Territorial Acknowledgment

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

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

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

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

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

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

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

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

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

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

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

The college’s education plan Inspiring Learning states:

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

Inclusion within the education plan indicates that the Indigenization Plan is serving the needs of Aboriginal students and communities and is thus serving us all as we strive for equity. We can build a better tomorrow by recognizing and acknowledging the strength and resilience of Aboriginal students and their communities by: listening to one another; creating new programs and courses; adapting the ways services are provided; and engaging in lifelong learning through intercultural competency development in courses like TELŦIN TŦE W̱ILṈEKW. These activities create incremental changes in habits of thought and action that produce a synergistic effect that influences our daily interactions and ultimately affects the culture of the organization. Thus, Indigenization supports necessary social change and provides a basis for continuing economic development amongst Aboriginal communities through Camosun’s Aboriginal graduates who are our next generation of leaders. As well, the Indigenization Plan addresses provincial mandates around Aboriginal education.
Investing in post-secondary education and training for First Nations, Métis and Inuit peoples will help address forecast labour market shortages, position Aboriginal British Columbians to take advantage of the economic opportunities that exist in the province, and enhance their participation in the social, cultural and economic life of their communities, the province and global society. The benefits of post-secondary education accrue to individuals, communities and society, and are associated with better labour market outcomes, better health outcomes, better outcomes for children, lower crime rates, and higher levels of civic participation.

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

Ongoing support for Indigenization at all levels of the college is critical because Indigenization plays a key role in Camosun’s vision of being Canada’s college of life changing learning. Indigenization is a moral imperative but it also contributes substantially to the college’s goals of providing opportunities and impacting social and economic development. There are at least 1,000 Aboriginal students enrolled at the college, constituting nearly 10% of the student population. Thus, Camosun has a logical, as well as a moral imperative but it also contributes substantially to the college’s goals of providing opportunities and impacting social and economic development. There are at least 1,000 Aboriginal students enrolled at the college, constituting nearly 10% of the student population. Thus, Camosun has a logical, as well as a moral imperative but it also contributes substantially to the college’s goals of providing opportunities and impacting social and economic development. There are at least 1,000 Aboriginal students enrolled at the college, constituting nearly 10% of the student population. Thus, Camosun has a logical, as well as a social, reason to support Indigenization.

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

The benefits of post-secondary education accrue to individuals, communities and society, and are associated with better labour market outcomes, better health outcomes, better outcomes for children, lower crime rates, and higher levels of civic participation.

Inspiring Lives – Alignment with the College’s Strategic Plan

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

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

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

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

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

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

History of Indigenization

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

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

Consultation Process

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

Indigenization and the Aboriginal Service Plan (ASP):

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

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

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

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

The Aboriginal Service Plan provided the resources necessary to hire employees targeted to meet the three overarching Ministry goals. For details on the ASP’s strengths, challenges, opportunities and lessons to date, see page 19.
Indigenization Plan (2013)

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

Corner Post 1: Curriculum Development and Delivery

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

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

Corner Post 2: Services for Students

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

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

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

Stakeholders

1. **Project Co-Sponsors**: Sarah Loewen, Acting Director of Aboriginal Education & Community Connections, will be responsible for ensuring that necessary resources are in place to complete the project. John Boras, VP Education, will also provide guidance regarding reporting-out on project progress to College management groups. Janice Simcoe, Chair of Aboriginal Education & Community Connections is the chief advisor to the project and will provide guidance to the Project Leader throughout the project.

2. **Indigenization Steering Committee** is a group with representation from across the institution that provides advice to the Indigenization Coordinator.

3. **ASP Community Advisory Committee** is a group that the Indigenization Coordinator reports to. It includes more than 20 members from our region’s Aboriginal Nations and organizations, secondary and adult education providers.

4. **Project Leader**: Corrine Michel will be the project leader and will ensure the project meets its objectives on target and on budget. The project leader will update and consult with Janice Simcoe weekly on project status, and with Sarah Loewen monthly on key aspects of the project, calling upon their assistance when necessary.

5. **Faculty from the Centre of Excellence for Teaching & Learning, schools, and departments** will be involved to assist in the development of the curriculum and its delivery.

6. **Project Work Team** will plan and guide the project through to completion. Members are Corrine Michel, Janice Simcoe and members of the Indigenization Steering Committee and college employees engaged in project working groups.

6. **Project Support**: Doreen Provencher, Assistant to the Director for AECC, will provide general support to the project.
Appendix A – Projects Completed Prior to Indigenization

Corner Post 1: Curriculum and Delivery

School of Access/First Nations Education and Services Department

- Access Programming:
  - SISB (1980s)
  - VNFC (1990)
  - Songhees (2000)
  - Cultural teachings provided by the partner are included in the ABE programs

  - Offered 5 FN specific courses
  - Partnered with Arts and Sciences to ensure their courses were appropriate to the program (see Arts and Science)
  - First Nations Health and Education Access program (2005)
  - The Dean of the School of Access advocated First Nations involvement in all FN-related curricula.

- School of Arts and Sciences
  - Sociology 104 and 106 are the oldest continually-run Aboriginal Studies courses in the province.
  - A&S faculty worked closely with First Nations Education in the development of FNCS.
  - A&S developed 5 of their own FN-specific courses
  - UT courses within FNCS were indigenized for FNCS program offerings.
  - The Criminal Justice department began development of at least one more FN course.
  - The Environmental Technology program expressed interest in developing a First Nations component to its offering.
  - The Visual Arts program developed a First Nations Studio Arts course
  - The Applied Communication department put in place a limited time reserved seat for a First Nations student
  - The Psychology department consistently included First Nations presentations and material in its delivery of Psych 257 (Intercultural Communication).

- School of Business
  - Partnered with UBC as a provider of the Chinook program which leads into the Bachelor of Commerce degree.
  - Supported in principle the development of the First Nations Community Enterprise program
  - Provided consultative support in the development of FNCEP 160, Indigenous Cultural Tourism

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

Infrastructure:
- Senior Leadership Council
- Aboriginal Advisory Council (Indigenous community)
- Aboriginal Service Plan Advisory Council (subcommittee of Aboriginal Advisory Council)
- Education Council
- School of Access
- School of Arts and Science
- School of Business
- School of Health and Human Services
- School of Trades and Technology
- Indigenization Steering Committee (Camosun College community)
Corner Post 2: Services for Students

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

• School of Health and Human Services
  - Native Indian Teacher Assistant program (1989-1993)
  - First Nations Teacher Assistant program (1994-1995)
  - First Nations Family Support Worker (1996)
  - Co-developed an on-reserve Family Child Care certificate program
  - Supported the development of the First Nations Limited Priority Admissions process (FNLPAP). All FNLPAP seats are HHHS seats.

• School of Trades and Technology
  - Supported:
  - development of the First Nations Civil Engineering Access program
  - numerous recruitment activities for First Nations technology students
  - development of a Civil Environmental Technician program, which has Aboriginal context as a first principle
  - Faculty member to develop national Aboriginal Competencies in technology fields (in progress)

• Cooperative Education
  - Supported and provided:
    - a co-op course and services in FNCS for its first two years. Lack of First Nations community-based co-op placement opportunities resulted in this service ending.

• Camosun International
  - Supported:
    - the development of a Summer Institute for international students in First Nations Studies (in partnership with SISB)
Corner Post 3: Policy Development and Strategic Planning

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

Corner Post 4: Employee Education

- Innovations/Connections Days, annually from 1992 to 2005
- Beyond Potlucks and Feathers, a cross-cultural training course provided through Continuing Education (CE)

Appendix B – Indigenization Steering Committee

Anita Ferriss – Health & Human Services
Anna Stein – International
Eric Sehn – Trades & Tech
Franklyn Roy – Access
Janice Simcoe – AECC
Joan Yates – Communications and Advancement
Jody Isaac – Access
Josh Goodwill – First Nations Student Association
Karen Giffon – Business
Karin Kaercher – Education Research & Development
Kelli Moorhouse – Arts & Science
Kelly Pittman – Arts & Science
Nella Nelson – Aboriginal Advisory Council
Patti Odynski – Education Research & Development
Phyllis Manchester-Duvall – Health & Human Services
Richard Stride – Dean of Business
Sarah Loewen – Access
Susan Chandler – Distance Education
Susanne Thiessen – Business
Sybil Harrison – Library
Tommy Happynook – AECC
Appendix C – Indigenization and the Aboriginal Service Plan

Curriculum Development and Delivery
To increase a sense of belonging and to offer students curriculum relevant to their needs, Camosun College will work with community to:
- increase the number of programs and courses in each school that include guest speakers from these territories, Indigenous content, and classroom practices consistent with providing a sense of belonging, mastery, independence and generosity
This work will contribute to increased receptivity, relevance, retention and completion.

Services for Students
To build stronger relationships and enhanced communication with First Nations communities and Aboriginal organizations in these territories, Camosun College will:
- provide academic advising and student services in community
- work closely with community leaders to develop and/or deliver relevant workshops/courses/programs
This work will contribute to increased receptivity, relevance, retention and completion.

Policy and Strategic Planning
To create policies that support the initiatives listed above, Camosun College will:
- encourage faculty involved in curriculum development and delivery to build relationships based on respect and understanding through participation in community-led initiatives
- raise the profile of hiring staff and faculty with strong Aboriginal perspectives.
This work will encourage faculty involved in curriculum approvals to require evidence of Indigenization of new programs and courses. And, this work will contribute to increased receptivity, relevance, retention and completion.

Employee Education
To increase feelings of welcome and belonging and to better support students in a spirit of respect and understanding, Camosun College will work with community to provide all employees the opportunity to learn about:
- the history and culture of the people of the land (Coast Salish/Straits Salish)
- the history and culture of the Métis and Inuit people
- the main elements of an Indigenous pedagogy and world view
- the issues faced by the Native urban population which represents 70% of Aboriginal people.
This work will contribute to increased receptivity, relevance, retention and completion.

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

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

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

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

Valuable community contributions and volunteer support – The communities and organizations we are working with on Community Projects are equally committed to the goals of the ASP, and are providing significant monetary and volunteer support. Long-standing educational affiliation agreements – Camosun College has had educational affiliation agreements with the Lkwungen (Songhees) Nation and Victoria Native Friendship Centre since 2005, and with the W̱SÁNEĆ School Board (formerly Saanich Indian School Board) since 1995. Through the ASP, we have been able to build on our existing affiliations and increase the number of co-developed courses and programs delivered on-site, in-community.

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

Close relationship with the University of Victoria – Over 75% of university transfer students from Camosun College move directly on to the University of Victoria – the largest transfer of students between any two institutions in the province.
Challenges
Lack of resources to support on-going presence and/or delivery of some critical ASP initiatives – Although Camosun has taken on base funding responsibility for all or part of some positions that were originally funded through the ASP, it is not able to financially support all important initiatives. These include a position dedicated to supporting Aboriginal community project development (Aboriginal Community Projects Coordinator) and ongoing delivery of the very successful Indigenous Human Services Career Access program (IHSCAP).

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

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

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

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

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

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

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

Na’ts’a’mah’t – We officially opened our new Aboriginal Gathering Place on Lansdowne campus in April 2011. Na’ts’a’mah’t – which means “unity” or “working together as one” in Salish – now provides us with a culturally welcoming building that reflects the character, community and traditions of local Aboriginal people. We use it for events that will further strengthen ties between the College and Aboriginal learners and communities and as a key location for Aboriginal student gatherings and learning opportunities.

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

Projects Coordinator) and ongoing delivery of the very successful Indigenous Human Services Career Access program, an 8-12-month program to help pre-college Aboriginal learners prepare to enter Human Services and Indigenous Studies programs at Camosun. It was so successful, we are now using it as a model for developing a new Indigenous Business Access program, funded by the Royal Bank of Canada, and possibly for a new Indigenous Nursing Access Program (IHSCAP).

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

VING – Camosun is a member of the Vancouver Island Na’ts’a’mah’t Group (VING), along with North Island College, University of Victoria, Vancouver Island University and Royal Roads University. This body of Indigenous education leaders evolved from the former Camosun, Malaspina and North Island College (CMN) committee, but has expanded membership to UVic and RRU over the past two years and become more focused on collaborative strategic direction and systemic change. This group has taken leadership of an emerging provincial consortium of Aboriginal Post-Secondary Leaders and Directors.

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

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

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

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

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

### Minimum Funding Activities

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<th>ASP Goal</th>
<th>Proposed Activity &amp; Description</th>
<th>Activity Category</th>
<th>Rationale</th>
<th>Logistics</th>
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<td>Elders’ Voices Project</td>
<td>Student support services and initiatives</td>
<td>The cultural, emotional, and spiritual support of Elders is critical to Aboriginal health and wellness. Many of Camosun’s Aboriginal students have been fostered or adopted and many live far from their home communities, which mean they do not have access to Elder support. Aboriginal students and communities have identified Elder support as crucial to retention.</td>
<td></td>
<td></td>
<td>Increased retention through cultural support, identity support, and healing support.</td>
</tr>
</tbody>
</table>

| | | | | | | |
| 1 | Elders’ Voices Coordinator | Student support services and initiatives | Traditionally, Elders in Aboriginal communities are supported by a younger person who facilitates their work with the community. Having a Coordinator to liaise between the College and the Elders in the Elders’ Voices Project indicates respect, and will help ensure Elders are comfortable with their role and are compensated fairly for their time. Aboriginal students and communities have identified Elder support as crucial to retention. | | | |

<table>
<thead>
<tr>
<th>Goal 1/Objective 1:</th>
<th>Provide culturally relevant support and guidance to potential and current Aboriginal learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elders will:</td>
</tr>
<tr>
<td>2</td>
<td>Elders from throughout our catchment area continue to want to be involved in the Elders’ Voices Project and with our students, leading to increased retention through cultural support, identity support, healing support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2/Objective 1:</th>
<th>Deepen ties with local Aboriginal communities and organizations through joint projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strengthen partnerships and collaboration in Aboriginal post-secondary education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2/Objective 1:</th>
<th>Establish stronger ties with local Aboriginal communities and organizations that have not yet become involved with the ASP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aboriginal Community Liaison:</td>
</tr>
<tr>
<td>2</td>
<td>Strengthen partnerships and collaboration in Aboriginal post-secondary education.</td>
</tr>
</tbody>
</table>

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

### Activity Category

**Goal**

1. Increase access, retention, completion and transitions opportunities for Aboriginal learners.

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

### Rationale

Indigenization is an explicit part of Camosun’s Strategic Plan 2011 – 2014, and is vital to increasing how relevant and receptive the College is for Aboriginal students. This position – co-funded with Camosun as part of the Indigenization Project – is intended to ensure that all Aboriginal students see the world and realities reflected in the way that Camosun operates and that all non-Aboriginal students come away from Camosun College better prepared to live alongside, negotiate with, and build better relationships with Aboriginal people.

The Coordinator also provides a vital link between communities and the College, providing a pathway for ASP projects to be discussed, co-developed and co-delivered.

- **Goal 3/Objective 1:**
  - Continue the Indigenization Project to create a culture at Camosun College that includes First Nations knowledge and perspective and naturally considers indigenous issues in all activities.
  - Develop or enhancement of Aboriginal programs or courses.

### Outputs

- Full-time faculty position Coordinator will:
  - Meet with College staff, communities and schools throughout the year to Indigenize College curriculum, policy, services and facilitate ASP-related projects and activities as required.

- Deliver TELPIN the My WÂÀÎÇEN program to 3x/year to approx. 45 Camosun staff per year.

- Meet with communities/stakeholders 5 – 10 each per year.

- Report to the ASPCAC 3x/year and ISC 3x/year.

### Logistics

- *Increase access, retention, completion and transitions opportunities for Aboriginal learners.

### Anticipated Outcomes

- A College that is more relevant and receptive to Aboriginal learners.

### Stakeholders

- Stronger partnerships and engagement with communities and stakeholder groups.

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**ASP Goal**

1. **Community Projects:**
   - Support up to 15 Community Projects per year, at $3,000 each per year, as proposed by communities to address their specific PSE-related needs/interests.

   In most cases, the communities will also be contributing financially to support the projects.

   **Partnerships and engagement (including agreements)**

   There is a history in BC of institutions telling Aboriginal communities what they need and what is best for them. Providing communities the opportunity to propose the projects they believe will provide the most benefit for their community – with the College providing external support – will enhance their access to and engagement with the College on their own terms.

   It also recognizes their capacity, builds trust, and will lead to deeper, more productive relationships.

   - **Goal 1/Objective 2:**
     - Develop and deliver activities that Aboriginal communities/organizations themselves have identified as essential to increasing participation in post-secondary education.

   - **Goal 2/Objective 1:**
     - Deepen ties with local Aboriginal communities and organizations through joint projects.

   - **Goal 2/Objective 2:**
     - Establish stronger ties with local Aboriginal communities and organizations that have not yet become involved with the ASP.

   **Category**

   - **Anticipated Activities**

<table>
<thead>
<tr>
<th>Category</th>
<th>Rationale</th>
<th>Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **In most cases, the communities will also be contributing financially to support the projects.**
### Inspiring Relationships Indigenization Plan

**ASPIRATIONS FOR THE FIRST YEAR OF THE PLANNING PHASE**

**1. Increase relevance and receptivity of institution**

**Goal 1/Objective 1:**
- Increase access, retention, completion and transitions opportunities for Aboriginal learners.
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

**Supports:**
- UVic partnership:
  - ASP consultations, Aboriginal student engagement
  - Outreach activities and events
  - Increased enrolment of Aboriginal students at Camosun

**ASPIRATIONS FOR THE NEXT THREE YEARS**

**2. Increase access, retention, completion and transitions opportunities for Aboriginal learners**

**Goal 2/Objective 1:**
- Develop and deliver marketing tools aimed at attracting Aboriginal students.
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

**Supports:**
- UVic partnership:
  - ASP consultations, Aboriginal student engagement
  - Outreach activities and events
  - Increased enrolment of Aboriginal students at Camosun

**3. Increased enrolment of Aboriginal students at Camosun**

**Goal 3/Objective 1:**
- Increase enrolment of Aboriginal students at Camosun College to UVic.
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

**Supports:**
- UVic partnership:
  - ASP consultations, Aboriginal student engagement
  - Outreach activities and events
  - Increased enrolment of Aboriginal students at Camosun

---

**ASPIRATIONS FOR THE NEXT YEARS**

**ASPIRATIONS FOR THE NEXT YEARS**

**1. Increase relevance and receptivity of institution**

**Goal 1/Objective 2:**
- Increase access, retention, completion and transitions opportunities for Aboriginal learners.
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

**Supports:**
- UVic partnership:
  - ASP consultations, Aboriginal student engagement
  - Outreach activities and events
  - Increased enrolment of Aboriginal students at Camosun

---

**ASPIRATIONS FOR THE NEXT YEARS**

**1. Increased enrolment of Aboriginal students at Camosun**

**Goal 2/Objective 2:**
- Develop and deliver marketing tools aimed at attracting Aboriginal students.
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

**Supports:**
- UVic partnership:
  - ASP consultations, Aboriginal student engagement
  - Outreach activities and events
  - Increased enrolment of Aboriginal students at Camosun

---

**ASPIRATIONS FOR THE NEXT YEARS**

**1. Increased enrolment of Aboriginal students at Camosun**

**Goal 3/Objective 2:**
- Increase enrolment of Aboriginal students at Camosun College to UVic.
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

**Supports:**
- UVic partnership:
  - ASP consultations, Aboriginal student engagement
  - Outreach activities and events
  - Increased enrolment of Aboriginal students at Camosun

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**ASPIRATIONS FOR THE NEXT YEARS**

**1. Increased enrolment of Aboriginal students at Camosun**

**Goal 4/Objective 2:**
- Develop and deliver marketing tools aimed at attracting Aboriginal students.
- *Strengthen partnerships and collaboration in Aboriginal post-secondary education*

**Supports:**
- UVic partnership:
  - ASP consultations, Aboriginal student engagement
  - Outreach activities and events
  - Increased enrolment of Aboriginal students at Camosun
### Inspiring Relationships Indigenization Plan

#### Goal 1: Increase access, retention, completion and transitions opportunities for Aboriginal learners

**Objective 1:** Support local Aboriginal communities and organizations through joint projects.

- **Description:** Continue to support the high-impact Aboriginal Community Projects Coordinator position to assist communities/stakeholders in developing their Community Projects and working collaboratively with Camosun on all aspects of the ASP.

- **Rationale:**
  - Improved health and wellness for Aboriginal students at Camosun.
  - Greater understanding by Camosun staff and faculty of the role of Elders in Aboriginal communities.

- **Logistics:**
  - Increase access, retention, completion and transitions opportunities for Aboriginal learners.

- **Anticipated Outputs:**
  - Outcomes:
    - Stronger partnerships and engagement with communities and stakeholders.
    - Improved health and wellness for Aboriginal students.
    - Improved health and wellness for Aboriginal students at Camosun.
    - Greater understanding by Camosun staff and faculty of the role of Elders in Aboriginal communities.

- **Anticipated Outcomes:**

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Proposed Activity &amp; Description</th>
<th>Rationale</th>
<th>Logistics</th>
<th>Anticipated Outputs</th>
<th>Anticipated Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elders-in-Residence</td>
<td>Expand the Elders’ Voices Project to include critical additional support from an Elder in Residence 12 hours per week.</td>
<td>Supports:</td>
<td>• Elder-in-Residence 12 hours</td>
<td>15 Elders will provide extra support not only for students at Camosun.</td>
<td>• Improved health and wellness for Aboriginal students at Camosun.</td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td><strong>activities and events</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Community Garden</strong></td>
<td><strong>Outreach activities and events</strong></td>
<td>Traditional food and food security is an important part of T’Sou-ke Nation’s goal for self-sufficiency and sustainability, and greater health and wellness.</td>
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<td></td>
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</tr>
<tr>
<td><strong>Greenhouse</strong></td>
<td><strong>Outreach activities and events</strong></td>
<td>By partnering with the Camosun EARTH Gardening Program, community members will have the opportunity to develop horticultural skills and learn about traditional cultural practices in the same time.</td>
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</tbody>
</table>

1. **Increase access, retention, completion and transitions opportunities for Aboriginal learners.**
2. **Strengthen partnerships and collaboration in Aboriginal post-secondary education.**
3. **Increase relevance and reciprocity of institution.**
<table>
<thead>
<tr>
<th>ASP Goal*</th>
<th>Proposed Activity &amp; Description</th>
<th>Activity Category</th>
<th>Rationale</th>
<th>Logistics</th>
<th>Anticipated Outputs</th>
<th>Anticipated Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Indigenize Camosun College ENGL Composition course:</td>
<td>Development of</td>
<td>For Year 1: Aboriginal students have</td>
<td>An Indigenized ENGL Composition course will be delivered and evaluated in Year 3.</td>
<td>Increased course relevance and completion rates.</td>
<td>Increased number of Aboriginal students receiving credit for ENGL Composition course first time through it.</td>
</tr>
<tr>
<td></td>
<td>Develop new curriculum for ENGL Composition that is more relevant to Aboriginal learners.</td>
<td>enhancement of</td>
<td>indicated that the current ENGL Composition course is alienating, meaningless and frustrating. A significant number of Aboriginal students fail and have to repeat the course causing funding and program completion issues.</td>
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<tr>
<td></td>
<td>1 &amp; 3</td>
<td>Aboriginal programs or courses.</td>
<td>Supports:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Goal 3/Objective 1: Continue the Indigenization Project to create a culture at Camosun College that includes First Nations knowledge and perspective and naturally considers Indigenous issues in all its activities.</td>
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<tr>
<td>1.8.3</td>
<td>Métis Nation of Greater Victoria workshops:</td>
<td>Outreach activities and events</td>
<td>An MNBC representative identified that identity issues are prevalent among Métis people, and that creating an “at-a-glance” welcoming environment for Métis students is essential. AECC faculty and advisors are interested in learning more to better serve Métis students.</td>
<td>MPED will develop and deliver:</td>
<td>2 cultural education workshops to AECC staff/year</td>
<td>A College that is more relevant and receptive to Métis learners. Métis students have an increased sense of belonging at the College and more access AECC services.</td>
</tr>
<tr>
<td></td>
<td>Support the development and delivery of cultural workshops for the Métis Nation of Greater Victoria to AECC staff and Camosun students, and the creation or acquisition of Métis cultural artifacts, pictures, posters, etc. to visually represent Métis presence on campus.</td>
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</table>

<table>
<thead>
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<th>ASP Goal*</th>
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<th>Anticipated Outputs</th>
<th>Anticipated Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Esquimalt Nation Job Fair:</td>
<td>Outreach activities and events</td>
<td>Develop and deliver activities that Aboriginal communities/organizations themselves have identified as essential to increasing participation in post-secondary education.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Support an Esquimalt Nation Job Fair to showcase local employment opportunities and highlight Camosun College programs and courses that target unemployed people with multiple barriers to work and education.</td>
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<tr>
<td></td>
<td>1 &amp; 2</td>
<td></td>
<td>Supports:</td>
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<td></td>
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<tr>
<td></td>
<td>Goal 1/Objective 1: Deepen ties with local Aboriginal communities and organizations through joint projects.</td>
<td></td>
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</tr>
</tbody>
</table>

1. *Increase access, retention, completion and transitions opportunities for Aboriginal learners.
3. *Increase relevance and receptivity of institution.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-ASP</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Legacy</th>
<th>Access Retention, Completion</th>
<th>Relevance &amp; Receptivity</th>
<th>Partnership Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Human Services Career Access Program (IHSCAP):  Continue to deliver IHSCAP, a college-preparatory program that introduces Aboriginal learners to a variety of certificate and diploma programs in Human Services and Indigenous Studies.</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
<td>✔️</td>
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</tr>
<tr>
<td>Delivery of Aboriginal programs or courses on campus</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>During our original ASP consultation in 2007, Aboriginal learners and communities identified the need for more college-preparatory programs to help them qualify for college-level programs, particularly in trades, nursing and business. We worked with Aboriginal communities during ASP Phase 1 to develop this highly successful certificate program, and have now delivered it twice on campus, to nearly 50 Aboriginal students. The program has enabled these students to explore various Human Service-related programs and to develop study skills that have helped them to be successful in community, family, and child studies programs.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Supports: • Goal 1/Objective 1: Develop and deliver activities that Aboriginal communities and organizations have identified as essential to increasing participation in post-secondary education.</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
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<tr>
<td>More Aboriginal learners have been moving on to such certificate or diploma programs as: • Community, Family and Studies • Community Mental Health • Community Support and Education Assistant • Early Learning and Care • Indigenous Family Support • Indigenous Studies.</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
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<tr>
<td>Deliver IHSCAP over 3 terms each year.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Deliver IHSCAP to 24 Camosun students each year.</td>
<td>✔️</td>
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</tr>
</tbody>
</table>

1. *Increase access, retention, completion and transitions opportunities for Aboriginal learners.
3. *Increase relevance and receptivity of institution.
### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-ASP</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Legacy</th>
<th>Access, Retention, Completion</th>
<th>Relevance &amp; Receptivity</th>
<th>Partnership Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Community Mental Health Program</td>
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<tr>
<td>Employee Education</td>
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<tr>
<td>TELŦIN TŦE W̱ILNEW (Understanding Indigenous People): Employee Education Program</td>
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<tr>
<td>Indigenized Speakers Series</td>
<td>•</td>
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<tr>
<td>Camas Harvest &amp; Pit Cook</td>
<td>•</td>
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<tr>
<td>Drum making workshop</td>
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<tr>
<td>Historical issues that impact Health and Wellness Workshop</td>
<td>•</td>
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<td>Planned/delivered S’tenistolw Conference</td>
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<tr>
<td>Policy and Strategic Planning</td>
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<td>Human Resource ‘best practices’ research project</td>
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<tr>
<td>Work toward Indigenizing Curriculum Approvals</td>
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<td>Gratitude Feast</td>
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<tr>
<td>Métis Scholarship</td>
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<tr>
<td>Networked with 13 Aboriginal organizations and communities</td>
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<tr>
<td>Welcome Centre Art Commissions (Coast Salish)</td>
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<tr>
<td>Successful obtaining Gathering Place grant</td>
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<tr>
<td>Centralized Curriculum Team includes Indigenization</td>
<td>•</td>
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<tr>
<td>Successful obtaining President’s Fund grant for Indigenous Plant Garden at Gathering Place</td>
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</tbody>
</table>

### Table 2: Alignment with Strategic Plan

<table>
<thead>
<tr>
<th>Life-changing learning</th>
<th>Culture of Excellence</th>
<th>Engaged Communities</th>
<th>Sustainable Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Be Canada’s college of life-changing learning</td>
<td>Strategy 4: Achieve excellence through continuous improvement and flawless execution</td>
<td>Strategy 10: Build strong, mutually beneficial relationships with key stakeholder groups</td>
<td>Strategy 13: Build a sustainable organization (financial, social, environmental)</td>
</tr>
<tr>
<td>Strategy 2: Deliver learning anytime and anywhere</td>
<td>Strategy 5: Enhance our culture of innovation</td>
<td>Strategy 11: Be a recognized driving force in regional economic development</td>
<td>Strategy 14: Foster an entrepreneurial culture</td>
</tr>
<tr>
<td>Strategy 3: Value the diversity of our learners and the communities we serve</td>
<td>Strategy 6: Build structures &amp; processes that enable excellence in all we do</td>
<td>Strategy 12: Strengthen our ability to learn, teach, and work together</td>
<td>Strategy 15: Improve our operational efficiencies</td>
</tr>
</tbody>
</table>

These strategies are matched to the Indigenization Actions listed on pages 36 and 37 under Inspiring Lives Strategy.
### Alignment with Strategic Plan ... continued from page 35

<table>
<thead>
<tr>
<th>Indigenization Actions</th>
<th>Inspiring Lives Strategy</th>
<th>Project Lead</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corner Post 1: Curriculum Development &amp; Delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTILNE (TTW) will be taken through the education approvals process and will be offered to students as well as employees.</td>
<td>1, 2, 3, 5, 7, 8</td>
<td>Corrine Michel</td>
<td>May</td>
</tr>
<tr>
<td>Interculturalization: As part of the strategy, TTW will be reviewed, renewed, and incorporate elements of interculturalization including internationalization</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Corrine Michel, Anna Stein; Curriculum Team</td>
<td>April</td>
</tr>
<tr>
<td>Create Indigenous composition course</td>
<td>1, 2, 3, 4, 8, 13</td>
<td>Anita Nasser, Corrine Michel</td>
<td>January</td>
</tr>
<tr>
<td>Work with Curriculum Team to develop online educational resources to assist faculty with Indigenization of curriculum</td>
<td>1, 2, 3, 4</td>
<td>Corrine Michel, Pati Olyansk, Kent Kaehner</td>
<td>June</td>
</tr>
<tr>
<td>Practical Nursing: working with faculty to implement Indigenized provincial curriculum</td>
<td>1, 3, 4</td>
<td>Corrine Michel, Cathy Hall</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Nursing: working to continue Indigenization of curriculum</td>
<td>1, 3, 4</td>
<td>Nursing working committee</td>
<td>June</td>
</tr>
<tr>
<td>Academic &amp; Career Foundations: working to Indigenize curriculum and teaching methods</td>
<td>4</td>
<td>Jill Auchanachie</td>
<td>December</td>
</tr>
<tr>
<td>Dental Hygiene: beginning to work on the Indigenization of department</td>
<td>4</td>
<td>Shirley Bassett</td>
<td>TBD</td>
</tr>
<tr>
<td>Distributed Education: Learning Skills course</td>
<td>1, 3, 4</td>
<td>Susan Chandler, Jackie Conway</td>
<td>TBD</td>
</tr>
<tr>
<td>Find existing Aboriginal courses that “best fit” in the LYNC program and implement them through the South Island District Partnership</td>
<td>1, 2, 4, 7</td>
<td>Kelly Boo, Corrine Michel</td>
<td>TBD</td>
</tr>
<tr>
<td>Indigenous Human Services Career Access Program (IHSCAP)</td>
<td>1, 3, 4</td>
<td>Ruth Tall</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Corner Post 2: Services for Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elders’ Voices, Elders in Residence</td>
<td>1, 2, 3, 4, 10, 12, 13</td>
<td>Tommy Happynook</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Participate in community events to demonstrate Camosun’s commitment to deepening relationships and connection</td>
<td>1, 2, 4, 10, 12</td>
<td>AECC staff, particularly Never Day (Aboriginal Liesion)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Coordinate community-based advising, recruiting, and workshop activities in T’Sou-ke (Sooke), Pacheedaht (near Port Renfrew), Soo Kew (Bacheil Rael), and Esquimalt.</td>
<td>1, 3, 4, 10, 12</td>
<td>Never Day</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Coordinate “Sample the Campus” visits and tours for high school students</td>
<td>1, 3, 10</td>
<td>Never Day, Tanya Kirkland</td>
<td>January or June</td>
</tr>
<tr>
<td>Support research and educational collaborations between community and faculty such as the Ancestors Animation project, the Math &amp; Music course, and trades initiatives</td>
<td>1, 3, 4</td>
<td>Janice Simoes, Sarah Lowen, Corrine Michel</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### Alignment with Strategic Plan ... continued from page 36

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

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

38 Inspiring Relationships Indigenization Plan