

ABORIGINAL SERVICE PLAN

Three-Year Plan

2018/19 – 2020/21



Submitted to:

Ministry of Advanced Education on February 7, 2018

Submitted by:

Eyē? Sqâ'lewen: Centre for Indigenous Education
& Community Connections
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Letter from the President



February 8, 2018

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

Dear Minister Mark:

At Camosun we are very proud of our deep commitment to Indigenous students, relationships with Indigenous communities, and our work with Indigenization, the process of weaving Indigenous ways of being, doing, knowing, and relating into the ways we do what we do. As a provincial leader we have been honoured to share our expertise and provide support and knowledge with other organizations in the province and beyond. We take to heart the words of Justice Murray Sinclair when he speaks to the role education must play in order to address many issues and we believe education is an important tool for economic and social change. Camosun looks forward to continuing to lead with the support and recognition that ASP funding is key to our consistent movement forward. Camosun College invests more than \$2 million per year on programming and services for Indigenous education, and this year the Aboriginal Services Plan allowed us to additionally invest another \$406,512. We appreciate government's investment in this important work enormously, but we have goals that extend well beyond the available resources. We ask for consideration of further investment, at Camosun College and across the system. The reduction from last year's ASP investment generates a significant concern for those additional services we could provide.

Camosun/Aboriginal Services Plan Contributions to Indigenous education and Indigenization:

Activity	Base	ASP	Cost
President's Office Contribution for Year Two of TRC Activities	\$125,000	\$0	\$125,000
Eyē? Sqa'lewen Leadership and Project Management	\$428,243	\$136,807	\$565,050
Eyē? Sqa'lewen Direct Student Services Positions	\$224,500	\$139,500	\$364,000
Eyē? Sqa'lewen Indigenous Programs Faculty	\$538,600	\$0	\$538,600
Eyē? Sqa'lewen Non-personnel	\$42,105	\$130,205	\$172,310
Indigenous Curriculum Work in other Schools and Centres	\$178,000	\$0	\$178,000
Indigenous Community-Based Program Delivery by other Schools and Centres	\$220,000	\$0	\$220,000
Indigenous Student Support Services in other Service Arenas	\$273,900	\$0	\$273,900
Total	\$2,030,348	\$406,512	\$2,436,860

The ASP funding and support allows Camosun to deliver additional relevant, engaging and meaningful educational opportunities for Indigenous students, which are so critical to their success:

The Elders Initiative brings local Elders, or "Old Ones," and younger community-based knowledge keepers to campus to support students and events. It also allows students to engage in rich on-the-land learning experiences with those who carry the traditions and wisdom of these territories;

The Indigenous Community Liaison makes initial connections with Indigenous students who are considering post-secondary and helps these students prepare, academically, emotionally, and culturally, for the PSE experience. This work enhances Indigenous student access and population;

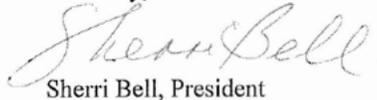
The Indigenous Advisor provides critical holistic student supports to ensure student wellbeing and assist with navigating academic processes which influence their ability to achieve their goals;

The Elders' Supplement responds directly to Elders' requests for fuller engagement and time to gather to develop and plan as a collective;

The Indigenization Initiative supplements college investment in the process of integrating Indigenous ways into curriculum, student service, and college leadership. It also enables critical education of college employees and supports Camosun's ability to be responsive to requests from external bodies seeking information about Indigenization processes.

This year's ASP submission reflects our intention to continue and improve upon these important initiatives and to enhance access, retention, completion, and transition rates for Indigenous students. It also speaks to the goals of the Ministry's *2020 Vision and Action Plan*.

Sincerely,

A handwritten signature in cursive script that reads "Sherri Bell". The signature is written in dark ink and is positioned above the printed name.

Sherri Bell, President

Acknowledgement of Traditional Territory/ Territories

Camosun College serves the communities of southern Vancouver Island and the southern Gulf Islands. With deep respect and gratitude, Camosun College acknowledges these as the traditional territories of the Esquimalt, Lkwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and WSÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples. Camosun learners, instructors, support staff and leadership are all enriched by the friendship and gracious welcome extended by our traditional hosts and by the beauty of the land on which we live, work, and learn.



Situational Context

The Indigenous population in the capital region is young and growing. In 2016/17, nearly three-quarters (73%) of Indigenous students were under 30 years old, compared to less than two-thirds (66%) of non-Indigenous students. Data from the 2016 Census by Statistics Canada indicate that 4.8% of the population in the Capital Regional District were of Aboriginal identity. In 2015-16, 5.9% of Camosun College students were Indigenous. The number of Indigenous students at Camosun College grew from 823 in 2007/08 to 1,232 in 2016/17. Although Indigenous students at the College originate from over 50 Nations and communities across Canada, the majority are connected to lands and communities on Vancouver Island. We at Camosun, and in particular IECC are witnessing the continued growth in the number of young students choosing to attend post-secondary directly after high school. Yet we also have many older students returning to pursue their education following. Some of these students have taken breaks from institutional education to pursue immersion in family and cultural life. As a result of the cultural renewal that has been taking place in community over the past 40 years, Indigenous students carry more traditional teachings and knowledge than students of the past.

The diverse and culturally grounded Indigenous students we serve are strong and vocal about the kinds of education and services they expect to receive. We are committed to ongoing communication with them that enables us to hear and respond to their observations and requests. Participation numbers and survey results for 2016/17 indicate that Indigenous students continue to respond very positively to the ASP supports, including the **Student Belonging** initiatives; the **Indigenous Advisor; Indigenous Community Liaison** and **Elders** supports; and the services and programs offered through the resources of the college. As a result of the ASP we are able to create multiple opportunities for Indigenous students to gather with one another and engage with Elders, and Indigenous faculty and staff in a variety of way including: circles, and one-on-one meetings with IECC staff and faculty; informal group discussion in the office; weekly student lunches; and craft making sessions. Students have informed us that these initiatives are critically important to them (Appendix 1). Students have shared that the services and programs Camosun offers are positively impacting their ability to connect with their studies, to focus and persist, and thus to succeed.

The services and supports requested in this years ASP submission were initiated in response to the expressed needs of Indigenous students gathered through survey results, forums, and classroom feedback sessions; through feedback from the ASP Community Advisory Committee and through the lessons we learn through the experience of doing this work since 2007 (Appendix 3). Student life is challenging for most and many Indigenous students experience additional complexities navigating institutional education as a result of the impacts of colonization both personally and systemically. While many Indigenous students have connections to family and culture to support them through their educational journey we find that additional supports are needed with the institution to address issues such as mental health, poverty, addictions, loneliness/isolation and major stresses related to academic achievement.

In tandem to balancing the needs of Indigenous students we acknowledge our connection and responsibility to Indigenous community. Camosun College continues to connect with the ten First Nations in the college region as well as Metis Nation of Greater Victoria, the three School Boards in our region and UVic. Additionally, we recognize the formal relationships we have with the local IHALA, Saanich Adult Education Centre, the Victoria Native Friendship Centre, and Songhees Nation. It continues to be a priority to maintain meaningful relationships with all of our partners. We acknowledge the demands based on communities from institutions, particularly in response to the TRC Calls to Action and the ongoing demands resulting from this important redress as requests for time and knowledge continue to increase while community and college capacity

does not. Considering this, it is critical to maintain ongoing respectful relationships, made possible by **Community Projects**, the **ASP Coordinator**, and all the work that we do as part of the **Indigenization Initiative**.

There are some commonalities amongst the multiple and diverse Indigenous communities and students that Camosun serves. Upgrading continues to be a significant need as does employment readiness; Indigenous programming; Nursing; Trades Certification, and Business leadership. Many Nations are engaging in economic development opportunities and want to employ their members. As B.C. has the lowest employment rate in the country, students are looking for meaningful and flexible ways to enter the workforce that enables them to support their families and contribute to their communities, and fulfilling lives, steeped in cultural knowledge and meaningfulness. Over the next 10 years, there will be a projected 133,800 job openings for the Vancouver Island / Coast region. The five industry groups with the highest projected number of job openings in the Vancouver Island / Coast region are: construction; ambulatory health care services; other retail trade; other private services; nursing and residential care facilities. Camosun is in a strong position to be able to assist students to receive the training and credentials they need to pursue their desired employment and career goals and respond to community needs.

Indigenous Nations, organizations, and agencies need strong, well-rounded leaders as they move forward in making their goals a reality. Underlying all of this is the need for programming and services that provide w/holistic, culturally grounded support contributing to the acquisition of skills, knowledge, and attitudes that will enable learners and communities to reach their best purpose. The initiatives requested in this proposal will help make this possible.

Institutional Commitment

Indigenous voice and participation is an integral part of the way that Camosun does education. The college continues its strong relationships with community. In February 2018 it was designated by AEST as a strong practitioner of leading practices in partnership for its long-term relationship with WSÁNEC School Board. It maintains close relationships with local First Nations and Indigenous organizations; in 2017/18 it delivered 8 programs at local Indigenous sites, supported 16 small community-based projects through ASP (Appendix 2), and provided Indigenous trades training in remote communities through a partnership with ITA.

Camosun College continues its commitment to Indigenous students. The college took on (for one year) responsibility for Student Belonging Activities and Indigenous Access Programming that were not funded by ASP last year. Additionally, it supported Eyē? Sqā'lewen: the Centre for Indigenous Education & Community Connections to make decisions about a generous endowment provided to the college. Furthermore, Indigenous student support services have been enhanced in the Schools of Access and Health & Human Services.

Camosun continues its full commitment to Indigenization. Indigenization is recognized in the college's 2016-2021 Strategic Plan as one of the five core values of the institution. The college dedicated its 2017 Professional Development Day to Reconciliation, bringing Chief Robert Joseph from Reconciliation Canada to address the college body as a whole. The day was so profound that a book of reconciliation moments, as experienced by college employees, is being published by the college to be distributed at the 2018 Professional Development Day. Moreover, in February 2018, two half day employee learning sessions will focus on the United Nations Declaration on the Rights of Indigenous Peoples.

Camosun engages with Indigenous education and Indigenization across all of its functions (Appendix 4). Every new curriculum submission is reviewed for how it incorporates Indigenous content, teaching, methodology, underlying scholarship, and audience. The college tripled employee access to TELFIN TFE WILNEW, the employee development program designed to better understand Indigenous ways of knowing, being, doing, and relating. The college supported the planning and hosting of the three day S'TENISTOLW conference, a 350 delegate gathering for adult educators who do or wish to contribute to Indigenous education. The college continues to move forward on its Indigenization and Reconciliation Project, by now completing 12 of the 39 actions, with at least 2 more being at completion stages (Appendix 5).

Some examples of the work coming out of the Indigenization and Reconciliation Project include:

- Inclusion of Indigenous learning approaches and participation of Elders in the new employee onboarding process. Beginning in February 2018, new employees will be given a New Employee Handbook that is organized around the four quadrants of Dr. Martin Brokenleg's Circle of Courage model: belonging, mastery, independence, and generosity.
- The Capability Framework, which is designed to assist the college to attract, develop, and support employees throughout their journey at Camosun, has a significant Indigenous lens and was researched using Indigenous methods of storywork.
- Camosun's President, Vice-President, and other leaders conferred with Maori scholar and educator Graham Smith to begin the process of imagining and developing a long-term vision for Indigenous education in the future.
- Core Indigenous curriculum has been incorporated into the Nursing, Early Childhood Learning, and Community Special Education Assistant programs, and other programs are in the process of doing the same.
- The new Health Building has been designed to include a large Indigenous space in which Indigenous learning will take place and Indigenous students and/or community can gather. The building will also include an Indigenous plant/medicine garden which will be integrated into curriculum about Indigenous traditional healing practice.
- An Indigenous student exchange program with a Maori institution has been arranged. Camosun students will be heading to New Zealand in March 2018.
- The college continues to fund and participate in an annual Orange Shirt Day event to recognize the survivors and non-survivors of Indian Residential Schools.

Camosun has made its commitment to Indigenous education clear both through allocating more than \$2m of its base budget to Indigenous education and through the attention it pays to the needs of Indigenous students and communities. Among other activities this year, it has hired a full time (Indigenous) faculty position to support Indigenization and sustainability curriculum development, hired an Indigenous Coordinator to oversee instructional support services at Indigenous partnership sites, contributed deep support to BC campus' development of system-wide curriculum for indigenization training, and ensured that faculty, staff, college leaders, and members of the Board of Governors are well informed about its activities in and commitment to Indigenous education.

Engagement

A) Description of Aboriginal Student Engagement

Student Group	Engagement Activities	Interests	Outcomes
First Nations Student Society (FNSA)	Sept 2017 & Jan 2018– Met with FNSA Director’s to review ASP Three Year Plan, receive feedback on student needs.	FNSA indicated a particular interest in student belonging initiatives, and Elders initiatives	Student Belonging initiatives and Elders’ initiatives have a direct correlation to student retention and success.
Students in Community - Indigenous College Prep	Nov 2017 – Attended Circle and discussed ASP and received feedback on student needs	Include local knowledge keepers, including students in event planning; invite Elders to more classes; create more opportunities to meet other students; land-based learning and cultural connections	Student Belonging initiatives and Elders have a direct correlation to student retention and success
Classroom engagement - Indigenous Studies 111 Year 1	Nov 2017 – Attended Circle and discussed ASP and received feedback on student needs	Expand Elders program so they can be in more classes; create a cultural resource binder so students and instructors can make requests and include in classes; more land-based learning and connection to local Nations via field trips	Indigenous Advisors; Indigenous Community Liaison; Student Belonging Initiative; Elders Initiative; partnership with UVic; Student Belonging Initiative; Indigenization Initiative; Cultural Camps
Students attending Mini Feasts	Sept 2017 – Jan 2018 Survey conducted at each weekly luncheon	Sense of belonging; increased comfort level at Camosun; building community with other students	Indigenous Advisors; Indigenous Community Liaison; Student Belonging Initiative; Elders Initiative; partnership with UVic; Student Belonging Initiative; Indigenization Initiative; Cultural Camps
Students attending Crafternoon events	Sept 2017 – Jan 2018 Survey conducted at each weekly event	Sense of belonging; increased comfort level at Camosun; building community with other students	Indigenous Advisors; Indigenous Community Liaison; Student Belonging Initiative; Elders Initiative; partnership with UVic; Student Belonging Initiative; Indigenization Initiative
Individual Students engagement	Sept 2017 – Jan 2018 Indigenous Advisors have been gathering input from individual students. This student voice informs ASP planning and our overall programming for Indigenous students.	Overall interest for: continued access to tutoring, lunches, crafternoons; Elders programming; increased access role models; bridging and transition activities with UVic; more land based learning as part of classes; college spaces, policies and classes that include Indigenous worldview	Indigenous Advisors; Indigenous Community Liaison; Student Belonging Initiative; Elders Initiative; partnership with UVic; Student Belonging Initiative; Indigenization Initiative; Cultural Camps

B) Description of External Partner Engagement

Partner	Engagement Activities	Interests	Outcomes
Aboriginal Service Plan Community Advisory Committee	June, Nov 2017 & Jan 2018 – Met with members of the ASP Community Advisory to receive input into this year’s ASP and discuss changes in the proposed new request.	Advisory members expressed a clear need for sufficient resources in place at the College to serve Indigenous students who are their community and family members.	Supporting students continues to be a high priority for the Advisory. We have included Student Belonging Initiative & Enhanced Student Supports in minimum funding this year.
MATULIA Aboriginal Networking Committee (MANC)	Sept, Dec 2017– Ongoing meetings with this committee composed of Nations and Indigenous agencies with ASETS contracts.	The importance of incorporating Indigenous ways of being within the College, and staying connected to and informed by community	Feedback from this committee reaffirms both the work we do within the ASP and the way we do it. We will continue to meet as meetings are called.
Saanich Adult Education Centre (SAEC)	June, Oct, Nov 2017 & Jan 2018– Consultation meetings with staff of this IAHLA institution. ASP project partner.	To continue to work collaboratively with Camosun on program delivery in community. Support current students financially and culturally.	Connection to Elders through the Elder Initiative; provision of student incentives and supports through community project in partnership with Tsartlip Nation
Esquimalt Nation	June, Sept 2017 & Jan 2018 – Consultation meetings with post-sec education coordinator. ASP project partner.	Supports and services responsive to the unique needs of Esquimalt Nation students.	Inclusion of Student Belonging Initiative & Enhanced Student Supports.
Songhees Nation	Sept, Oct, Dec 2017 & Jan 2018 – Community consultation meetings with post-secondary education coordinator. ASP project partner.	Support services for community members and current students; safety and belonging for members in post-secondary.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.
Tsawout First Nation	Oct 2017 & Jan 2018 – Community consultation meeting with post-secondary education coordinator. ASP project partner.	Support services for community members and current students; safety and belonging for members in post-secondary.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.
Tsartlip First Nation	Feb 2018 – Information sharing and ASP/Camosun update provided. ASP project partner.	Support services for community members and current students in partnership with WSB; safety and belonging for members in post-secondary.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.
Pauquachin First Nation	Nov 2016, Jan 2017 –Community consultation meeting with education and employment coordinator. ASP project partner.	Services for community members and current students; safety and belonging for members in post-secondary.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.
Tseycum First Nation	Sept 2017 & Jan 2018 – Community consultation meeting with education and employment coordinator. ASP project partner.	Services for community members and current students; safety and belonging for members in post-secondary.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.

Partner	Engagement Activities	Interests	Outcomes
Scia'new First Nation	Nov 2017 & Jan 2018 – Community consultation meeting with post-secondary education coordinator. ASP project partner.	Increased access to post-secondary education for community members; supporting development of cultural identity; safety and belonging for members in post-secondary.	Cultural activities; ongoing student belonging activities and indigenization efforts.
T'Sou-ke First Nation	Jan 2018– Consultation meetings with Nation Administrator and post-secondary education coordinator.	Services for community members and current students; safety and belonging for members in post-secondary.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.
Pacheedaht First Nation	June, Dec 2017 & Jan 2018 – Consultation meetings with post-secondary education coordinator. ASP project partner.	Services for community members and current students; community engagement from local institutions.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.
Malahat First Nation,	Oct 2017 & Jan 2018 – Consultation meetings with post-secondary education coordinator. ASP project partner.	Services for community members and current students; engagement with local institutions.	Cultural and financial supports; Elders; student belonging activities; indigenization efforts.
SD 61	June, Sept, Nov 2017, Jan 2018 – Consultation meetings with Aboriginal Nations Education Coordinator. ASP project partner.	Working closely with Nations to support transition from community to K-12 to post-sec while maintaining strong connections to culture	Partnering with local Nations to support strong identity growth and successful transition to post-secondary.
SD 62	June, Nov 2017 & Jan 2018 – Consultation meetings with Aboriginal Education Principal. ASP project partner.	Working closely with Nations to support transition from community to K-12 to post-sec while maintaining strong connections to culture	Partnering with Scia'new First Nation to support students' cultural identity; enhanced retention and transition.
SD 63	Nov 2017 & Jan 2018 – Consultation meetings with Aboriginal Education Vice-Principal. ASP project partner.	Working closely with Nations to support transition from community to K-12 to post-sec while maintaining strong connections to culture	Partnering with local Nations to support strong identity growth and successful transition to post-secondary.
Métis Nation of Greater Victoria	June, Sept, Nov 2017 & Jan 2018 – Community consultation meeting with Elders & community members. ASP project partner.	Support services for students; increased Métis Elders presence; transition back to community.	Cultural activities; Métis Elders; Camosun engagement in community activities.
VNFC	June, Sept, Nov, Dec 2017 & Jan 2018 – Consultation meeting with staff. ASP project partner.	Supports for upgrading students in community partnership site; support with transition to campuses	Cultural and financial supports; partner to support visits to campuses to participate in activities and events.
UVic	July, Sept, Nov 2017, Jan 2018 – Two partnership lunches with faculty & staff from both institutions; ongoing Coordinator communication.	Supporting transition; organizing opportunities for students to come together; coordinating schedules for Elders in Residence project	Space for UVic Indigenous Advisor in IECC; shared student mentoring; collaboration in working with Elders.

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

Camosun College is deeply committed to being respectful guests on the traditional territory of the Lkwungen and WSANEC people in which we operate. As a College we take guidance and direction from the local Elders, Knowledge Keepers and community leaders to ensure that our actions remain consistent with our values.

- Camosun has established a cross – Nation group of advisors including Elders, young knowledge keepers, Indigenous scholars, and Camson faculty to inform the College on issues of the use of Indigenous Knowledge and possible outcomes of interacting with cultural elements of community.
- The College Research Ethics Board has established a permanent Indigenous position to review all research proposals and ensure that appropriate protocols are followed when doing research in Indigenous community.
- An Indigenous Research Ethics Board subcommittee is in place to review research proposals as necessary and work with Indigenous people on research connected to Indigenous Knowledge.
- Camosun continues agreements with its Indigenous partnership sites to ensure that Indigenous Knowledge remains the property of the local Nations in question.
- While Camosun is still engaged in the development of policy to govern the use of Indigenous Knowledge in the classroom, faculty continue to be taught through TELFIN TFE WILNEW, the employee development program designed to better understand Indigenous ways of knowing, being, doing, and relating..
- All events involving Indigenous culture are organized in consultation with Elders and/or Indigenous knowledge keepers who have strong relationships with the college, primarily the Special Events Coordinator and the Elders' Voices Coordinator.

Overview of Proposed Plan

Camosun College is committed to ensuring that Indigenous students' experience at the college enables their success in "the social, cultural, and economic life of their communities... and society."¹ Members of the ASP Advisory Committee advise the development and implementation of the ASP. This is done in full committee meetings, conducted twice a year, and in smaller meetings between members and the ASP Coordinator. It is reported on and discussed in Indigenous Advisory Council meetings, which take place 2 times a year. Indigenous students have contributed to this plan by sharing their experience in forums, surveys, and one-on-one and group conversations, both formal and informal.

Minimum Funding (200,000): Minimum Funding supports the functional leadership and partnership management both internally and externally with Indigenous community and organizations for the **ASP Coordinator**. The continuation of **Community Projects**, an initiative that has been extremely successful in supporting relationships between community and the college, has enabled many potential students to prepare, visit, consider, and enrol in Camosun programs. The employment costs, services, and supports provided through the **Student Belonging Initiative** facilitates the development of community amongst Indigenous students and enables them to grow culturally, academically, and socially. These positions are crucial to the successful implementation of the plan, with its multiple external and internal partnerships

Additional Funding (294,355): Additional Funding supports five critical initiatives identified by Indigenous students, faculty/staff, and community and ranked by the ASP Community Advisory Committee. The **Indigenous Advisor** supports the Indigenous student population, which has grown from just over 500 Indigenous students to 1,232 since the onset of the ASP. The **Elders Initiative** supports student interaction with Elders in the classroom, at special events, and one-on-one. This initiative is of great importance to students as they develop culturally and socially, and it supports them to become more grounded, more persistent, and more successful. The **Indigenous Community Liaison** represents and introduces Camosun to communities, high schools, and education/career events and is critical to many students' introduction to the idea and process of being Camosun students. The **Elders Supplement**, new this year, is in direct response to the Elders request for time to meet collectively and collaborate on the development of their work in response to the increased demand for their time at both Camosun and UVic as we share the same Elders. We are not able to meet the needs of the Elders with the current staffing (25%) and this new initiative will attempt to resolve this through the increase in coordination hours by 25%. The **Indigenization Initiative** provides Indigenous voice, perspectives, and advice at various levels of the college infrastructure in regards to policy processes, program revision and delivery, and creating welcoming spaces for Indigenous learners and employees.

¹ British Columbia (2012). Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, p. 11.

Proposed Programs and Activities for 2017/18

Title		Aboriginal Service Plan Coordinator	
Minimum or Additional Funding	Minimum funding		
New or Continuing	Continuing		
Category	Partnership and engagement		
Description	This project provides for 1 FTE Aboriginal Service Plan (ASP) Coordinator position whose responsibilities include maintaining and further developing relationships with communities, stakeholders and Camosun faculty and staff to support implementation of the Aboriginal Service Plan; and ensuring that all aspects of the ASP are well managed. In addition the position seeks funding for new projects or to enhance ASP or ASP-related projects.		
Rationale	This project works in collaboration with the IECC Chair to oversee the development and delivery of our ASP. The project ensures all proposed activities are well-managed and completed. The coordinator supports the ASP Advisory and is responsible for reports and proposal. As part of our future planning the coordinator will identify new funding sources to support post-secondary education.		
Related Goals	<p>-Strengthen partnerships and collaboration in Aboriginal post-secondary education.</p> <p>-Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.</p>		
Measuring Success	Measure	Data/Observation	
	Deeper level of engagement with ASP Community	Number of community visits Feedback from surveys	
	Increasing Indigenous voice, advice, decision-making in developing more culturally responsive policies, programs and services for Indigenous learners	Representation on College-wide committees and areas of influence Number of meetings with community members and representation at community based meetings	
	Successful implementation of proposed ASP activities	Final Report	
	Measure overall success of the ASP with Indigenous students	Feedback from surveys	
Location(s)	Lansdowne & Interurban campuses, 10 surrounding First Nation communities, urban community sites		
Timing	Start Date	June 1, 2018	
	End Date	May 31, 2019	
	Duration	12 months	
Future Plans	This project request will continue yearly as it coincides with our continued allocation of ASP funding and supports the work carried out as a result of the ASP.		

Title		Aboriginal Service Plan Coordinator		
Budget		2018/19	2019/20 (Estimate)	2020/21(Estimate)
	Ministry (ASP)	\$99,353	\$100,797	\$106,663
	Institution Contribution	\$27,000 (co-leadership)	\$27,000 (co-leadership)	\$27,000 (co-leadership)
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$126,353	\$115,797	\$121,663
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Salary/benefits	\$99,353		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	n/a			

Title		Community Projects	
Minimum or Additional Funding	Minimum funding		
New or Continuing	Continuing		
Category	Partnerships and engagement		
Description	This year 13 communities/stakeholders groups have proposed to develop and deliver projects that address: transition activities from K-12 to post-secondary; financial barriers for students impacting their access, retention, or completion of post-secondary; culturally relevant activities that bridge community and learners with post-secondary.		
Rationale	Communities have the opportunity to propose the projects they believe will provide the most benefit for their communities – with Camosun providing external support – and which will enhance their access to and engagement with the college on their own terms. These projects recognize community capacity, support further development of community capacity, build trust, and support deeper, more productive relationships. Having control over their own projects was identified by communities themselves as critical to building trust and faith in the College. All such projects are determined to be of value via a community engagement process.		
Related Goals	<ul style="list-style-type: none"> -Increase access, retention, completion, and transition opportunities for Aboriginal learners; -Strengthen partnerships and collaboration in Aboriginal post-secondary education. -Community based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities. 		
Measuring Success	Measure	Data/Observation	
	Maintain or increase level of engagement	Number of community projects completed	
	Increase awareness of post-secondary to community members	Increase in Indigenous student numbers	
Location(s)	13 locations & other sites depending on community projects		

Title		Community Projects		
Timing	Start Date	June 1, 2018		
	End Date	May 31, 2019		
	Duration	Varies depending on project		
Future Plans	We will review this project annually with the ASP Community Advisory Committee to ensure that we are responding to community needs in the most effective way.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$45,000	\$48,000	\$48,000
	Institution Contribution	\$12,500	\$12,500	\$12,500
	Other or In-Kind (Identify Source)	\$30,000	\$36,000	\$36,000
	Total	\$87,500	\$96,500	\$96,500
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	8 First Nation Communities; 2 School Boards; Local IHALA; Metis Nation of Greater Victoria; Victoria Native Friendship Centre	\$3461.54 each x 13 = \$45,000		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	See attached letters from this year's 13 partners acknowledging their communities capacity and readiness to take on community projects this year (Appendix 2).			

Title		Student Belonging Initiative & Enhanced Student Supports
Minimum or Additional Funding	Minimum funding	
New or Continuing	Continuing	
Category	Student support services and initiatives; outreach events and activities	
Description	This project delivers a variety of outreach and engagement activities to Indigenous students on both campuses in order to foster their sense of belonging within the college community including: weekly lunches; cultural learning workshops; welcoming gatherings on both main campuses for students entering in the winter semester; and student forums on the two main campuses and the three Indigenous partnership sites. It supports a part-time coordinator to provide communication support through a variety of media for Indigenous students; provision of tutoring supports that enhance learning skills for students across all of the school/departments; and provides supports to the First Nations Student Association in organizing peer based activities.	

Title		Student Belonging Initiative & Enhanced Student Supports		
Rationale	This initiative is a direct result of consultation with Indigenous Advisors, community personnel who support students (including Band and ASETS education coordinators), and students. We recognize the importance of creating more opportunities for students to come together in groups to foster their sense of belonging. As we create more opportunities for students to engage with each other and with those who support them (including Elders and community people) greater connections amongst students and with Indigenous Advisors will develop. We believe that these activities will increase the retention level of Indigenous students. We will offer activities at both main campuses to ensure that all Indigenous students have an opportunity to engage with each other and share their experiences of being a student at Camosun, as well as some activities at Indigenous sites. Our overall goal is to ensure that we remain student focused in our programs and services: that we meet with students on an ongoing basis to ensure that we are creating pathways to receive and share information. Providing supports to Indigenous students that address their academic, social, and cultural needs and engaging in relationship with the First Nation Student Association enables us to collaboratively respond to emerging student needs.			
Related Goals	-Increase access, retention, completion and transition opportunities for Aboriginal learners; -Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities			
Measuring Success	Measure	Data/Observation		
	Students feel more connected to Indigenous culture	Survey results Attendance at Crafternoons & other cultural activities		
	Students feel a sense of belonging	Survey results Attendance numbers at events		
	Increase in retention, completion	Number of students accessing tutoring supports		
	Camosun College is relevant, responsive, respectful, and receptive to Indigenous learners	Survey results		
Location(s)	Lansdowne, Interurban and in Community			
	Start Date	June 1, 2018		
	End Date	May 31, 2019		
	Duration	10 months (no service July – Aug)		
Future Plans	We plan to continue ongoing support of these activities to provide support to Indigenous students. We will evaluate the effectiveness of these activities on a yearly basis.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$55,647	\$52,802	\$52,927
	Institution Contribution	\$12,000 (finance costs)	\$12,000 (finance costs)	\$12,000 (finance costs)
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$67,647	\$64,802	\$64,927
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Wages/Benefits (20 hours/wk)	\$26,875	\$27,030	\$27,155
	Tutoring	\$11,000	\$9,556	\$9,556
	Activities	\$17,772	\$16,216	\$16,216

Title		Student Belonging Initiative & Enhanced Student Supports	
Activities/ Programs Delivered in Aboriginal Communities (where applicable)			
Support, capacity and readiness of the Aboriginal community	n/a		

Title		Indigenous Advisor	
Minimum or Additional Funding	Additional funding		
Priority Ranking	1		
New or Continuing	Continuing		
Category	Student support service and initiatives		
Description	This project will provide support for a full-time Indigenous Advisor responsible to provide holistic academic support for Indigenous students at Interurban and Lansdowne campus.		
Rationale	We have seen the number of Indigenous students who access our services more than double in number as a direct result of projects initiated through ASP funding. The infrastructure supporting these students has not increased to match the demand. This position helps to support student needs at Interurban campus, which has historically been underserved and now serves students 4 days/week. IECC currently has 3.7 FTE Advisor positions to serve 1,232 Indigenous students at Lansdowne campus, Saanich Adult Education Centre, Songhees Wellness Centre, Victoria Native Friendship Centre and Interurban campus.		
Related Goals	-Increasing access, retention, and completion and transition opportunities for Aboriginal learners; -Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities		
Measuring Success	Measure	Data/Observation	
	Increase access, retention, completion and transition opportunities for Indigenous learners	Number of students supported Survey results	
	Increased sense of well-being and belonging within Camosun College	Survey results	
	Increased connection to culture and provided a safe place to explore Indigenous issues, cultures and history	Survey results	
Location(s)	Indigenous community, high schools, campus		
Timing	Start Date	June 1, 2018	
	End Date	May 31, 2019	
	Duration	12 months	
Future Plans	Continue ongoing support of the 1.0 Indigenous Community Liaison position, to provide a critical liaison between community, schools, students and Camosun and support us in increasing our connections to communities and increasing our number of Indigenous students attending Camosun.		

Title		Indigenous Advisor		
Budget		2017/18	2018/19 (Estimate)	2019/20 (Estimate)
	Ministry (ASP)	\$79,200	\$79,400	\$81,400
	Institution Contribution	\$5000 (supervision)	\$5000	\$5000
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$84,200	\$84,400	\$86,400
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	\$66,200		
		\$13,000		

Activities/ Programs Delivered in Aboriginal Communities (where applicable)

Support, capacity and readiness of the Aboriginal community	n/a
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Title	Elders Initiative
Minimum or Additional Funding	Additional funding
Priority Ranking	2
New or Continuing	Continuing
Category	Student support service and initiatives & Outreach activities and events.
Description	The Elders Initiative provides honorariums, ensuring Indigenous students have access to Elders' services in the classroom, at events, and during one-on-one sessions. It also ensures that the college has access to Elders as it continues to further implement Indigenization across the institution. The project also provides a Coordinator (25%) who is responsible for interacting with and supporting Elders and other cultural knowledge keepers; scheduling presentations; arranging honorariums; and ensuring that faculty and staff understand how to approach and respectfully engage Elders in their work with students.
Rationale	Indigenous learners and communities have fully embraced the Elders programming, in which Indigenous students can access an Elder for support as needed. This program provides the opportunity for Camosun students, staff, and faculty to access the cultural and identity support only an Elder can provide. An essential part of Camosun's work in Indigenous education is the creation of opportunities in which students experience a sense of pride and belonging. This project is an intrinsic component to programming and services offered in Indigenous education, particularly that offered by IECC. Feedback from students and the number of increased requests for the Elders inform our ongoing request to continue this project. This year we have included an additional initiative Elders Supplement (ranked 4) to increase the coordination hours as a response to direct Elders requests and needs.
Related Goals	<ul style="list-style-type: none"> -Strengthen partnerships and collaboration in Aboriginal post-secondary education; -Increase the receptivity and relevance of post-secondary programming and services; -Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities.

Title		Elders Initiative		
Measuring Success	Measure	Data/Observation		
	Increase sense of belonging and well-being for Indigenous students ensuring Camosun College is delivering culturally relevant supports	Survey results		
	Increase cultural awareness across the college for non-Indigenous students, faculty and staff	Number of events & activities utilizing Elders		
	Increasing Indigenous voice, advice, decision-making in developing more culturally responsive policies, programs and services for Indigenous learners	Representation of Elders on College wide committees and areas of influence		
Location(s)	Lansdowne & Interurban campuses, Saanich Adult Education Centre and on the land			
Timing	Start Date	June 1, 2018		
	End Date	May 31, 2019		
	Duration	12 months		
Future Plans	We would like to increase this position to 50% in the coming years to support the work required by the increasing needs of the Elders and the students.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$70,363	\$61,378	\$63,055
	Institution Contribution	\$17,000 (financial supports & supervision)	\$27,000 (financial supports, supervision, honorarium contribution)	\$27,000 (financial supports, supervision, honorarium contribution)
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$87,363	\$88,378	\$90,055
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Salary/Benefits	\$23,823	\$24,838	\$26,515
	Honorariums	\$46,540	\$36,540	\$36,540
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	n/a			

Title		Indigenous Community Liaison		
Minimum or Additional Funding	Additional funding			
Priority Ranking	3			
New or Continuing	Continuing			
Category	Outreach activities & events			
Description	This project supports a full-time position responsible to provide critical liaison between community, schools, students, and Camosun. This position engages Indigenous communities and stakeholders in ASP partnerships that will			

Title		Indigenous Community Liaison		
Rationale	encourage post-secondary education, and to increase awareness of Camosun and post-secondary education among potential students.			
Related Goals	<ul style="list-style-type: none"> -Increasing access, retention and completion and transition opportunities for Aboriginal learners; -Strengthening partnerships and collaboration in Aboriginal post-secondary education; -Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities 			
Measuring Success	Measure	Data/Observation		
	Help facilitate smooth transitions to post-secondary	Number of students intending to transfer to post-secondary in Sept 2018		
	Increase awareness of post-secondary to Indigenous K-12 students	Number of students engaged at Education and Career fairs, visits to schools/classes/community events/information sessions		
	Help facilitate sense of belonging at post-secondary	Number of students engaged and tours conducted at Camosun campuses; information sessions held on campus		
	Strengthen relationships with Indigenous community	Number of community visits, meetings Survey results/feedback from community stakeholders		
	Increase awareness of position amongst Camosun College student services areas of support	Engagement and meetings within the college		
Location(s)	Indigenous community, high schools, Interurban and Lansdowne campuses			
Timing	Start Date	June 1, 2018		
	End Date	May 31, 2019		
	Duration	12 months		
Future Plans	Continue ongoing support of the 1.0 Indigenous Community Liaison position, to provide a critical liaison between community, schools, students and Camosun and support us in increasing our connections to communities and increasing our number of Indigenous students attending Camosun.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$84,465	\$85,310	\$86,588
	Institution Contribution	\$17,000 (supervision & financial supports)	17,5000 (supervision & financial supports)	\$17,000 (supervision & financial supports)
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$101,465	\$102,310	\$103,588
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Wages/Benefits F/T CUPE position; ASP	\$64,465	\$65,310	\$66,588
	Project Costs	\$20,000	\$20,000	\$20,000
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	n/a			

Title		Elders Supplement		
Minimum or Additional Funding	Additional funding			
Priority Ranking	4			
New or Continuing	New			
Category	Student support service and initiatives & Outreach activities and events.			
Description	This initiative will supplement the Elders Coordinator's hours by 25% creating a 50% position.			
Rationale	We made a decision this year to request an increase in Elders funding to directly respond to the requests coming from Elders to ensure that they have time to meet throughout the year. Elders require time to meet and collaborate on how best to plan for and develop a response to the increase demand on their time. The increase in hours provided by this initiative will ensure the Coordinator has the capacity to effectively support and engage with the Elders and facilitate opportunities for the Elders to meet on a regular basis. A decision was made to make this new request in a separate project as to not jeopardize the ongoing work required through the Elders Initiative should it not be approved.			
Related Goals	<ul style="list-style-type: none"> -Strengthen partnerships and collaboration in Aboriginal post-secondary education; -Increase the receptivity and relevance of post-secondary programming and services; -Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities. 			
Measuring Success	Measure	Data/Observation		
	Increase sense of belonging and well-being for Indigenous students ensuring Camosun College is delivering culturally relevant supports	Survey results		
	Increase cultural awareness across the college for non-Indigenous students, faculty and staff	Number of events & activities utilizing Elders		
	Increasing Indigenous voice, advice, decision-making in developing more culturally responsive policies, programs and services for Indigenous learners	Representation of Elders on College wide committees and areas of influence		
Location(s)	Lansdowne & Interurban campuses, Saanich Adult Education Centre, and community locations			
Timing	Start Date	June 1, 2018		
	End Date	May 31, 2019		
	Duration	12 months		
Future Plans	If this initiative is approved we hope to combine it with the ongoing Elder's Initiative to be able to more readily meet the needs of both the Elders and the Students through this initiative.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$23,823	\$24,838	\$26,515
	Institution Contribution	\$5000 (faculty collaboration; supervision)	\$5000 (faculty collaboration; supervision)	\$5000 (faculty collaboration; supervision)
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$28,823	\$29,838	\$31,515

Title		Elders Supplement		
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Salary/Benefits	\$23,823	\$24,838	\$26,515
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	n/a			

Title	Indigenization Initiative
Minimum or Additional Funding	Additional
Priority Ranking	5
New or Continuing	Continuing
Category	Development or enhancement of Indigenous programs or services; Aboriginal Cultural Training for faculty, staff and administration; delivery of programs or courses on campus or in Aboriginal communities
Description	This project co-funds the full-time Indigenization Coordinator position, responsible for the Indigenization Initiative, which is an ongoing college-wide project that incorporates Indigenous ways of knowing, being and doing into curriculum development and delivery; student services; policy and strategic planning; and employee education. The project is largely responsible for changing the way that Camosun does its work, and supports Indigenous students to see their worlds reflected in all aspects of their post-secondary experience.
Rationale	Position co-funded with Camosun within Indigenization Initiative to enable relationship building, support projects and participate in college activities, and advise and lead meetings to carry forward principles of Indigenization across the institution. Indigenization impacts the experience of Indigenous students from curriculum to policy. The coordinator works with employees to build Indigenous history and perspectives awareness so they can contribute to a richer education experience for Indigenous and non-Indigenous students. Indigenization's impact is highly regarded and embraced by leadership, Indigenous community and colleagues.
Related Goals	<ul style="list-style-type: none"> -Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support; -Increase access, retention, completion and transition opportunities for Aboriginal learners; for initiatives that address systemic barriers; -Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities; -Continuous improvement is based on research, data-tracking and sharing of leading practices

Title		Indigenization Initiative		
Measuring Success	Measure	Data/Observation		
	Increasing Indigenous voice, perspectives and advice provided at various levels of the college infrastructure in regards to policy processes, program revision and delivery, and creating welcoming spaces for Indigenous learners and employees	Contributes and leads internal working committees to support systemic change through Indigenization; Advices and mentors program leadership in Indigenizing courses, programs and practice; Collaborates with institutional leadership on initiatives that support Indigenous voice, culture and practice		
	Coaches instructors and staff across the college on life-long learning processes to support systemic change of practice and process	Coordinates and co-facilitates TTW sessions at both campuses; Works with facilitators throughout the year to deliver TTW sessions; Provides mentorship and coaching to faculty and staff for their professional development plans; Collaborates and supports Indigenous-led workshops and courses; advises on community speakers and Indigenous scholars for specific teaching and learning events; Provides Indigenous perspectives and Indigenization expertise as a guest speaker in various classes		
Location(s)	Lansdowne, Interurban and in Community			
Timing	Start Date	June 1, 2018		
	End Date	May 31, 2019		
	Duration	12 months		
Future Plans	We plan to continue this initiative indefinitely based on the continuing need to include Indigenous ways of knowing, being and doing into curriculum development and delivery; student services; policy and strategic planning; and employee education. This position supplements the work needed to respond effectively to the TRC Calls to Action, the Vision 2020 and the Indigenization efforts being undertaken by the College through base funding and other soft funding.			
Budget		2018/19	2019/20 (Estimate)	2020/21 (Estimate)
	Ministry (ASP)	\$51,238	\$51,238	\$51,238
	Institution Contribution	\$97,700 (wages, personnel & expenses & financial supports)	\$97,700 (wages, personnel & expenses & financial supports)	\$97,700 (wages, personnel & expenses & financial supports)
	Other or In-Kind (Identify Source)	\$	\$	\$
	Total	\$148,938	\$148,938	\$148,938
Expense Breakdown for 2018/19 activities/ programs greater than \$20,000 (Ministry funding)	Item	Amount		
	Wages/Benefits (20 hours/wk)	\$51,238		
Activities/ Programs Delivered in Aboriginal Communities (where applicable)				
Support, capacity and readiness of the Aboriginal community	n/a			

Overall Budget

Programs and Activities Supported by Minimum Ministry Funding							
Activity/Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
		Ministry	Institution	Ministry	Institution	Ministry	Institution
Aboriginal Service Plan Coordinator	Partnerships and engagement	\$99,353	\$27,000	\$100,797	\$27,000	\$106,663	\$27,000
Community Projects	Partnerships and engagement	\$45,000	\$12,500	\$48,000	\$12,500	\$48,000	\$12,500
Indigenous Student Belonging Initiatives & Supports	Student support services and initiatives & outreach events and activities	\$55,647	\$12,000	\$52,802	\$12,000	\$52,927	\$12,000
	Sub-Total	\$200,000	\$51,500	\$201,599	\$51,500	\$207,590	\$51,500

Programs and Activities Requiring Additional Ministry Funding								
Activity/ Program Title	Category	2018/19		2019/20 (Estimate)		2020/21 (Estimate)		Priority Ranking
		Ministry	Institution	Ministry	Institution	Ministry	Institution	
Indigenous Advisor	Student support services and initiatives	\$64,465	\$17,000	\$65,310	\$17,000	\$66,588	\$17,000	1
Elders Initiatives	Student support service and initiatives & Outreach activities and events	\$70,363	\$17,000	\$86,217	\$27,000	\$89,571	\$27,000	2
Indigenous Community Liaison	Outreach activities and events & partnerships and engagement	\$84,465	\$17,000	\$85,310	\$17,000	\$86,588	\$17,000	3
Elders Supplement	Student support service and initiatives & Outreach activities and events	\$23,823	\$5,000	\$24,838	\$5,000	\$26,515	\$5,000	4
Indigenization Initiative	Development or enhancement of Aboriginal programs or services; Aboriginal Cultural Training for faculty, staff and administration; delivery of programs or courses on campus or in Aboriginal communities	\$51,238	\$97,700	\$51,238	\$97,700	\$51,238	\$97,700	5
	Sub-Total	\$294,354	\$153,700	\$288,074	\$163,700	\$293,984	\$163,700	

Total Funding (Minimum + Additional)						
	2018/19		2019/20 (Estimate)		2020/21 (Estimate)	
	Ministry	Institution	Ministry	Institution	Ministry	Institution
Total	\$494,354	\$205,200	\$489,673	\$215,200	\$501,574	\$215,200

Appedices

Appendix 1: Student Letters of Support

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

January, 28th 2018

Dear Minister Mark:

My name is Kayla Douglas; I am a recently transferred student of Camosun College to the University of Victoria to finish my joint degree in the Bachelor of Science in Nursing.

To share a little about myself, I am Dene First Nations from Fond-du-lac, Saskatchewan along with Irish and Scottish ancestry. I grew up in the small town of Port Hardy, where I had the privilege to really define the true meaning of growing up in community. Since a young girl, I realized the importance of community and throughout my nursing program it has only been further reiterated as so. With that being said, I have been a grateful visitor here on the territory of the Lekwungen and Wsanec peoples (Victoria, BC) for approximately four years now. It was a bit daunting to be mature student returning for the second time to post-secondary. However, I am proud to say that this time it has been a successful one. I owe my success to the Indigenous community support programs and initiatives that Eye? Sqa'lewen/Camosun College offers. My heart is full of gratitude because of all opportunities these initiatives and projects (*Student Belonging Initiatives; Elders Initiatives; Indigenization Initiatives; Indigenous Advisor; Indigenous Community Liaison; Community Projects; ASP Coordinator*) afforded me, are far beyond anything I ever expected.

I feel as though my words may not do justice to the impact these programs have had on my life. In the last two and half years I attended school at Camosun College I was able to reconnect with 'self' and 'identity', something I feel would have not have otherwise had the opportunity to do. It is having programs such as 'Elder initiatives', and 'student belonging initiatives' that allowed me to find healing and courage to reconnect holistically to mind, body, emotion, and spirit. The feeling of belonging is something we all strive for as humans and I feel that this is the reason for my success in this program. It has also provided me connections to new communities and friendships that will continue on after my degree is complete. I write this in hopes you understand how important it is to fund these program initiatives and projects. As you can see from my journey it has been instrumental in connecting me with other indigenous students, faculty and community members together in order to collaborate, connect, heal, and support each other throughout and towards our truth and reconciliation.

Thank you for your time,



Kayla Douglas



Feb 2, 2018

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

Dear Minister Mark,

My name is Ren Louie, and I come from the Ahousaht First Nation. My traditional name is Wikinanish, which translates to 'Oldest Son'. I have been a student at Camosun College since the fall of 2016. I started my journey out in Brentwood Bay at the Saanich Adult Education Centre in the Indigenous College Prep Program. In 2017, I transitioned over into Indigenous Studies, which is a two year, university transfer Diploma program. My long-term plan is to complete my Bachelor's and Master's degree in education and eventually become a school principal. In my educational journey I have been able to practice and share my traditional knowledge with my academic studies.

The opportunity to combine the traditional teachings and ways of being with westernized educational institutions has been a long time coming, as well as a great step towards reconciliation. The supports I have received at Camosun College allows me to feel at home while walking through my post-secondary journey. The combination of community elders and traditional knowledge keepers in the classroom allows for Indigenous perspectives to take a seat on the highest platform of education.

I had to leave my home community to come here to college and sometimes I feel disconnected from home and my culture. What has helped me to cope are the supports and services available for me at Camosun College.

Sincerely,

Ren Louie

Appendix 2: 2018 Community Project Partners



Pacheedaht First Nation

350 Kalaid Street
Port Renfrew, BC
V0S 1K0
Phone: (250) 647-5521
Fax: (250) 647-5561

January 29, 2018

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

Dear Minister Mark,

Pacheedaht First Nation acknowledges our partnership with Camosun College and strongly supports the work we have been able to collaboratively conduct through the Aboriginal Service Plan its capacity and readiness to take on to benefit Indigenous students and promote post-secondary education to our membership.

The funds we have requested through the 2018/19 ASP Community Project initiative will go directly to supporting students who trying to make ends meet for themselves and their families while attending post-secondary. We hope to assist our students in navigating the often challenging and complex journey of pursuing post-secondary education. As Pacheedaht Nation is a remote community, our members have to leave home for extended periods of time leaving behind their families, communities and their home territory. We appreciate the opportunity to apply for funds that will be directed to students to provide an incentive that will make a difference in their life and encourage them to continue with their studies.

Pacheedaht Administration confirms our capacity and readiness to take on a Community Project with Camosun College and we are in full support of this application and the work proposed in this year's ASP Three Year Plan.

Sincerely,

A handwritten signature in blue ink that reads "April Roper". The signature is written in a cursive style.

April Roper

Pacheedaht Nation Band Manager



Tseycum First Nation

1210 Totem Lane
North Saanich, BC V8L 5S4
Phone: (250)656-0858 FAX: (250) 656-0868

To whom it may concern

Tseycum First Nation has been working on a project that would benefit the upgrading and post-secondary students; as well as students in high school in our community we have called this project Tseycum Education Support. What we have done was purchase a number of gift cards from different stores that we know our families here in Tseycum use as a main source for their shopping. Each student will be rewarded for their attendance and their work that they submit i.e. class project or in class assignments. We strongly believe in achieving a higher education here in Tseycum so we try to show our support to our students in any way shape or form that we can to let them know that we recognize their achievements. We here in Tseycum have a designated employee that specializes in Employment & Education support work and has graciously taken this project on to help support the students in our community. This project has helped our students here with recognizing that what they are doing is hard work and that they are capable of moving forward with their lives, with that in mind comes great rewards.

Sincerely

Xavier Jack
Tseycum First Nation
Employment & Education Support Worker
1210 Totem Lane
North Saanich B.C.
V8L 5S4



ESQUIMALT NATION

1189 Kosapsum Crescent, Victoria, British Columbia, V9A 7K7 Phone: - 250-381-7861

February 1, 2018

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

Dear Minister Mark:

The Esquimalt Nation will be taking on this very worthwhile project to provide assistance to our members continuing on with their Upgrading, School, College and or University opportunities in the future. We have been involved with Camosun College for several years and always found them to be most helpful and always go the extra mile in assisting us any issue we have regarding education for our members through the programs and projects that they offer.

We support Camosun College one hundred per cent and look forward to moving our Nations Members forward within the Post-Secondary system. Thank you in advance for your kind consideration.

Respectfully Yours-

Dorothea Harris

HUY CH Q'U (Thank You!)
Dorothea Harris Education/Program Coordinator
1189 Kosapsum Crescent
Victoria, B.C,
V9A 7K7
Email- dorothea@esquimaltnation.ca
Ph-250-381-7861-Ext-103
Fax-250-384-9309
Cell- 250-896-3467





VICTORIA NATIVE FRIENDSHIP CENTRE

231 Regina Avenue, Victoria, BC V8Z 1J6 Phone: (250) 384-3211 Fax: (250) 384-1586

February 1st, 2018

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

Dear Minister Mark:

We, at the Victoria Native Friendship Centre, are grateful to be applying for the Aboriginal Service Plan funding for this coming year. We are ready and prepared to take on this project, entitled "Strengthening Our Roots" for the fourth consecutive year. For this specific project, this will be the second time that we will be offering a Christmas Honoring Feast for our post-secondary students, whom we are sponsoring for their post secondary education.

With last years ASP funding, we were able to host over 30 students, children, elders, and family members at the friendship centre for a healthy and nourishing, catered dinner. Students have already expressed much gratitude and sentiment about how much they are looking forward to next years event. We anticipate increased attendance for this year, which will mean a wider range of our indigenous community will ultimately benefit. As well, we have already received word from both the caterer and photographer of last years event, that they would be honored to partake in future dinners that we, at the friendship centre are able to host.

It is clear to all involved in this project, that ceremony and gathering together over a good, healthy meal are important cultural practices, which mark a milestone in the educational journey. We know from our work in community, that academia is a stressful and often unbalanced time for students and, through feasting together, we can continue to help students and their families restore holistic balance to their lives.

Judging by the positive feedback that we received this past December, it is evident that future Christmas feasts would be welcomed by our students, colleagues, families and our elders. It would be an honor and a privilege to continue partnering with Camosun College in this project.

Respectively in Community,

Nadia Salmaniw 

ASP Coordinator for the Victoria Native Friendship Centre

WSÁNEĆ SCHOOL BOARD

7449 West Saanich Road (P.O. Box 368)
BRENTWOOD BAY, BC V8M 1R3

ŁÁU, WELNEW
TRIBAL SCHOOL
250.652.1811

250.652.2313 or 250.652.4212 (Admin. Office)
FAX 250.652.6929

SAANICH ADULT
EDUC. CENTRE
250.652.2214

2018-01-26

Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
P.O. Box 9080, Stn Prov Govt
VICTORIA, B.C.
V8W 9E2

Dear Minister Mark,

RE: ASP Community Projects- ASP 2018-2021

On behalf on the WSB and the Tsartlip First Nation, I am happy to offer this letter of support of behalf of Camosun College's Aboriginal Service Plan proposal.

In the past, both the WSÁNEĆ School Board and Tsartlip First Nation have allocated their community project funding to the Saanich Adult Education Centre (SAEC), to assist our Adult Centre in providing our students with a financial stipend. This stipend program is offered on a bi-weekly basis, throughout the school year.

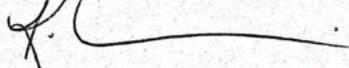
We recognize that many of our First Nations adult learners that attend the SAEC struggle financially. Our students are trying to make ends meet as they raise families and try to find creative ways to provide a better life for themselves, and their children, while they attend school. This can make upgrading, adult graduation, even committing to attend everyday very difficult. The Stipend Program is one way for our students to achieve a retention level that encourages various levels of success, i.e. course completions, college or university pre-requisites, and 'opens the doors' to post-secondary education.

Most of our students are ineligible for funding, other than their local band social assistance program. Therefore, we feel that this relatively small bi-weekly support makes all the difference to our Adult Centre students. Each school year, the enrollment number in our Stipend Program is upward of 25 participants. In September, we meet with students to explain the parameters of the program, and if they are interested in participating, we ask that they sign a contract which outlines the expectations of their involvement. These signed student contracts demonstrate the need for this type of programming in our school.

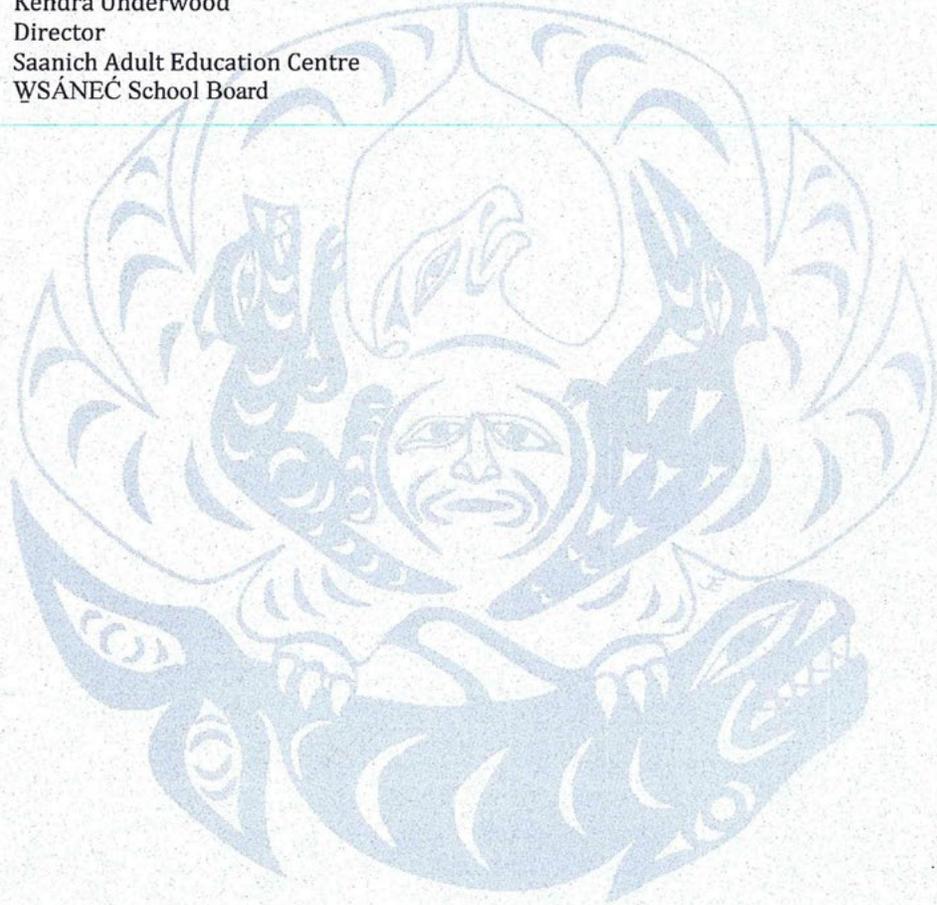
Thank you for the support we have received over the years from the Aboriginal Service Plan to offer this financial opportunity to our upgrading students, and we

thank you in advance for your consideration to continue funding this meaningful student support initiative through Camosun's latest ASP proposal which is attached.

Yours truly,



Kendra Underwood
Director
Saanich Adult Education Centre
WSÁNEĆ School Board





TSAWOUT FIRST NATION

7728 Tetayut Road, Saanichton, BC V8M 2E4

February 1, 2018

ATTN: Tanya Kirkland
Special Projects Coordinator
Centre for Indigenous Education & Community Connections
Camosun College, Victoria, BC

Dear Selection/Review Committee:

Tsawout First Nation Council is pleased to support the attached application from our Education Support Services Manager at Tsawout, in the amount of \$3,000.00 for the Steps to Employment Project.

It always encouraging to see our Education Support Services staff continue to find ways to assist community members work towards their employment goals, and assisting them with a transition plan for post-secondary education is an excellent example.

Should you require additional information, please contact Jessie Jim at 250-652-9101 (ext. 322). Thank you.

Sincerely,


Chief Harvey Underwood
Tsawout First Nation

Phone: 250-652-9101 Fax: 250-652-9114 Office hours: Mon.-Fri., 8:30 am - 4:00 pm



Pauquachin First Nation

January 11, 2018

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

**Re: Aboriginal Service Plan
Letter of Support**

Dear Minister Mark:

Please accept this letter of support for the 2018-19 Aboriginal Service Plan application. Pauquachin First Nation is very proud of the partnership we have with Camosun College. It is built upon a foundation of trust, mutual respect and a deep commitment to education. Throughout the years, this partnership has enabled our community to grow, learn and expand their level of knowledge and experience. It is because of this partnership that our students feel a high degree of support that is seamless as they transition from community to the college campus.

Through the Aboriginal Service Plan, Pauquachin has applied for funding to implement the "Rise Up" project in the community. As a community, we believe this project gives a voice to those community members that may not have considered post-secondary education in the past, and to those who are excited about their current opportunities. It opens doors, while providing access and guidance that is informed, supported and inspired. As a Nation, we have the capacity, ability and determination to deliver this project in partnership with Camosun College. Together we will make a difference in the lives of our post-secondary students, their families and ultimately the community.

Thank you for this opportunity. We are honoured to have a strong and sustainable partner in Camosun College.

A handwritten signature in black ink that reads "SI,OLTENOT ym Bartleman". The signature is written in a cursive, somewhat stylized font.

SI,OLTENOT Bartleman
Councilor
Pauquachin First Nation
250-656-0191 (ph)

Saanich Schools

2125 Keating Cross Road, Saanichton, B.C. Canada V8M 2A5

(250) 652-7300 Fax: (250) 652-6421

February 08, 2018

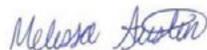
Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Mark:

On behalf of School District No. 63 (Saanich), I would like to forward this letter of support for the Aboriginal Service Plan through Camosun College. For many years, we have shared a remarkable partnership with Camosun College and most recently through our collective work with the Aboriginal Service Plan. We have honoured this relationship through ongoing collaboration and communication that fosters hope, dedication and success in our students. The Aboriginal Service Plan is an opportunity to collectively collaborate for the good of the whole community.

It is here, through the work of the Aboriginal Service Plan, that meaningful learning, growth and transformation can occur for our students and community. We look forward to our continued work together throughout this project, and celebrating its success as more of our Indigenous students complete secondary school and transition into post secondary.

Sincerely,



Melissa Austin
District Vice-Principal, Indigenous Education

MA/sb

Saanich Schools



Visit us at our website: www.sd63.bc.ca

Métis Nation of Greater Victoria
c/o Victoria Native Friendship Centre
231 Regina Avenue, Victoria, BC V8Z 1J6
Phone 250 380 6070 Fax 250 380 6075



7 Feb 2018

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

Dear Minister Mark:

As the President of the Metis Nation of Greater Victoria Association (MNGV) I am very pleased to work with the Aboriginal Service Plan (ASP) committee. Through the service plan, MNGV is able to share, work and learn from the students, staff and the other members of the plan committee. MNGV gets to be part of the developmental process and at the same time is able to share especially with the student population. MNGV has noticed that the more we are able to interact with the students and staff the more we are invited to share Metis culture, traditions and ways of being.

The Aboriginal Service Plan connects Camosun College as an educational institution with Indigenous Nations and communities and through the many aspects of the ASP the Indigenous students are supported on their educational journey.

I strongly support the continuation of the many aspects of the Aboriginal Service Plan and the ways the ASP committee work together to assist in student success.

Respectfully

A handwritten signature in blue ink that reads "Patrick Harriott". The signature is written in a cursive style.

Patrick Harriott
President
Metis Nation of Greater Victoria

Appendix 3: ASP Advisory Letter of Support

January 23, 2018

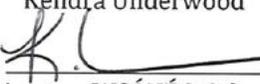
Honourable Melanie Mark
Minister of Advanced Education, Skills and Training
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

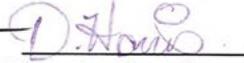
The Aboriginal Service Plan Community Advisory Committee (ASPCAC), is a subcommittee of the College's Indigenous Advisory Council we represent the interests and concerns of the Indigenous communities and students we serve. Together these committees engage in relationship and maintain lines of communication to the senior leadership of the College. The ongoing funding provided by the Ministry of Advanced Education supports the delivery of essential supports and services which increase access, retention, completion and successful transition of Indigenous learners.

Membership on the ASPCAC includes representation from Songhees Nation, Esquimalt Nation, Scia'new Nation, T'Sou-ke Nation, Pacheedaht Nation, Malahat Nation, Tsawout Nation, Tseycum Nation, Pauquachin Nation, Tsartlip Nation; the local Indigenous Adult and Higher Learning partner, WSÁNÉC Adult Education Centre; School Districts 61, 62, 63; Métis Nation of Greater Victoria; Victoria Native Friendship Centre; University of Victoria and Camosun College First Nations Students Association.

As designated representatives from each of our Nations or organizations we the undersigned are pleased to work in collaboration with Camosun College to submit the ASP Three Year Plan for 2018/19 – 2020/21.

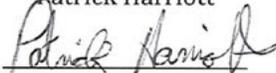
With respect,

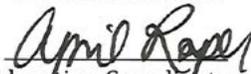
Kendra Underwood

Director, WSÁNÉC School Board

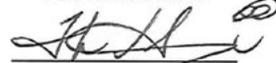
Dorothea Harris

Education Coordinator,
Esquimalt Nation

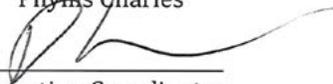
Renee Racette

CEO, Malahat First Nation

Patrick Harriott

President, Métis Nation of
Greater Victoria

Amanda Hamilton

Education Coordinator,
Pacheedaht First Nation
Band Manager

Theresa Dubas

Life Coach/Education
Coordinator, Pauquachin First
Nation

Phyllis Charles

Education Coordinator,
Scia'new First Nation

Nella Nelson

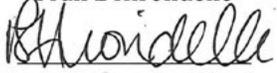
Coordinator, Aboriginal
Education School District 61 &
Chair, Camosun College
Indigenous Advisory Council

Kathleen King-Hunt

District Principal, Aboriginal
Education School District 62

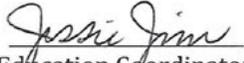
Melissa Austen

District Vice-Principal
Indigenous Education School
District 63

Fran L'Hirondelle

Director, Education Services
Songhees Nation

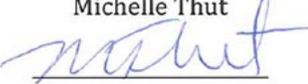
Karen Harry

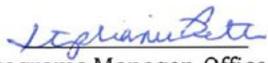
Tsartlip First Nation
Administrator

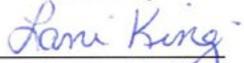
Jessie Jim

Education Coordinator,
Tsawout First Nation

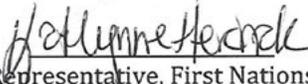
Xavier Jack

Employment & Education
Coordinator, Tseycum First
Nation

Michelle Thut

Administrator, T'Sou-ke First
Nation

Samantha Etzle

per Programs Manager, Office of
Indigenous Academic &
Community Engagement
University of Victoria

Lani King

Director, Career Employment
& Education Resources
Victoria Native Friendship
Centre

Katlynn Herchak

Representative, First Nations
Student Association

Appendix 4: Indigenization Committee Letter of Support



January 8, 2018

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

The Indigenization Committee (IC) is a college-wide group with membership from various levels of the college including support staff, faculty, senior leadership and executive, a First Nations Student Association representative, and the Chair of the Aboriginal Advisory Council.

The purpose of the IC is to support Indigenization at Camosun College in collaboration with the Indigenization Coordinator's efforts & priorities to:

- meet the goals of *Inspiring Relationships: Indigenization Plan*;
- support the strategic and reconciliation goals of the college; and
- guide Camosun's accountability to the Provincial Aboriginal Service Plan as it pertains to Indigenization.

We agree that the Aboriginal Service Plan (ASP) has been instrumental in moving Indigenization forward at Camosun College and supports our ability to engage with the Truth and Reconciliation Commission's *Calls to Action*. The four corner post model touches every area of the institution: curriculum; student services; employee education; and policy and planning. Specific initiatives to highlight include:

- The appointment of Janice Simcoe the Director of Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections, to the Senior Leadership Council
- Indigenization and Reconciliation continue to inform and influence the Colleges Strategic Plan
- The HR departments capabilities framework includes Indigenization and Intercultural competencies
- HR onboarding process now includes Indigenous ways of doing in new employee welcoming activities
- Indigenization experts now sit at all levels of the curriculum approvals process
- The work of the Indigenization Coordinator has brought awareness to the College of a further need to support the Indigenization of curriculum and employee education the College has responded with an appointment of a dedicated curriculum design expert who works out the Teaching and Learning Centre.

These programs and services, developed in collaboration with Aboriginal communities and organizations, indicate that Indigenization has a strong presence at the college. We the undersigned are

pleased with support provided by the ASP to Indigenization at the college. We fully endorse the ongoing work that is possible through the continued support of the ASP initiative.

Vice-President, Education



John Boraas

Chair, Indigenization Committee



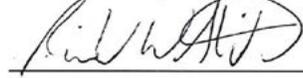
Diane Biin

Vice President, Student Experience



Joan Yates

Dean, School of Business



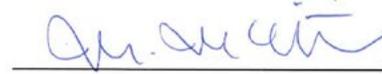
Richard Stride

Faculty, School of Trades and Technology



Rod Lidstone

Faculty, School of Health and Human Services



Martha McAlister

Indigenous Advisory Council



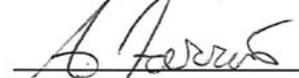
Nella Nelson

Director, Library and Learning Services



Sybil Harrison

Specialist, Human Resources



Anita Ferriss

Faculty, Camosun International



Anna Stein



Faculty, Arts & Science

Alexis Martfeld
Alexis Martfeld

Faculty, School of Arts & Science

K. Pitman
Kelly Pitman

Faculty, Centre of Excellence for Teaching and Learning

P. Odyński
Patti Odyński

Representative, First Nations Student Association

Katelynne Herchak
Katelynne Herchak

Director, Education Planning

Steven Rumpel
Steven Rumpel

Faculty, ASP Coordinator

Tanya Kirkland
Tanya Kirkland

Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections

Janice Simcoe
Director Janice Simcoe

Dean, School of Access

Ian Humphries
Ian Humphries

Appendix 5: Camosun College's Response to the TRC Calls to Action Support



PROJECT CHARTER: INDIGENIZATION AND RECONCILIATION

A. Details

SPONSOR: SENIOR LEADERSHIP COUNCIL

PROJECT MANAGEMENT TASK FORCE: CORRINE MICHEL, JANICE SIMCOE, TODD ORMISTON, SANDEE MITCHELL, TANYA KIRKLAND, FAYE MARTIN, DIANNE BIN, BARNEY WILLIAMS, BERNADINE MAWSON, CYNTHIA SMITH, STEVEN RUMPEL, KATELYNNE HERCHAK, SYBIL HARRISON, IAN HUMPHRIES, NELLA NELSON

PROJECT DURATION: WINTER 2016 THROUGH FALL 2019

DATE: JANUARY 25, 2018

B. Purpose

In order to address the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission (TRC) made a number of calls to action that will help the nation heal from the legacy of residential schools. The TRC (2015) states that "reconciliation is about establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples in this country". The purpose of this project is to strategically coordinate indigenization/reconciliation efforts across the institution, ensuring that the management of the scope and sequence of the overall initiative is shared, and that responsibility for the projects rests with those most impacted and most capable of seeing it through to completion.



C. Why are we undertaking this project?



"Education brought us here;
education will help us get away from this"
-Justice Murray Sinclair,
Chair of the Truth and Reconciliation Commission

As educators, we live and work within systems that, not so long ago, caused great harms to Indigenous children, their families, their communities, and their nations. The pain that emerged from this is unspeakable and intergenerational.

As educators, we embrace the opportunity to engage with Indigenous learners and communities to recreate a relationship with education and educators.

As educators, we embrace the opportunity to support non-Indigenous learners to know those things that have been hidden from them about our shared history and to learn how to live well and in good relationship with Indigenous peoples.

As educators, we acknowledge that the economic, social, cultural and environmental decisions we make, and which we prepare our students to undertake, require ongoing relationships with Indigenous nations based on respect for the value of traditional knowledge & ethics that stems from the unique relationship between Indigenous peoples, the lands, and waters.

As educators, we have an obligation to the current and future health and well-being of our students and we embrace the opportunity to provide all students with knowledge, skills and relational understanding that will enable them to engage live and work in a socially just way.

Indigenous youth are the fastest growing population in our country and as such, we are compelled to be prepared to serve them in a way that benefits the individual, the family, the Indigenous and non-Indigenous communities equally well.

To be an active and engaged citizen in Canada, one must learn about Indigenous peoples, Indigenous perspectives and relational practices. This learning has the potential to influence the social, cultural, environmental and economic fabric of our society.

D. What is our Vision?

	<p>We envision:</p> <ul style="list-style-type: none">• Students and employees who are open and receptive to transformative learning• Students and employees with an awareness that allows for fair and just treatment of Indigenous peoples'• Students and employees who have appreciation for and empathy for Indigenous peoples'• Passionate and engaged students and employees. <p>We envision:</p> <ul style="list-style-type: none">• Our community treating all people with respect• A culture of learning about Indigenous perspective• Positive interactions• A culture of knowing how to be respectful of all cultures• Student and employees feeling safe and informed enough to respond to ignorance and racism with eloquence and heart <p>We envision:</p> <ul style="list-style-type: none">• Students and employees learning about Indigenous peoples'• Engaged faculty hired, in part, for their cultural competencies• A suite of learning opportunities to understand the past, the present, and the future as they pertain to Indigenous/non-Indigenous relationships• Students and employees working towards overcoming ignorance• Appreciation of small steps <p>We envision:</p> <ul style="list-style-type: none">• Active, engaged, informed citizens• Appreciation for and learning from our culturally diverse world• Camosun playing a leading role in making this vision a reality• A guilt-free understanding of our shared history and our common future
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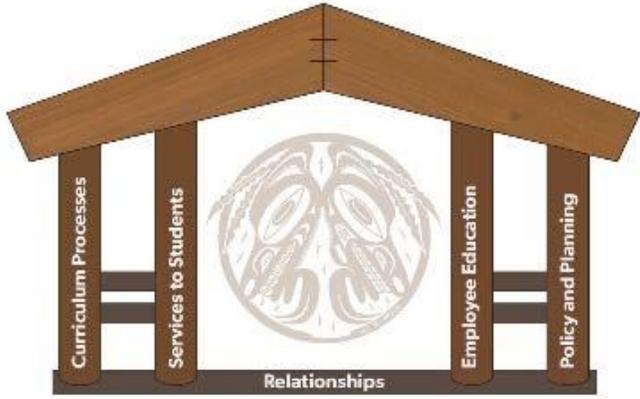
E. Indigenous Education, the Indigenization Plan, and the TRC Recommendations

	<p>Camosun College is committed to Indigenous education.</p> <p>Eyē? Sqâ'lewen: The Centre for Indigenous Education & Community Connections, as it currently known, has been part of the college, in various forms, since 1991. The college's community-based Indigenous Advisory Council has guided Eyē? Sqâ'lewen, and our President, since this time. Eyē? Sqâ'lewen's primary roles have always been student support, Indigenous community relationship, Indigenous programming and educating non-Indigenous staff, faculty, and students about Indigenous history, knowledge, and ways of being. In 2006, Camosun launched the Indigenization Project to support the college as a whole to participate in Indigenous education and – although the language was a little different at that time – reconciliation. Camosun's Indigenization Initiative, as it is now known, is built on more than two decades of relationship and dialogue about reconciliation.</p> <p>The premise of Indigenization is to respond to the distinct social, political, cultural, economic, relational, and educational realities of Indigenous people. Camosun College has developed a clear Indigenization Plan to ensure that all:</p> <ul style="list-style-type: none">• Indigenous students see their world and realities reflected in the way that Camosun educates and operates and;• Non-Indigenous students come away from Camosun better prepared to live alongside, and build better relationships with Indigenous people <p>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 and reconciliation broadens the college and its communities' capacity to recognize, respect, acknowledge and integrate Indigenous worldviews thereby:</p> <ul style="list-style-type: none">• Making the institution more welcoming and relevant to Indigenous learners;• Preparing non-Indigenous students, graduates, and employees to better understand and co-exist with Indigenous peoples; and• Highlighting Camosun's capacity for creativity, innovation, and imagination in working towards reconciliation.
--	--

F. TRC Recommendations framed within Camosun's Indigenization Plan



Four Corner Post-Model of Indigenization:



The Indigenization Plan is symbolized by a longhouse model whose corner-posts represent four core functions of the college: curriculum processes, services to students, employee education, and policy and planning. Indigenization is built upon the foundation of relationships – with Indigenous students and communities, with colleagues and allies within Camosun, and with other educational institutions and organizations on the island and across the province.

G. Guiding Principles for Outcomes

	<ol style="list-style-type: none">1) Reconciliation We will focus our efforts on the four key components to education for reconciliation, and on best practice in providing services to Indigenous students<ol style="list-style-type: none">(i) Curriculum that includes Indigenous content, knowledge, and teaching methods(ii) Teacher/instructor training(iii) Student capacity for intercultural understanding, empathy, and mutual respect(iv) Research that advances understanding of reconciliation2) Indigenous ways of knowing, being, doing, and relating will inform our process3) Transparency4) Collaboration This project will be a College-wide collaborative effort. Regardless of reporting structures and authorities, all employees will need to work together toward the goal of providing the best educational experience for all students5) Consistency We will ensure that our services and learning supports are offered in a fashion that is consistent in philosophy, nature and delivery.6) Effectiveness & Quality We will provide clear timelines and objectives and regularly measure our effectiveness in meeting our stated objectives.7) Sustainability We will deliver services and learning supports in a fashion that promotes the most effective use of human, physical and financial resources.8) Mandatory Learning versus Mandatory Courses Generally speaking, our preference is to embed Indigenization into curriculum versus requiring mandatory courses, recognizing that some Schools may see value in a mandatory foundational course in some programs. There is no 'one size fits all' approach, or a single solution. Different Schools and other pockets of the College can do things differently to make this work.
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Students will benefit from an Interdisciplinary approach, of being exposed to different ways of thinking and understanding. At the same time, we want to ensure they are exposed to values and traditional teachings from local communities and that community members, including Elders and local people are engaged.

We want to create safe spaces for Indigenous and non-Indigenous students to learn.

PEOPLE & PLANNING

H. Steering Committee and Task Force

	Steering Committee (SLC)
	Sherri Bell, President (Chair)
	Support: Rachelle Dyer, Executive Assistant
	Laura-Lea Berna, Chief Information Officer
	Christiaan Bernard, Director, Camosun International
	John Boraas, Vice President, Education
	Shane Busby, Vice President, Administration
	Dalia Gonzalez Harney, Director, Ancillary Services
	Janice Hanna, Director, Continuing Education and Contract Training
	Scott Harris, Registrar
	Sybil Harrison, Director, Learning Services
	Dan Hodgson, Director, Institutional Research & Planning
	Debbie Hlady, Dean, Arts and Science
	Deborah Huelscher, Chief Financial Officer
	Ian Humphries, Dean, School of Access, Co-leader, Eye? Sq?lewen
	Jody Kitts, Director, Advancement & Alumni Engagement
	Steven Rumpel, Director, Education Planning
	Eric Sehn, Dean, Trades & Technology
	Barb Severyn, Executive Director, Human Resources
	Janice Simcoe, Director, Eye? Sq?lewen: The Centre for Indigenous Education & Community Connections
	Nancy Sly, Director – Applied Learning (Co-operative Education & Career Services)
	Cynthia Smith, Dean, Health & Human Services
	Richard Stride, Dean, School of Business, Director, CSEE
	Ian Tol, Director, Facilities Services
	Tim Watzak, Director, Applied Research & Innovation
	Geoff Wilmschurst, Vice President, Partnerships
	Joan Yates, Vice President, Student Experience
	Task Force
	Dianne Biin, Indigenization Coordinator
	Sybil Harrison, Director, Learning Services
Katelynne Herchak, First Nations Student Director	
Ian Humphries, Dean, School of Access	
Tanya Kirkland, IECC faculty	
Faye Martin, Indigenous Advisor	
Bernadine Mawson, Elder	
Corrine Michel, Applied Learning Coordinator	
Sandee Mitchell, IECC Program Leader	
Nella Nelson, Chair, Indigenous Advisory Council (IAC), to be invited	
Todd Ormiston, IECC Chair	
Jonathan Ruhl, Marketing & Communications Strategist	
Steven Rumpel, Director, Education Planning	
Janice Simcoe, Director, Eye? Sq?lewen: The Centre for Indigenous Education & Community Connections	
Cynthia Smith, Dean, Health & Human Services	
Barney Williams, Elder	
Lori Zehr, Interdisciplinary Education Coordinator, Health and Human Services	

I. Communication Plan

	<p>The purpose of our communications plan (attached) is to earn Camosun community support to embed our responses to the Truth and Reconciliation (TRC) Calls to Action into our Indigenization Plan by generating college-wide awareness and approval of our responses.</p>
--	---

J. Indigenization and Reconciliation Project Plan
SPECIFIC ACTIONS, MILESTONES AND TIMELINES – JANUARY 25TH, 2018



Curriculum Development & Delivery

As educators, we recognize that it is important for Indigenous learners to see themselves and their communities reflected in the content and teaching approaches of programs and courses across the College.

Moreover, as educators, we embrace the opportunity to support non-Indigenous learners to know those things that have been hidden from them about our shared history and to learn how to live well and in good relationship with Indigenous peoples.

Specific Actions	Who	Start/Completion Date	Resources
1. Integrate circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs [facilitated by increasing opportunities for employees to complete TTW	John	Fall 2016 – Fall 2019	Fiscal 17/18/19
2. Develop Indigenous-focused required learning for all applicable programs <i>Applicable programs identified through ELT discussion as BSN, ELC, CRIM JUSTICE, PRE SOCW</i>	John	Fall 2016 - Fall 2019	Fiscal 17/18
3. Support faculty to indigenize teaching and learning experiences in programs and courses. This could include the application of indigenous teaching and learning processes and strategies and/or	John	Fall 2016 - Fall 2019	Fiscal 17/18

<p>course and program planning that includes learning outcomes and practices that reflect inclusion of contextualized indigenous content or traditional knowledge appropriate to the discipline. Indigenization of programs and courses may take the form of formal learning experiences (e.g. IST 120, HLTH 111), teaching through circle, intentional application of indigenous models such as the Circle of Courage approach to teaching/learning practices, or indigenization as a curricular theme.</p> <p>Facilitate the use of courses like IST 120 and HLTH 111 as electives for students Indigenous course offerings students.</p>			
4. Explore programming to meet relational and cultural leadership needs in Indigenous communities and organizations (IECC and School of Business)	John	Fall 2016 - Fall 2019	Fiscal 18/19
5. Develop and provide learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues [Also included under Relationships corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19
6. Facilitate the archiving of Indigenous peoples' artwork. Potential use of 3D scanners and printers	John	Fall 2016 – Fall 2019	Fiscal 18/19
7. Explore new pathways between Indigenous and non-Indigenous programs	John	Fall 2016 - Fall 2019	Fiscal 18/19
8. Explore domestic and international field schools, for example with Maori students and institutions	John	Fall 2016 – Fall 2019	Fiscal 18/19
9. Develop a pedagogical task force to identify facilities requirements for Indigenized teaching approaches.	John	Fall 2016 – Fall 2017	Fiscal 18/19
10. Develop and implement contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples [Also included under Relationships corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19

Policy, Planning, & Infrastructure			
Policy, planning and infrastructure provides the context that ensures Indigenization and reconciliation processes will continue to move forward at the College.			
Specific Actions	Who	Start/Completion Date	Resources
1. Policy development to enable Indigenous-focused required learning for all applicable programs, and threading Indigenous elements throughout curriculum	John	Fall 2016 - Fall 2019	Fiscal 17/18
2. Policy development to ensure that college policy and planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations Focus in on the development of an Indigenization Policy and an Indigenous Research Ethics Policy	John	Fall 2016 - Fall 2019	Fiscal 17/18
3. Enhance educational planning to support the major goals of Indigenization and Reconciliation	John	Fall 2016 - Fall 2017	Fiscal 17/18
4. Bring more Indigenous presence to SLC.	Sherri	Complete ✓	Fiscal 16/17
5. Ensure the Strategic Plan is informed by Indigenization and reconciliation	Sherri	Complete ✓	Fiscal 16/17
6. Designate September 30 as an annual, college-wide, college-supported Orange Shirt Day	Sherri	Complete ✓	Fiscal 16/17
7. Indigenize hiring practices to value Indigenous competencies and employment of Indigenous people	Barb	Fall 2016 - Fall 2017	Fiscal 17/18
8. Include elements of the TRC calls to action in the Respect in the Workplace program	Barb	Fall 2016 - Fall 2018	Fiscal 17/18
9. Pilot an Indigenous job event for potential employees	Barb	Complete ✓	
10. Establish a Cultural Centre in the new Health and Wellness building, similar to the Wilna Thomas Cultural Centre	Shane	Fall 2018 – Fall 2019	Fiscal 17/18
11. Elders' parking signage	Shane	Complete ✓	

12. Na'tsa'maht wrap & steps to Pit Cook	Shane	Fall 2016 – Fall 2017	Fiscal 18/19
13. Establish Indigenous gathering/learning space at Interurban [and ideally student space in each building]	Shane	Fall 2016 - Fall 2019	Fiscal 17/18
14. Integrate circle learning and other Indigenous teaching methods into non-Indigenous programs. Note infrastructure request for easily movable tables and chairs. <i>[Recommendation also included under Curriculum and Employee Education corner posts too]</i>	John	Fall 2016 - Fall 2019	Fiscal 2017/18/19
15. Provide start-up funding to an Indigenous Research Centre	John	Fiscal 2017/18	Fiscal 18/19

Employee Education

We recognize that many employees and other college contributors did not have the opportunity to learn about Indigenous perspectives, history, and knowledge within their own formal education. We cannot expect employees to integrate Indigenization and reconciliation into their own professional practice without offering them the means to learn how. We will provide as a broad a range of learning opportunities as possible.

Specific Actions	Who	Start/Completion Date	Resources
1. Facilitate an 'issues session' for Board,	Sherri	Complete ✓	Fiscal 16/17
2. Expand offerings of TELFIN TFE WILNEW (TTW) for employees	John	Spring 2016 – Fall 2019	Fiscal 17/18
3. Provide a one-day TRC awareness day in February 2017 for all employees	Sherri	Complete ✓	Fiscal 16/17
4. Incorporate intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Competency Framework.	Barb	Fall 2016 - Fall 2018	Fiscal 17/18
5. Develop and provide more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation	Barb	Fall 2016 – Fall 2019	Fiscal 18/19
6. Indigenize the onboarding process, the welcome orientation, and the employee	Barb	Jan – April 2017	Fiscal 17/18

handbook.			
7. Organize and implement an information campaign to educate the Camosun community and the public about the United Nations Declaration on the Rights of Indigenous Peoples	Joan	Fall 2016 - Fall 2017	Fiscal 17/18
8. Integrate circle learning and other Indigenous teaching methods into non-Indigenous programs [facilitated by increasing opportunities for employees to complete TTW]. This recommendation is dependent upon employee education. Note request for easily movable tables and chairs. <i>[Recommendation also included under Curriculum and Policy corner posts too]</i>	John	Fall 2016 - Fall 2019	Fiscal 17/18/19
9. Calendarize Indigenous events	IECC	Fall 2016 - Fall 2017	Fiscal 18/19
10. Pilot the development of cultural camps for students and employees, including college leadership	IECC	Fall 2016 - Fall 2017	Fiscal 17/18
11. Devote part of the Eyē? Sqâ'lewen website to reconciliation information and support	IECC	Winter 2017	Fiscal 18/19
Student Services			
We recognize the value of creating a learning and service environment where Indigenous students feel a sense of welcome and belonging.			
1. Establish a culturally grounded student services centre for Indigenous students	IECC, School of Access	Complete ✓	
2. Establish processes to facilitate Indigenous student sponsorship processes.	Student Services, Bookstore and IECC	Complete ✓	
3. Establish Elders' services for Indigenous students	IECC	Complete ✓	
4. Hire an Indigenous Student Counsellor	Counselling Centre/ Student Services	Complete ✓	

Relationships

Relationships – with students and community, and amongst colleagues and like-minded institutions – are critical to the work of Indigenization and reconciliation

Specific Actions	Who	Start/Completion Date	Resources
1. Work with other Island Corridor institutions (UVIC, RRU, VIU, NIC) to implement TRC recommendations	Sherri	Spring 2016 – Sept 2016	Fiscal 18/19
2. Develop and provide learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues [Also included under Curriculum corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19
3. Develop and implement contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples [Also included under Curriculum corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19
Project Closure			
1. Report Out To Sponsor & Others			
2. Communicate Conclusion			
3. Evaluate (lessons learned)			
4. Celebrate			

Appendix 6: Camosun College Indigenous Student Numbers

Headcount

Sum of HEADCOUNT		PERIOD <input type="checkbox"/>				
INSTITUTION	<input checked="" type="checkbox"/> ABORIGINAL_EVER_SUMMARY	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
<input checked="" type="checkbox"/> CAM	Non-Aboriginal	17,322	17,202	17,378	18,204	18,195
	Aboriginal	1,054	1,190	1,170	1,147	1,232
CAM Total		18,376	18,392	18,548	19,351	19,427
Grand Total		18,376	18,392	18,548	19,351	19,427

Full time Equivalency

Sum of FTE			
INSTITUTION	<input checked="" type="checkbox"/> FISCAL_YEAR	<input checked="" type="checkbox"/> ABORIGINAL_EVER	<input checked="" type="checkbox"/> Total
<input checked="" type="checkbox"/> CAM	<input checked="" type="checkbox"/> FY 2012-13	Aboriginal	710.00
	<input checked="" type="checkbox"/> FY 2013-14	Aboriginal	790.94
	<input checked="" type="checkbox"/> FY 2014-15	Aboriginal	722.37
	<input checked="" type="checkbox"/> FY 2015-16	Aboriginal	731.17
	<input checked="" type="checkbox"/> FY 2016-17	Aboriginal	797.62