNLPA seats are HHS seats.*
- School of Trades and Technology
 - *Supported:*
 - development of the First Nations Civil Engineering Access program
 - numerous recruitment activities for First Nations technology students
 - development of a Civil Environmental Technician program, which has Aboriginal context as a first principle
 - faculty member to develop national Aboriginal Competencies in technology fields (in progress)
- Cooperative Education
 - *Supported and provided:*
 - a co-op course and services in FNCS for its first two years. Lack of First Nations community-based co-op placement opportunities resulted in this service ending.*
- Camosun International
 - *Supported:*
 - an intra-national First Nations student exchange program between Camosun and Nova Scotia Community College (2004-2005)*
 - the development of a Summer Institute for international students in First Nations Studies (in partnership with SISB)*



Corner Post 2: Services for Students

- Data Management
 - *supported registration processes for students attending off-site programs*
 - *enabled First Nations (and other Aboriginal) applicants able to self-identify on application forms (1992)*
- Finance
 - *developed and implemented a band/Aboriginal tuition sponsorship process (1991)*
- Camosun College Student Society (CCSS)
 - *CCSS worked with First Nations Education and Services (FNES, now AECC) to manage a process to exempt (status) First Nations students from the mandatory Students' Benefits plan*
- College Bookstore
 - *worked with FNES staff to enable a books and supplies sponsorship system for funded First Nations students*
- Student Services
 - *supported the existence of and communicated with a separate First Nations student services area*
- Counseling Department
 - *assigned a counselor to liaise with FNES*
- Financial Aid
 - *managed two First Nations-specific bursaries (M'akola Housing and the Cowichan Trading Company awards). Those awards are now co-managed by AECC and CFCS respectively*
- College Foundation
 - *worked with FNES to establish and administer nearly \$500,000 in endowments as well as numerous annual First Nations student awards*
- Vice-President's Office
 - *supported FNES to play an integral part in the student services practices Business Practice Review (BPR)*
- English Assessment Committee
 - *included FNES in its review and redevelopment process*
- Student Employment Services
 - *provided FNES with a student mentoring position for first year FNCS students*
- Village 900,
 - *the college radio station, had a regular Aboriginal program, Wolf Call*

Corner Post 3: Policy Development and Strategic Planning

- First Nations Advisory Council (FNAC, now the Aboriginal Advisory Council)
 - *composed of First Nations community representatives and students, advised the President on program, service, and policy issues, and provided direction to FNES. It was established in 1991*
- Affiliation Agreements with First Nations partners
 - *Saanich Indian School Board (1995)*
 - *Victoria Native Friendship Centre (2004)*
 - *Songhees Nation (2005)*
- The 2002 Camosun College Strategic Plan
 - *included a commitment to anticipate and address the needs associated with First Nations learners (item 1.2)*
- The First Nations Education and Services Three Year Plan (2003)
 - *outlined the development of broader services to First Nations students and communities*
 - *advocated a stronger role for Aboriginal people in planning/implementing First Nations programs*
 - *advocated increasing the numbers of First Nations staff, faculty and administrators working at Camosun*
- First Nations Limited Priority Admissions Process (FNLPA) (2004)
 - *set aside 5% of Nursing, Practical Nursing and Early Childhood and Care seats for qualified First Nations students with documented ancestry. The goal of the FNPLA was and is to help fill the high demand and need for more Aboriginal nurses, practical nurses and professional child care providers.*
- First Nations Education and Services department
 - *was structurally relocated to be central to all education schools in 2004*
 - *FNES Director position was approved*
- The President
 - *approved the proposal for the Indigenization (originally called Aboriginalization) Project in 2004.*

Corner Post 4: Employee Education

- Innovations/Connections Days, annually from 1992 to 2005
- Beyond Potlucks and Feathers, a cross-cultural training course provided through Continuing Education (CE)
- First Nations Cultural Safety training for faculty workshop (2004) co-presented by UVIC/ Camosun Nursing departments

Appendix B – Indigenization Steering Committee

Anita Ferriss – Health & Human Services

Anna Stein – International

Eric Sehn – Trades & Tech

Franklyn Roy – Access

Janice Simcoe – AECC

Joan Yates – Communications and Advancement

Jody Isaac – Access

Josh Goodwill – First Nations Student Association

Karen Giffon – Business

Karin Kaercher – Education Research & Development

Kelli Moorhouse – Arts & Science

Kelly Pitman – Arts & Science

Nella Nelson – Aboriginal Advisory Council

Patti Odynski – Education Research & Development

Phyllis Manchester-Duvall – Health & Human Services

Richard Stride – Dean of Business

Sarah Loewen – Access

Susan Chandler – Distance Education

Susanne Thiessen – Business

Sybil Harrison – Library

Tommy Happynook – AECC

Appendix C – Indigenization and the Aboriginal Service Plan

Curriculum Development and Delivery

To increase a sense of belonging and to offer students curriculum relevant to their needs, Camosun College will work with community to:

- increase the number of programs and courses in each school that include guest speakers from these territories, Indigenous content, and classroom practices consistent with providing a sense of belonging, mastery, independence and generosity

This work will contribute to increased receptivity, relevance, retention and completion.

Services for Students

To build stronger relationships and enhanced communication with First Nations communities and Aboriginal organizations in these territories, Camosun College will:

- provide academic advising and student services in community
- work closely with community leaders to develop and/or deliver relevant workshops/courses/programs

This work will contribute to increased receptivity, relevance, retention and completion.

Policy and Strategic Planning

To create policies that support the initiatives listed above, Camosun College will:

- encourage faculty involved in curriculum development and delivery to build relationships based on respect and understanding through participation in community-led initiatives
- raise the profile of hiring staff and faculty with strong Aboriginal perspectives.

This work will encourage faculty involved in curriculum approvals to require evidence of Indigenization of new programs and courses. And, this work will contribute to increased receptivity, relevance, retention and completion.

Employee Education

To increase feelings of welcome and belonging and to better support students in a spirit of respect and understanding, Camosun College will work with community to provide all employees the opportunity to learn about:

- the history and culture of the people of the land (Coast Salish/Straits Salish)
- the history and culture of the Métis and Inuit people
- the main elements of an Indigenous pedagogy and world view
- the issues faced by the Native urban population which represents 70% of Aboriginal people.

This work will contribute to increased receptivity, relevance, retention and completion.

View Table 1 (p. 33) for an outline of linkages between Indigenization and ASP.

ASP’s strengths, challenges, opportunities and lessons to date

Strengths

Strong internal support – Camosun College supports a dedicated Aboriginal Education & Community Connections (AECC) department and **commits \$1.2 million a year to Aboriginal education**. We are able to leverage this core funding to advance the ASP.

History of commitment to Indigenization – Before the ASP, Camosun College had begun an Indigenization Project to incorporate Indigenous ways of knowing, being, doing and relating into all layers of the College, including curriculum development and delivery, student services, policy and strategic planning, and employee learning. By adding ASP funding to the College’s Indigenization funding, we have been able to create three positions – Aboriginal Community Liaison, Aboriginal Community Projects Coordinator and Indigenization Coordinator – that support a range of activities that meet both Camosun’s Indigenization and community engagement objectives and the Ministry’s ASP objectives.

Valuable community contributions and volunteer support – The communities and organizations we are working with on Community Projects are equally committed to the goals of the ASP, and are providing significant monetary and volunteer support.

Long-standing educational affiliation agreements – Camosun College has had educational affiliation agreements with the Lkwungen (Songhees) Nation and Victoria Native Friendship Centre since 2005, and with the W̱SÁNEĆ School Board (formerly Saanich Indian School Board) since 1995. Through the ASP, we have been able to build on our existing affiliations and increase the number of co-developed courses and programs delivered on-site, in-community.

Solid school board connections – As mentioned previously, the Aboriginal Nations District Coordinator for SD 61 (Victoria) has been the chair of Camosun’s Aboriginal Advisory Council for 20 years. We are also part of the South Island Partnership (Indigenization Plan) with the five School Districts of Southern Vancouver Island and local industry leaders, and our AECC Chair sits on three local school district Aboriginal Enhancement Committees.

Close relationship with the University of Victoria – Over 75% of university transfer students from Camosun College move directly on to the University of Victoria – the largest transfer of students between any two institutions in the province.



Challenges

Lack of resources to support on-going presence and/or delivery of some critical ASP initiatives

– Although Camosun has taken on base funding responsibility for all or part of some positions that were originally funded through the ASP, it is not able to financially support all important initiatives. These include a position dedicated to supporting Aboriginal community project development (Aboriginal Community Projects Coordinator) and ongoing delivery of the very successful Indigenous Human Services Career Access program (IHSCAP).

Lack of resources, time and/or capacity – Among some Aboriginal communities and organizations there is a lack of resources, time and/or capacity to dedicate to developing and delivering community education activities.

Differences in needs and interests – Among Aboriginal communities and organizations, we need to customize approaches to meet unique needs.

Distance to communities/lack of good transit – Pacheedaht Nation, for example, is in remote Port Renfrew. Travel is costly and time consuming, and weather can be a major issue on the roads. Students generally must move to Victoria if they want to attend College.

Limited connections to the Métis community – We have found it challenging to establish a working relationship with the Métis Nation of BC (its main office is in the Fraser Valley), or with the Métis Nation of Greater Victoria (no regular office staff; what staff they do have are all volunteers and have limited time and experience).

Opportunities

Continued support from senior management – Camosun College’s new Strategic Plan 2011 - 2014 includes a commitment to implementing the Indigenization Plan.

Great results already – The ASP has already helped us to increase Aboriginal enrolment by 40% (200 students). We can take advantage of this critical mass of Aboriginal students to attract more Aboriginal students.

The new ASP Community Advisory Committee – We established the ASPCAC in 2011 and finalized its Terms of Reference in 2012. This committee will enhance communication between community and the college and otherwise deepen ongoing relationship.

Na’tsa’maht – We officially opened our new Aboriginal Gathering Place on Lansdowne campus in April 2011. Na’tsa’maht – which means “unity” or “working together as one” in Salish – now provides us with a culturally welcoming building that reflects the character, community and traditions of local Aboriginal people. We use it for events that will further strengthen ties between the College and Aboriginal learners and communities and as a key location for Aboriginal student gatherings and learning opportunities.

Momentum: models and relationships to build on – As part of our Phase 1 ASP, we developed and delivered the Indigenous Human Services Career Access program, an 8-12-month program to help pre-college Aboriginal learners prepare to enter Human Services and Indigenous Studies programs at Camosun. It was so successful, we are now using it as a model for developing a new Indigenous Business Access program, funded by the Royal Bank of Canada, and possibly for a new Indigenous Nursing Access program as well.

In addition, the Residential Building Maintenance Worker program – which we piloted on-site at Tseycum First Nation to 12 students from four local bands as part of the ASP in 2009 and now co-deliver with the Victoria Native Friendship Centre – has led to a new partnership among Camosun, the Centre, Sundog Development Consultants (an Aboriginal-friendly property management and development company), the Capital Regional District and the Ministry for Children and Families to convert a hotel into community housing units for urban Aboriginal people from elders to youth-at-risk.

VING – Camosun is a member of the Vancouver Island Na’tsa’maht Group (VING), along with North Island College, University of Victoria, Vancouver Island University and Royal Roads University. This body of Indigenous education leaders evolved from the former Camosun, Malaspina and North Island College (CMN) committee, but has expanded membership to UVic and RRU over the past two years and become more focused on collaborative strategic direction and systemic change. This group has taken leadership of an emerging provincial consortium of Aboriginal Post-Secondary Leaders and Directors.

Lessons

We need to continue to focus on employee learning and making our campus more welcoming to Aboriginal learners – Through the ASP and the Indigenization Project, we have succeeded in making Camosun College much more receptive and relevant to Aboriginal knowledge and learners. But we can do more.

Each Aboriginal community has its own unique needs – We must be flexible and prepared either to adapt existing curriculum or develop new curriculum to meet those needs.

It is better to collaborate – The only way to truly meet the unique needs of each Aboriginal community and of Aboriginal learners is to work in collaboration with Aboriginal stakeholders.

Effective collaboration requires educated representatives – All College representatives who go into communities must be educated, through Indigenization activities, about colonial history and how to conduct themselves appropriately and respectfully in an Aboriginal cultural environment.

Partnership is possible – We can build sustainable partnerships with Aboriginal communities if we are able to devote the necessary resources (both people and time) to cultivating and maintaining strong relationships with them.



Appendix D -
Indigenization and ASP Activity Outputs and Outcomes

Minimum Funding Activities

ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
1	Elders' Voices Project: Continue to provide honoraria to Elders as part of the Elders' Voices Project, which connects Elders from local First Nations with Camosun's Aboriginal students.	Student support services and initiatives	<p>The cultural, emotional, and spiritual support of Elders is critical to Aboriginal health and wellness.</p> <p>Many of Camosun's Aboriginal students have been fostered or adopted and many live far from their home communities, which mean they do not have access to Elder support.</p> <p>Aboriginal students and communities have identified Elder support as crucial to retention.</p> <p><i>Supports:</i></p> <p>• Goal 1/Objective 1:</p> <p>Provide culturally relevant support and guidance to potential and current Aboriginal learners.</p>	<p>Elders will:</p> <ul style="list-style-type: none">• Make class presentations, both on the land and on campus, as invited• Participate in ceremonies (e.g., blessing ceremonies, graduations, annual Camas Harvest and Pit Cook), as invited• Engage in healing activities, as requested.	<p>9 Elders will:</p> <ul style="list-style-type: none">• Interact with 1000+ students a year through 50+ on-campus presentations and 14+ on the land presentations, with approx. 24 students per class• Attend 5+ ceremonies.	Increased retention through cultural support, identity support and healing support.
1	Elders' Voices Coordinator: Continue to support the part-time (1 day/week) Elders' Voices Coordinator position, to provide a critical liaison between Camosun and Elders.	Student support services and initiatives	<p>Traditionally, Elders in Aboriginal communities are supported by a younger person who facilitates their work with the community.</p> <p>Having a Coordinator to liaise between the College and the Elders in the Elders' Voices Project indicates respect, and will help ensure Elders are comfortable with their role and are compensated fairly for their time.</p> <p>Aboriginal students and communities have identified Elder support as crucial to retention.</p> <p><i>Supports:</i></p> <p>• Goal 1/Objective 1:</p> <p>Provide culturally relevant support and guidance to potential and current Aboriginal learners.</p>	<p>.2 faculty position (1 day/week). Coordinator will:</p> <ul style="list-style-type: none">• Schedule Elders' class presentations and attendance at ceremonies• Manage the honoraria budget• Nurture relationships with Elders• Teach Camosun staff and faculty proper protocols and approaches when working with Elders.	<p>Coordinator will:</p> <ul style="list-style-type: none">• Work with the 9 Elders who are officially part of the Elders' Voices Project to schedule their presentations and ensure they receive their honoraria• Work with other Elders as needed for specific activities• Handle 8+ inquiries a month (96+ a year) from Camosun faculty staff for Elder class participation or for protocol/ approach advice.	Elders from throughout our catchment area continue to want to be involved in the Elders' Voices Project and with our students, leading to increased retention through cultural support, identity support, healing support.

1. *Increase access, retention, completion and transitions opportunities for Aboriginal learners.
2. *Strengthen partnerships and collaboration in Aboriginal post-secondary education
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ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
1 & 2	Aboriginal Community Liaison: Continue to support the full-time Aboriginal Community Liaison position, to further engage Aboriginal communities and stakeholders in ASP partnerships that will encourage PSE, and to increase awareness of Camosun and PSE among potential students.	Partnerships and engagement	<p>The trauma of the Eurocentric residential and public school systems created barriers to PSE that continue to exist to this day.</p> <p>This position enables us to have a consistent presence in local communities and at recruitment events and schools in our region.</p> <p>Connecting directly with communities helps us to better understand – and address more effectively – their PSE needs, and to develop deeper relationships built on trust and respect.</p> <p>Connecting directly with prospective students helps to increase awareness of the College and our admission requirements, programs and services. Students feel both better prepared for PSE and more welcome on campus.</p> <p><i>Supports:</i></p> <p>• Goal 1/Objective 1:</p> <p>Provide culturally relevant support and guidance to potential and current Aboriginal learners.</p> <p>• Goal 2/Objective 1:</p> <p>Deepen ties with local Aboriginal communities and organizations through joint projects.</p> <p>• Goal 2/Objective 2:</p> <p>Establish stronger ties with local Aboriginal communities and organizations that have not yet become involved with the ASP.</p>	<p>Full-time faculty position. Community Liaison will:</p> <ul style="list-style-type: none">• Visit local Aboriginal communities (1x – 2x/month) to discuss PSE needs and interests• Attend career fairs as requested• Provide information sessions at high schools 1x/ semester to prospective students• Serve as primary contact for prospective students at the College as requested• Give campus tours for prospective students as requested.	<p>Community Liaison will:</p> <ul style="list-style-type: none">• Interact with 200+ community members, 150+ educators and 4,000 + students• Attend 40+ Career Fairs, 30+ information sessions, 30+ meetings• Give 10+ campus tours• Provide one-on-one advice to 100+ potential students.	<p>Stronger partnerships and deeper engagement with communities and stakeholder groups (particularly those we have not engaged fully with before).</p> <p>A higher number of students choosing to pursue PSE at Camosun.</p> <p>Greater collaboration, trust and respect between Camosun College and Aboriginal communities/ stakeholders.</p>

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ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
1&2	<p>Community Projects:</p> <p>Support up to 15 Community Projects per year, at \$3,000 each per year, as proposed by communities to address their specific PSE-related needs/ interests.</p> <p>In most cases, the communities will also be contributing financially to support the projects.</p>	Partnerships and engagement (including agreements)	<p>There is a history in BC of institutions telling Aboriginal communities what they need and what is best for them.</p> <p>Providing communities the opportunity to propose the projects they believe will provide the most benefit for their communities – with the College providing external support – will enhance their access to and engagement with the College on their own terms.</p> <p>It also recognizes their capacity, builds trust, and will lead to deeper, more productive relationships.</p> <p>Having control over their own projects was identified by communities themselves as critical to building trust and faith in the College.</p> <p><i>Supports:</i></p> <p>• Goal 1/Objective 2:</p> <p>Develop and deliver activities that Aboriginal communities/ organizations themselves have identified as essential to increasing participation in post-secondary education.</p> <p>• Goal 2/Objective 1:</p> <p>Deepen ties with local Aboriginal communities and organizations through joint projects.</p> <p>• Goal 2/Objective 2:</p> <p>Establish stronger ties with local Aboriginal communities and organizations that have not yet become involved with the ASP.</p>	Individual communities will develop their own timetables for projects, but must provide monthly reports to the Aboriginal Community Projects Coordinator and formal reports to the College (Interim 2012; Final 2013).	<p>The 10 First Nations in our catchment area, plus the Mtis Nation of Greater Victoria, three School Districts, and the Victoria Native Friendship Society, will engage in one Community Project per year.</p> <p>One project may be continued from year to year, or communities may propose a new project each year, etc.</p> <p>We anticipate that as many as 40 small Community Projects could be completed by the end of Year 3.</p>	<p>Stronger partnerships and deeper engagement with communities and stakeholder groups (particularly those we have not engaged fully with before.</p> <p>Greater collaboration, trust and respect between Camosun College and Aboriginal communities/ stakeholders.</p>

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ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
2&3	<p>Indigenization Coordinator:</p> <p>Continue to co-fund the full-time Indigenization Coordinator position, to (1) further incorporate Indigenous ways of knowing, being and doing curriculum development and delivery; student services; policy and strategic planning; employee learning), and (2) facilitate ASP projects and partnerships between the College and Aboriginal communities and organizations.</p>	Development or enhancement of Aboriginal programs or courses	<p>Indigenization is an explicit part of Camosun’s Strategic Plan 2011 – 2014, and is vital to increasing how relevant and receptive the College is for Aboriginal students.</p> <p>This position – co-funded with Camosun as part of the Indigenization Project – is intended to ensure that all Aboriginal students see their world and realities reflected in the way that Camosun operates and that all non-Aboriginal students come away from Camosun College better prepared to live alongside, negotiate with, and build better relationships with Aboriginal people.</p> <p>The Coordinator also provides a vital link between communities and the College, providing a pathway for ASP projects to be discussed, co-developed and co-delivered.</p> <p><i>Supports:</i></p> <p>• Goal 3/Objective 1:</p> <p>Continue the Indigenization Project to create a culture at Camosun College that includes First Nations knowledge and perspective and naturally considers Indigenous issues in all its activities.</p> <p>• Goal 2/Objective 1:</p> <p>Deepen ties with local Aboriginal communities and organizations through joint projects.</p> <p>• Goal 2/Objective 2:</p> <p>Establish stronger ties with local Aboriginal communities and organizations that have not yet become involved with the ASP.</p>	<p>Full-time faculty position.</p> <p>Coordinator will:</p> <ul style="list-style-type: none"> • Meet with College staff, communities and schools throughout the year to Indigenize College curricula, policy, services and facilitate ASP-related projects and activities as required. • Deliver TELFIN TFE <u>WILNEW</u> (Understanding Indigenous People) program 3x/year. • Report to Indigenization Steering Committee 3x/ year and ASPCAC 2x/year; work with ISC Working Groups as required. 	<p>Coordinator will:</p> <ul style="list-style-type: none"> • 10 – 15x meetings per week/year with College staff, communities, stakeholders • Deliver the TTW program to 3x/year to approx. 45 Camosun staff per year • Meet with communities/ stakeholders 5 – 10 each per year • Report to the ASPCAC 2x and ISC 3x year. 	<p>A College that is more relevant and receptive to Aboriginal learners.</p> <p>Stronger partnerships and engagement with communities and stakeholder groups.</p>

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ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
1	Communications/recruitment materials: Continue to develop communications/recruitment materials featuring Aboriginal students at Camosun College.	Outreach activities and events	The ASP has already helped us to increase Aboriginal enrolment by 40% (200 students). We can take advantage of this critical mass of Aboriginal students to attract more Aboriginal students. Aboriginal students have told us they appreciate and respond to Aboriginal role models. This project – to include role model/program posters, brochures, and website text and images – will showcase current Aboriginal students completing Aboriginal programs to demonstrate Aboriginal student presence, contentment and success at Camosun. <i>Supports:</i> • Goal 1/Objective 2: Develop and deliver marketing tools aimed at attracting Aboriginal students.	Work will include, throughout each year: <ul style="list-style-type: none"> • Print ads in Aboriginal publications • Posters for on- and off-campus use (e.g. career fairs) • Videos for College website • Testimonials/quotes and photos for College website and AECC annual report. • Hosting or co-hosting special events. 	20+ print ads in 3 Aboriginal publications/year. A series of posters, including a joint poster campaign with UVic highlighting students who have successfully made the transition.	Increased enrolment of Aboriginal students at Camosun.
1	UVic partnership: Continue to partner with UVic to increase awareness of each other's initiatives and enhance the ability of Aboriginal students to make successful transitions from Camosun to UVic.	Partnerships and engagement	Over 75% of university transfer students from Camosun College move directly on to the University of Victoria – the largest transfer of students between any two institutions in the province. However, in our original (2007/8) ASP consultations, Aboriginal learners stated that they found it difficult to make the transition from Camosun College to the University of Victoria. More successful transitions to UVic mean more Aboriginal learners will receive higher PS degrees, while – for most – being able to stay within reach of their own communities, something both learners and communities have told us is very important. <i>Supports:</i> •Goal 1/Objective 4: Objective 4: Strengthen our partnership with UVic to increase the number of Aboriginal students making successful transitions from Camosun to UVic.	<ul style="list-style-type: none"> • Formal meetings 3x/year between the Camosun and UVic ASP Teams • Informal get-togethers and updates • 2x/year VING meetings • UVic Outreach Coordinator on-site at Camosun ½ day/week. 	Camosun ASP Team will, each year, attend a minimum of: <ul style="list-style-type: none"> • 3 planning meetings with UVIC ASP Team • 2 staff lunches. AECC Chair will attend bi-annual VING meetings. UVic Outreach Coordinator will be available in AECC offices ½ day/week. Final ASP Phase 2 Reports for each year will be submitted to UVic and Camosun ASP Advisory Committees.	A greater number of Aboriginal students successfully making the transition from Camosun College to UVic.

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2	ASP Community Advisory Committee: Continue to host ASP Community Advisory Committee meetings twice a year, to ensure we have a direct route to receive advice from and report to communities/stakeholders.	Partnerships and engagement	ASPCAC includes more than 20 members from our region's Aboriginal Nations and organizations, secondary and adult education providers. The Committee is responsible for helping us identify ASP priorities as well as ways to improve our community partnerships and engagement activities. It is also a key method for us to report back to communities and stakeholders. <i>Supports:</i> • Goal 2/Objective 1: Deepen ties with local Aboriginal communities and organizations through joint projects.	<ul style="list-style-type: none"> • Scheduled meetings in June and December, to be attended by Aboriginal Community Liaison, Community Projects Coordinator, Indigenization Coordinator, AECC Chair and Community Partners. • Other meetings scheduled as needed. 	20+ members of ASPCAC will attend scheduled meetings 2x/year. ASP Team will report to ASPCAC on ASP projects and priorities at scheduled meetings 2x/year.	Stronger partnerships and engagement with communities and stakeholder groups. Greater collaboration, trust and respect between Camosun College and Aboriginal communities/stakeholders.
3	Indigenization Steering Committee: Continue to operate the Camosun College Indigenization Steering Committee (requires no ASP funding)	Development or enhancement of Aboriginal programs or courses	The ISC includes 18 employees (admin, faculty, staff) from all five Camosun College departments. A student rep, a member of ASPCAC and the Chair of Camosun's Aboriginal Advisory Council also attend. The ISC is responsible for advising the Indigenization Coordinator on ways to continue to incorporate Indigenous ways of knowing, being and doing into all layers of education at the College. <i>Supports:</i> • Goal 3/Objective 1: Indigenization Project to create a culture at Camosun College that includes First Nations knowledge and perspective and naturally considers Indigenous issues in all its activities.	<ul style="list-style-type: none"> • Scheduled meetings in January, May and October, to be attended by Aboriginal Community Liaison, Community Projects Coordinator, Indigenization Coordinator, AECC Chair, Camosun Aboriginal Advisory Council Chair and ASPCAC member. • Indigenization Coordinator will meet with ISC Working Groups as required. 	18 members of ISC will attend scheduled meetings 3x/year, and others as required by individual ISC Working Groups. Indigenization Coordinator and AECC Chair will report to ISC at scheduled meetings. Working Groups will report to Indigenization Coordinator quarterly and to the ISC at each meeting throughout the year.	A College that is more relevant and receptive to Aboriginal learners.

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2	<p>Aboriginal Community Projects Coordinator:</p> <p>Continue to support the half-time Aboriginal Community Projects Coordinator position, to assist communities/ stakeholders with developing their Community Projects and with working collaboratively with Camosun on all aspects of the ASP.</p>	Partnerships and engagement	<p>We introduced the Community Projects Coordinator position during the Transition Phase to develop and ensure delivery and evaluation of programs and projects requested by or meeting the needs of Aboriginal community partners. The Coordinator also:</p> <ul style="list-style-type: none"> • coordinated and offered needs assessment with communities/ stakeholders on request • documented education and training gaps, needs and challenges for Aboriginal learners in communities, and • helped communities develop their proposals for Community Projects. <p>We believe continuing this position is essential to ensuring appropriate community involvement and engagement throughout ASP Phase 2, and especially to ensure the smooth roll out of new Community Projects.</p> <p><i>Supports:</i></p> <p>• Goal 2/Objective 1:</p> <p>Deepen ties with local Aboriginal communities and organizations through joint projects.</p> <p>• Goal 2/Objective 2:</p> <p>Establish stronger ties with local Aboriginal communities and organizations that have not yet become involved with the ASP.</p>	<p>.5 faculty position. Coordinator will:</p> <ul style="list-style-type: none"> • Meet in communities at scheduled intervals to review Community Projects and, as required, to provide advice/ assistance/ support 3x/year and as required • Evaluate the progress and success of Community Projects and each year and report to AECC Chair 1x/year • Coordinate and offer needs assessments with communities as required • Prepare and facilitate ASPCAC meetings 2x/year, in June and December. 	<p>Coordinator will:</p> <ul style="list-style-type: none"> • Meet with all 15 communities/ stakeholders engaged in Community Projects 3x/year and as required • Assess Community Projects and effectiveness of position and report to AECC Chair 1x/year • Prepare and facilitate 2 ASPCAC meetings/year. 	<p>Stronger partnerships and engagement with communities and stakeholder groups.</p> <p>Greater collaboration, trust and respect between Camosun College and Aboriginal communities/ stakeholders.</p> <p>15 successful Community Projects that support and enhance Aboriginal learners and communities.</p>

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1	<p>Elder-in-Residence:</p> <p>Expand the Elders’ Voices Project, to include critical additional support from an Elder-in-Residence 12 hours per week.</p>	Student support services and initiatives	<p>During our original ASP consultation in 2007, Aboriginal learners and communities identified the need for an Elder-in-Residence program, where Aboriginal students could find an Elder for support as needed.</p> <p>Adding this support to the existing Elders’ Voices Project – where Elders make regular class presentations and attend ceremonies – will provide even more opportunities for Camosun students, staff and faculty to access the cultural and identity support only an Elder can provide.</p> <p><i>Supports:</i></p> <p>• Goal 1/Objective 1:</p> <p>Provide culturally relevant support and guidance to potential and current Aboriginal learners.</p>	<p>An Elder will be present at either the Lansdowne or Interurban campus 12 hours per week (Tuesday, Wednesday, Thursday).</p> <p>Students, staff and faculty may drop in or make an appointment in advance.</p>	<p>9 Elders-in-Residence (in rotation) will:</p> <ul style="list-style-type: none"> • meet formally with 24+ students a week, for approx. 30 minutes at a time • interact informally with 900+ Aboriginal students at Camosun. 	<p>Increased retention through cultural support, identity support and healing support.</p> <p>Improved health and wellness for Aboriginal students at Camosun.</p> <p>Greater understanding by Camosun staff and faculty of the role of Elders in Aboriginal communities.</p>
2	<p>T’Sou-ke Nation Community Garden and Greenhouse Project:</p> <p>Support the T’Sou-ke Community Garden and Greenhouse Project, which will provide community members with the opportunity to increase their gardening skills and help develop the existing community garden.</p>	Outreach activities and events	<p>Traditional food and food security is an important part of T’Sou-ke Nation’s goal for self-sufficiency and sustainability, and greater health and wellness.</p> <p>By partnering with the Camosun EARTH Gardening Program, community members will have the opportunity to develop horticultural skills and learn about traditional cultural practices at the same time.</p> <p><i>Supports:</i></p> <p>• Goal 2/Objective 1:</p> <p>Deepen ties with local Aboriginal communities and organizations through joint projects.</p>	<p>Under the direction of a part-time Project Manager, community members will:</p> <ul style="list-style-type: none"> • Learn how to operate and maintain a community garden • Go on outings with 4 summer students and T’Sou-ke Nation staff to identify and collect native plants and foods in our traditional territories and using SENĆOŦEN words • Attend workshops on food gathering, preparation and processing. 	<p>A fully functioning community garden and greenhouse at T’Sou-ke Nation at end of Year 3.</p>	<p>More community members with horticultural knowledge and experience.</p> <p>More community members with the potential to attend post-secondary horticultural programs.</p> <p>Healthier community members.</p>

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3	Indigenize Camosun College ENGL Composition course: Develop new curriculum for ENGL Composition that is more relevant to Aboriginal learners.	Development or enhancement of Aboriginal programs or courses	For Year 1: Aboriginal students have indicated that the current ENGL Composition course is alienating, meaningless and frustrating. A significant number of Aboriginal students fail and have to repeat the course causing funding and program completion issues <i>Supports:</i> • Goal 3/Objective 1: Continue the Indigenization Project to create a culture at Camosun College that includes First Nations knowledge and perspective and naturally considers Indigenous issues in all its activities.	• Year 1: Researcher will explore current English courses, interview students and instructors to identify gaps and challenges, then work with Curriculum Team to frame a curriculum. • Year 2: Curriculum Team will develop the curriculum. • Year 3: Faculty will deliver and evaluate curriculum.	An Indigenized ENGL Composition course will be delivered and evaluated in Year 3.	Increased course relevance and completion rates. Increased number of Aboriginal students receiving credit for ENGL Composition course the first time through it. Improved grades of Aboriginal students taking ENGL Composition. Decreased number of students withdrawing from English.
1 & 3	Métis Nation of Greater Victoria workshops: Support the development and delivery of cultural workshops by the Métis Nation of Greater Victoria to AECC staff and Camosun students, and the creation or acquisition of Métis cultural artifacts, pictures, posters, etc., to visually represent Métis presence on campus.	Outreach activities and events	An MNBC representative identified that identity issues are prevalent among Métis people, and that creating an “at-a-glance” welcoming environment for Métis students is essential. AECC faculty and advisors are interested in learning more to better serve Métis students. <i>Supports:</i> • Goal 1/Objective 1: Provide culturally relevant support and guidance to potential and current Aboriginal learners. • Goal 3/Objective 1: Continue the Indigenization Project to create a culture at Camosun College that includes First Nations knowledge and perspective and naturally considers Indigenous issues in all its activities.	MNGV will develop and deliver: • 2 cultural education workshops to AECC staff/year • 1 Métis traditional teachings workshop to staff and students/year. Significant Métis visual presence in AECC office and across campuses. AECC will work to acquire or support the creation of Métis artifacts, etc. over all three years.	MNGV will develop and deliver: • 2 cultural workshops to AECC staff/year • 1 Métis traditional teachings workshop to staff and students/year.	A College that is more relevant and receptive to Métis learners. Métis students have an increased sense of belonging at the College and more will access AECC services.

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ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
2	Esquimalt Nation Job Fair: Support an Esquimalt Nation Job Fair to showcase local employment opportunities and highlight Camosun College programs and courses that target unemployed people with multiple barriers to work and education.	Outreach activities and events	Esquimalt Nation has a 95% unemployment rate on reserve. To address this, the Nation is currently implementing an employment and training strategy to assist 66 employable Esquimalt Nation members who are currently on Social Assistance to find jobs. This project will support another Esquimalt Nation Community Project – included under the Minimum Ministry Funding, above – to deliver the BEST program at Esquimalt Nation’s Administrative office for 20 members at a time in 2012. The Spring 2012 Job Fair will focus on jobs available (and the training required for them) at the Ralmax Group of Companies, as well as Camosun opportunities. <i>Supports:</i> • Goal 1/Objective 2: Develop and deliver activities that Aboriginal communities/organizations themselves have identified as essential to increasing participation in post-secondary education. • Goal 2/Objective 1: Deepen ties with local Aboriginal communities and organizations through joint projects.	One two-day job fair each Spring for three years, at Craigflower Elementary School, attended by Aboriginal Community Liaison and other Camosun reps, will showcase programs and courses in: • School of Trades and Technology • Continuing Education and Contract Training • Career and Education Exploration • Employment Training and Preparation • Academic upgrading programs for adult learners.	Three two-day job fairs at Craigflower Elementary School, for employable Esquimalt Nation members.	The 66 employable Esquimalt Nation members who are currently on Social Assistance will find jobs and/or decide to access Camosun College’s PSE options.

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2. *Strengthen partnerships and collaboration in Aboriginal post-secondary education

3. *Increase relevance and receptivity of institution

ASP Goal*	Proposed Activity & Description	Activity Category	Rationale	Logistics	Anticipated Outputs	Anticipated Outcomes
1	Indigenous student learning skills services: Support a part-time position (.2 faculty, or 1day/week) position to provide learning skills support specifically for Aboriginal learners.	Student support services and initiatives	Current learning skills support services at Camosun's Help Centres are overburdened. In addition, the structure of the Help Centres, the wait times and the environment lack relevance to Aboriginal students and many consider the Centres intimidating. <i>Supports:</i> • Goal 1/Objective 1: Provide culturally relevant support and guidance to potential and current Aboriginal learners.	.2 faculty position (1 day a week) for 8 months per campus.		
1	Indigenous Human Services Career Access Program (IHSCAP): Continue to deliver IHSCAP, a college-preparatory program that introduces Aboriginal learners to a variety of certificate and diploma programs in Human Services and Indigenous Studies.	Delivery of Aboriginal programs or courses on campus	During our original ASP consultation in 2007, Aboriginal learners and communities identified the need for more college-preparatory programs to help them qualify for college-level programs, particularly in trades, nursing and business. We worked with Aboriginal communities during ASP Phase 1 to develop this highly successful certificate program, and have now delivered it twice on campus, to nearly 50 Aboriginal students. The program has enabled these students to explore various Human Service-related programs and to develop study skills that have helped them to be successful in community, family and child studies programs. <i>Supports:</i> • Goal 1/Objective 2: Develop and deliver activities that Aboriginal communities/organizations themselves have identified as essential to increasing participation in post-secondary education.	Deliver IHSCAP over 3 terms each year.	Deliver IHSCAP to 24 Camosun students each year.	More Aboriginal learners moving on to such certificate or diploma programs as: • Community, Family and Studies • Community Mental Health • Community Support and Education Assistant • Early Learning and Care • Indigenous Family Support • Indigenous Studies.

1. *Increase access, retention, completion and transitions opportunities for Aboriginal learners.
2. *Strengthen partnerships and collaboration in Aboriginal post-secondary education
3. *Increase relevance and receptivity of institution

Appendix E - Aboriginal PSE and Training Policy Framework and Action Plan 2012

www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf

Table 1: ASP Activities During Pilot Phase, 2008-2011

Activity	Pre-ASP	Year 1	Year 2	Year 3	Legacy	Access, Retention, Completion	Relevance & Receptivity	Partnership Engagement
Curriculum Development and Delivery (developed 15 courses; 2 programs)								
Indigenous Human Services Career Access program		•	•	•	•	•	•	•
Archeological Field Assistant program Community Delivery		•	•		•	•	•	•
Indigenization of Residential Building Maintenance Worker program		•	•		•	•	•	•
Indigenous Business Leadership (3 courses)		•			•	•	•	•
Update Curriculum for Indigenous Family Support		•			•	•	•	•
Traditional Foods Workshop Series				•	•	•	•	•
Health & Social Service worker curriculum		•	•					•
Indigenization of English 150 and 160		•			•		•	
Indigenous Management & Admin program (IMAP)		•	•	•	•	•	•	•
Community Workshops Pauquachin Admin office		•						•
BEST Program delivered to T'Sou-ke First Nation		•				•	•	•
Recruitment Workshops in Pacheedaht		•				•		•
Lateral Violence Workshop Malahat Nation		•						•
Training Series with Aboriginal Social Service students & frontline workers		•	•	•				•
Developed 2 Crim Justice blended delivery courses		•	•	•				•

Activity	Pre-ASP	Year 1	Year 2	Year 3	Legacy	Access, Retention, Completion	Relevance & Receptivity	Partnership Engagement
Indigenize Community Mental Health Program				•	•		•	
Employee Education								
TELTIN TTE WILNEW (Understanding Indigenous People) Employee Education Program	•	•	•	•	•	•	•	•
Indigenous Speakers Series		•	•	•	•	•	•	•
Camas Harvest & Pit Cook		•	•	•	•		•	•
Drum making workshop		•					•	•
Historical Issues that Impact Health and Wellness Workshop					•		•	
Planned/delivered S'tenistolv Conference			•	•	•	•	•	•
Policy and Strategic Planning								
Human Resource 'best practices' research project			•				•	
Work toward Indigenizing Curriculum Approvals		•	•	•	•	•	•	
Gratitude Feast		•						•
Métis Scholarship		•						
Networked with 13 Aboriginal organizations and communities		•	•	•	•	•	•	•
Welcome Centre Art Commissions (Coast Salish)		•			•		•	•
Successful obtaining Gathering Place grant								
Centralized Curriculum Team includes Indigenization				•	•	•	•	
Successful obtaining President's Fund grant for Indigenous Plant Garden at Gathering Place				•	•		•	•

Activity	Pre-ASP	Year 1	Year 2	Year 3	Legacy	Access, Retention, Completion	Relevance & Receptivity	Partnership Engagement
Explored Intellectual Property Rights/ethics with Songhees Lands manager; obtained President’s fund to research ethics		•	•	•	•		•	•
Services for Students								
Elders’ Voices		•	•	•	•	•	•	•
AECC Marketing Strategy		•	•	•	•	•	•	
Advising, recruitment, and transition sessions in 4 local school districts, 6 local communities, 5 organizations	•	•	•	•	•	•	•	•
Trades and Access surveys		•	•					•
Indigenous Business Leadership awareness/recruitment project		•	•		•	•	•	

Table 2: Alignment with Strategic Plan

Life-changing learning	Culture of Excellence	Engaged Communities	Sustainable Results
Strategy 1: Be Canada's college of life-changing learning Strategy 2: Deliver learning anytime and anywhere Strategy 3: Value the diversity of our learners and the communities we serve	Strategy 4: Achieve excellence through continuous improvement and flawless execution Strategy 5: Enhance our culture of innovation Strategy 6: Build structures & processes that enable excellence in all we do Strategy 7: Foster learner success through best practices in SEM Strategy 8: Support the excellence of our teachers as leaders of education Strategy 9: Develop a national reputations for excellence in applied research	Strategy 10: Build strong, mutually beneficial relationships with key stakeholder groups Strategy 11: Be a recognized driving force in regional economic development Strategy 12: Strengthen our ability to learn, teach, and work together	Strategy 13: Build a sustainable organization (financial, social, environmental) Strategy 14: Foster an entrepreneurial culture Strategy 15: Improve our operational efficiencies Strategy 16: Create an attractive, welcoming and supportive physical environment

These strategies are matched to the *Indigenization Actions* listed on pages 36 and 37 under *Inspiring Lives Strategy*

Alignment with Strategic Plan ... continued from page 35

Indigenization Actions	Inspiring Lives Strategy	Project Lead	Completion Date
Corner Post 1: Curriculum Development & Delivery			
TELTIN TTE WILNEW (TTW) will be taken through the education approvals process and will be offered to students as well as employees.	1, 2, 3, 5, 7, 8	Corrine Michel	May
Interculturalization: As part of the strategy TTW will be reviewed, renewed, and incorporate elements of Interculturalization including internationalization	1, 2, 3, 4, 5, 6, 7	Corrine Michel; Anna Stein; Curriculum Team	April
Create Indigenized composition course	1, 2, 3, 4, 8, 13	Anita Kess; Corrine Michel	January
Work with Curriculum Team to develop online educational resources to assist faculty with Indigenization of curriculum	1, 2, 3, 4	Corrine Michel; Patti Odynski; Karin Kaercher	June
Practical Nursing: working with faculty to implement Indigenized provincial curriculum	1, 3, 4	Corrine Michel; Carly Hall	ongoing
Nursing: working to continue Indigenization of curriculum	1, 3, 4	Nursing working committee	June
Academic & Career Foundations: working to Indigenize curriculum and teaching methods	3	Jill Auchanachie	December
Dental Hygiene: beginning to work on the Indigenization of department	3	Shirley Bassett	TBD
Distributed Education: Learning Skills course	1, 3, 4	Susan Chandler; Jackie Conway	TBD
Find existing Aboriginal courses that ‘best fit’ in the LYNC program and implement them through the South Island District Partnership	1, 2, 4, 7	Kelly Betts; Corrine Michel	TBD
Indigenous Human Services Career Access Program (IHSCAP)	1, 3, 4	Ruth Lyll	Ongoing
Corner Post 2: Services for Students			
Elders’ Voices; Elders-in-Residence	1, 2, 3, 4, 10, 12, 13	Tommy Happynook	Ongoing
Participate in community events to demonstrate Camosun’s commitment to deepening relationships and connection	3, 4, 10, 12	AECC staff particularly Trevor Day (Aboriginal Liaison)	Ongoing
Coordinate community-based advising, recruiting, and workshop activities in T’ Sou-ke (Sooke), Pacheedaht (near Port Renfrew), Scia’new (Beecher Bay), and Esquimalt	3, 4, 10, 12	Trevor Day	Ongoing
Coordinate “Sample the Campus” visits and tours for high school students	1, 3, 10	Trevor Day; Tanya Kirkland	January or June
Support research and educational collaborations between community and faculty such as the Ancestors Animation project, the Math & Music course, and trades initiatives	1, 3, 4	Janice Simcoe; Sarah Loewen; Corrine Michel	Ongoing

Alignment with Strategic Plan ... continued from page 36

Indigenization Actions	Inspiring Lives Strategy	Project Lead	Completion Date
Corner Post 3: Policy and Strategic Planning			
Work with Camosun International and others on formulating the strategy and framework of Interculturalization. Interculturalization encompasses both Indigenization and Internationalization but also allows an exploration of Canadian culture incorporating a necessary lens for authentic change to occur.	1, 2, 3, 4, 5, 8, 10, 12, 13, 14, 16	Corrine Michel; Diana Shields, et al	February
Support Director and Chair of AECC in building relationships leading to negotiating relationship agreements with T’ Sou-ke, Pacheedaht, Scia’new, and Esquimalt nations.	10, 11, 12, 13	Janice Simcoe; Sarah Loewen; Corrine Michel	Ongoing
Work with AECC Chair and Human Resources to implement some recommendations outlined in the Aboriginal HR “Best Practices” report	3, 6, 7, 16	Janice Simcoe; Sarah Loewen; Corrine Michel	June
Continue to work with Chair of Education Council & College Curriculum Committee to Indigenize processes and policies	3, 5, 13	Carly Hall; Janice, Simcoe; Corrine Michel	January
Support Community Projects Coordinator in deepening relationship with T’ Sou-ke, Scia’new, Pacheedaht, and Esquimalt Nations.	1, 3, 4, 10, 12	Tanya Kirkland	ongoing
Participate in workshop series delivered by Métis Nation of Greater Victoria and, if appropriate, propose/implement policy to better serve Métis students	3, 10, 12	Romy Pritchard; Corrine Michel	March
Work as part of the Aboriginal Service Plan team to meet ministry goals	1, 3, 4, 6, 7, 8, 10, 11, 12, 13	Janice Simcoe; Tanya Kirkland; Corrine Michel	April
Report to Indigenization Steering Committee three times per year	10, 12, 13	Corrine Michel	Nov, Jan, May
Report to Aboriginal Service Plan Advisory Committee twice per year	10, 12, 13	Corrine Michel	Dec, June
Signage on all buildings that acknowledge territory	3, 16	Janice Simcoe; Joan Yates	June
Corner Post 4: Employee Education			
Interculturalization: As part of the strategy, TTW will be reviewed and renewed	1, 2, 3, 4, 5, 7, 8, 10, 12, 13	Corrine Michel; Anna Stein; Curriculum Team	April
Deliver TELTIN TTE WILNEW to administration, faculty, and service providers	2, 3, 6, 7, 8, 10, 12, 13	Corrine Michel; Tommy Happynook	Ongoing (except in July/Aug)
Coordinate special events like the Camas Harvest & Pit Cook event and contribute as appropriate to Conversations Day, Celebration of Teaching, and other opportunities to teach about Indigenization	10, 12, 13	Corrine Michel	Ongoing
Provide consultation services with curriculum developers and teaching faculty seeking assistance with Indigenization of curriculum development, enhancement, and learning environment processes	3, 4, 5, 8, 10, 11, 12, 13	Corrine Michel	Ongoing

Table 3: Indigenization & the ASP

MAVED Goals for ASP	Camosun Goals	Camosun Objectives	Performance Measures
Increase the access, retention, completion, and transition opportunities for Aboriginal learners. Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers. Strengthen partnerships and collaboration in Aboriginal post-secondary education.	Create a culture at Camosun College that includes Indigenous knowledge, perspectives, and naturally considers Indigenous issues in all its activities. All Aboriginal students see themselves reflected in the curriculum and services we provide to them. All graduates of our programs carry the knowledge and skills to work effectively and respectfully with Aboriginal people.	Enhance Student Services	← Student satisfaction
			← # of students served
			← # of students enrolled
			← # of graduates
		Develop Indigenized Curriculum	← # of Indigenized courses
			← # of graduates
		Policy	← Design/Implement increased # of policy-based initiatives to meet goals of Strategic Plan
			← # of graduates
		Employee Education	← Attendance at Indigenization workshops
			← # of Scheduled Development projects focused on Aboriginal Education
			← Student satisfaction
			← Community involvement
			← # of graduates



