

Annual Report to Senate - June 2016

Indigenization Committee of Senate

The Indigenous Committee of Senate (ICS) is pleased to submit for Senate an Annual Report of our activities.

1. Committee Meetings and Membership

The Indigenous Committee of Senate was established by Senate in January 2015, recognizing that including the Indigenous community in the indigenization of academic matters of UFV is a responsibility of academic governance (Attachment #1). Nominees from within UFV and from the Aboriginal community were sought, with membership in place for the 2015-16 academic year.

Current membership of the Committee:

| Name | Area Represented |
|-------------------|--|
| Greg St. Hilaire | Faculty of Access & Continuing Education |
| Geoffrey Carr | Faculty of Humanities |
| Luanne Yellowfly | Faculty of Social Sciences |
| Robert Harding | Faculty of Professional Studies |
| Wenona Victor | Faculty of Humanities (Vice-Chair) |
| Ken Brealey | Associate Dean (College of Arts) |
| Leanne Julian | Student |
| Morris Prosser | Student |
| Eric Alex | Community Representative |
| Cheryl Gabriel | Community Representative |
| Colleen Hodgson | Community Representative |
| Dianna Kay | Community Representative |
| Bibiana Norris | Community Representative |
| Mark Point | Community Representative (Chair) |
| Muriel Roberts | Community Representative |
| June Quipp | Community Representative |
| Judy Swakum | Community Representative |
| Eddie Gardner | UFV Elder-in-Residence |
| Tracy Ryder Glass | Provost & Vice President, Academic (designate) |
| Shirley Hardman | Senior Advisor on Indigenous Affairs |
| Lorna Andrews | Director of Indigenous Student Centre |

Note: there are three community and two Aboriginal elder vacancies. A sub-committee has been tasked with filling the remaining vacancies.

The FSC has met four times between September 2015 and June 2016:

- October 22, 2015
- December 14, 2016
- February 18, 2016
- May 18, 2016 (full day planning session at Stó:lō Government House)

As per its Terms of Reference the FSC selected Mark Point as the Chair and Wenona Victor as the Vice-Chair.

3. Committee Activities

As a new committee, with substantial membership from outside of UFV, the ICS first spent time on an introduction to the University of the Fraser Valley; the committee's role in UFV's governance structure; and the purpose and functions of Senate and its standing committees. Information was also provided on Indigenous programs and initiatives at UFV (Attachment #2).

The Colleges and Institutes Canada (CiCan) Indigenous Education Protocol was discussed, and it was noted that the Protocol was helpful in providing a good sense of what other post-secondary institutions are doing in terms of Indigenization and the opportunity to make use of the concepts and ideas in the Protocol as the ICS develops its own guiding documents (Attachment #3). The committee considered recent developments by Lakehead University and University of Winnipeg to establish Indigenous course requirements for all students. Some of the benefits and challenges of this approach to Indigenizing the curriculum were noted, with an agreement to bring this back for further discussion.

UFV President and Chair of Senate, Mark Evered, visited the ISC at its February meeting. Dr. Evered encouraged the committee to work together for the benefit of the university, and specifically for the benefit of the students. He brought news that the university signed on to the CiCan Indigenous Education Protocol during a recent visit from Denise Amyot, President and CEO of CiCan. Dr. Evered concluded by reinforcing UFV's commitment to Indigenization.

4. Draft Mission and Vision

At its second meeting the ICS began work on creating a vision and mission for the committee to guide its work. This was further developed at a planning meeting in May.

Committee members began by exploring "What is Indigenization?" and were also provided with a brief history of Indigenization at UFV by Shirley Hardman, Senior Advisor of Indigenous Affairs. The draft vision and mission are provided for Senate's information:

Draft Vision

In the spirit of reconciliation, the Indigenous peoples in S'ólh Temexw ye Stó:lō and the University of the Fraser Valley will establish an authentic, collaborative and respectful relationship to deliver the expressed educational needs of Indigenous peoples.

Draft Mission

The University of the Fraser Valley and the Indigenous peoples of S'ólh Temexw ye Stó:lō will collaborate to transform the university to:

- Deliver programs and services consistent with the expressed wishes of the Indigenous peoples;
- Recruit and support Indigenous and Indigenized faculty, staff and administrators;
- Measure and make adjustments to these efforts through continuous dialogue with Indigenous peoples of S'ólh Temexw ye Stó:lō.

The ICS will finalize the mission and vision and formally communicate this work to Senate.

Submitted by Mark Point, Chair, Indigenization Committee of Senate

Indigenization Committee of Senate

Terms of Reference and Membership Composition

1. Advise Senate on measures to ensure alignment of academic, budgetary, and other priorities of Senate with UFV's Indigenization plans and initiatives.
2. Following meaningful dialogue with Stó:lō and other Aboriginal peoples and organizations, provide advice to Senate regarding the educational needs of Aboriginal learners and the interests, priorities, and goals of Aboriginal communities.
3. Advise on Aboriginal programs and research at the University of the Fraser Valley, as referred by Senate.
4. Recognizing the work of Indigenization throughout the University, facilitate and coordinate this work as it relates to academic matters at UFV.
5. Support Senate and UFV in embracing Indigenous ways of knowing, learning, and being; support the tenets of Indigenizing the Academy in order to work towards making UFV responsive and responsible to Indigenous peoples' goals of self-determination and well-being.
6. Establish such subcommittees as needed to fulfill the committee's responsibilities.
7. Other duties as assigned by Senate.

Composition

- 12 regional representatives from the First Nations, Tribal, Métis, or Inuit community, or Aboriginal community organizations
- 3 Aboriginal Elders, one male and one female, and 1 UFV Elder-in-Residence
- Provost and Vice President, Academic or designate
- Dean or Associate Dean
- 5 UFV faculty members
- Director of Aboriginal Access Services or designate
- Senior Advisor on Indigenous Affairs
- 2 self-identified Aboriginal students

The Chair, a member of the Aboriginal community, will be elected annually from the committee. The Vice-chair, a UFV employee, will be elected annually from the committee

University of the Fraser Valley
Indigenization Committee of Senate
December 2015

Indigenous Programs & Initiatives at UFV

Aboriginal Students at UFV

- For 2014/15 the number of Aboriginal full time equivalent students (FTE) at UFV was 556
- This represents 7.7% of the UFV's total domestic student FTEs of 7,166
- According to the 2006 census, the percentage of Aboriginal people in the Fraser Valley Region was 5.7% and the percent of Aboriginal youth was 7.4%
- 217 Aboriginal students were enrolled at UFV in the Summer of 2015
- 477 Aboriginal students were enrolled at UFV in the Fall of 2015
- Aboriginal students are enrolled in programs throughout the university: Adult Basic Education, university-level programs, trades and technology, as well as Continuing Education courses and program (see Attachment 1)



Indigenous Programs & Courses

Bachelor of Arts, Indigenous Studies major and minor (pending Ministry of Advanced Education approval)

This degree is multidisciplinary, drawing from many disciplines, but anchored by Indigenous language courses and courses taught from Indigenous perspectives, to ensure that the particular and unique epistemology of Indigenous people is at the core of the curriculum. Reflecting the importance of UFV's location in the heart of Stó:lō territory, this degree is place-based and strongly rooted in and guided by the epistemologies and cultural knowledge of Coast Salish peoples. Students will learn about Indigenous culture, aesthetics, history, traditional knowledge, philosophy and spirituality, social relations and politics.

[Stó:lō Studies certificate](#): 30 credits including 12 from FNST courses and 12 from Halq'emeylem, the Stó:lō History course and one elective.

[Indigenous Arts certificate](#): Honouring Our Gifts: Designed to provide learning about indigenous art that is anchored in and built upon life experiences and collective wisdom of the participants.

[Indigenous Maps, Films, Rights, and Land Claims certificate](#): An intensive four-week, three-course certificate. Offers students the opportunity to learn a range of conceptual and practical skills that are of direct relevance to the history, communication, implementation, and critique of Indigenous rights, title, and land claims.

[Aboriginal Culture and Language Support diploma](#): This two-year program is culturally relevant and responsive to the needs of the Aboriginal community. It is designed to meet the requirements of individuals currently employed or seeking employment in K-12 Aboriginal education, both in public and First Nation-operated band schools as Aboriginal support workers.

[Halq'emeylem Language Proficiency certificate](#): The Intermediate Proficiency Certificate consists of the successful completion of 12 credits in Halq'emeylem at the 100 and 200-level.

[Social Services diploma — First Nations option](#): Designed to prepare Aboriginal students or those with strong ties to Aboriginal communities to work with First Nations people to enhance their self-reliance both on and off reserves. Graduates will be prepared to work with individuals and groups on issues that affect aboriginal communities.

Indigenous Student Centre

- Easy-access resources and a friendly, home-away-from-home environment to help our students in reaching their maximum potentials.
 - Provides cultural and academic support, to help bridge the gap between the University and Indigenous peoples
- Services include:**
- Advocate for students with other UFV departments
 - Make referrals and coordinate requests within UFV and to community agencies and other institutions.
 - Provide academic support, tutoring, and liaison with other UFV departments
 - Act as a liaison with post-secondary education authorities and First Nation organizations.
 - Provide information on courses with Indigenous content
 - Provide academic and trades program information
 - Assists with applications and admissions processes
 - Provides information on scholarships and bursaries
 - 212 self-identified students used the Indigenous Student Centres in Abbotsford and Chilliwack during the first half of the fall 2015 semester.
 - Students have also been recorded using the space multiple times throughout the day for a total of 643 visits to the centres.



Fulfilling our Commitment to Aboriginal Peoples

PHILOSOPHY: The University of the Fraser Valley embraces its responsibility to peoples of Aboriginal ancestry to provide respectful, relevant and responsive post-secondary education and training that support their personal development, career success, and their participation in the social, cultural and economic development of our communities. The University is also committed to promoting knowledge of and respect for aboriginal history, language, culture, values and indigenous ways of knowing in its educational, research and service programs, and to including Aboriginal voice in its planning and decision-making.

Source: Board Policy-BRP 200.05

<https://www.ufv.ca/media/assets/secretariat/policies/BRP-200.05-Fulfilling-Our-Commitment-to-Aboriginal-Peoples.pdf>

Do we have a quote we can use here?

Partnerships:

Stó:lō nation Community Development and Education: Bladerunners (2009/10, 2011/12), SASET, (Xe'Its't) Turning the Page (2013/14)

Stó:lō Nation Health: Developing a Memorandum of Understanding for facilitating, promoting and developing successful pathways for Aboriginal people and the development of educational programming, mentorship, volunteer opportunities, research partnerships and access and engagement of Aboriginal students.

Stó:lō Research and Resource Management Centre: Halq'emeylem language classroom, Theatre performances, People of the River Conferences, Maps, Films, Land Claims certificate

Stó:lō Community Futures: Board of Directors, Stó:lō Means Business initiative, Stó:lō Business Match

Stó:lō Shxweli: Halq'emeylem language curriculum / program development and review

Lalems Ye Siyolexwe (House of Elders): Halq'emeylem language curriculum development, Halq'emeylem Language Proficiency certificate, Aboriginal Culture and Language Support Diploma

Shxwaha:y Village: University and College Entrance Program

Seabird Island: Family Childcare certificate, ECE certificate / diploma, Welding program

Fraser-Cascade School District #78: Aboriginal curriculum packages (development)

NVIT: ITA 2012 conference, Chemical Addictions certification (ICBOC)

Examples of Indigenization at UFV:

Course Outlines:

The Undergraduate Education Committee requires new course outline submissions to provide information on considerations to indigenizing the curriculum.

Reserved Seats:

10% of seats in the Teacher Education Program are reserved for Indigenous students.

The Bachelor of Science in Nursing is planning to provide reserved seats for Indigenous students applying to their program.

Core Program Requirements

The Teacher Education Program specifies EDUC 477 Indigenous Youth and Schooling as a core requirement for teacher candidates.

The Bachelor of Social Work program includes SOWK 392 as a core requirement for its students.

Other Initiatives:

Bright New Day: UFV sponsored in part the two day gathering. June 16 and 17, Stó:lō, Aboriginal and non-Aboriginal people gathered at the Squiala Longhouse to engage in dialogue aimed at highlighting our shared history and helping dismantle the walls of isolation that have defined our relationships in the past.

IRSDL (www.ufv.ca/indigenous/day-of-learning): On September 18, 2013, the university suspended all classes for one day (September 18, 2013) during the Truth and Reconciliation Commission's National Event being held in Vancouver, to allow all UFV students, faculty and staff to participate in educational programming on residential schools in a day-long collection of learning events, on-going displays, and interactive activities.

National Aboriginal Day Awareness Powwow: An event that that was held annually, June 2004 – June 2014, at UFV (Abbotsford Campus) on the Tuesday BEFORE National Aboriginal Day. The message is to create an awareness about National Aboriginal Day and to encourage all students, faculty and staff to participate in the public events scheduled locally to celebrate June 21.

Library displays: Residential Schools Fall 2010 (Chwk) and Fall 2013 (Abby); Mount Slesse : Michap Kwetxwi:lem (September 2012 – June 2013); Storytelling: Sxwōxwiyám – Stories of Long Ago

Idle No More Educational Forum January 17, 2013: The public was invited (More than 120 people attended at UFV's Aboriginal Gathering Place) to UFV's educational forum on Idle No More to learn more about the Idle No More grassroots movement.

National Indigenous Rights Education Day 2015 / National Indigenous Rights Education Day 2013: Forums hosted by Dr. Wenona Victor to illuminate issues affecting sovereignty and Indigenous rights.

Lens of Empowerment Project: 2011 – 12 & 2014 – 15: women's citizenship and identity in Stó:lō territory expressed in photo and video-filmmaking is an initiative that saw the partnering of the Visual Arts department and Indigenous Affairs Office.

Course on Indian Residential Schools – September 2014: History 396(O): Residential Schools in Canada, taught by Dr. Wenona Victor and guided by Paulette Regan's book *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* is "a compassionate call to action" to all UFV students, Indigenous or not to come and learn "a new way of approaching the critical task of healing the wounds leᑦ by the residential school system" (Regan, 2010).

Halq'eméylem language useage:

- School of Social Work and Human Services: **Skwúls te Mestiyexw-Syó:s qas te Smomiyelhtel**
- Teacher Education Program has adopted the name: **S'i:wes Xwela ye Xá:ws I:westeleg**
- The UFV Art Gallery was renamed **S'eliyemetaxwtexw** Art Gallery

Witness Blanket: UFV successfully proposed to host the Witness Blanket (September 2017-December 2017): Artist's statement: "Inspired by a woven blanket, we have created a large scale art installation, made out of hundreds of items reclaimed from Residential Schools, churches, government buildings and traditional and cultural structures including Friendship Centres, band offices, treatment centres and universities, from across Canada. The Witness Blanket stands as a national monument to recognise the atrocities of the Indian Residential School era, honour the children, and symbolise ongoing reconciliation."

Indigenizing in-service: UFV has hosted numerous in-service opportunities for Faculty and staff including Place Name Tours, Longhouse experiences, and the Indigenizing the Academy 2012 (ITA 2012) and most recently the Indigenizing in-service 2015.

Indigenizing in-Service 2015: This opportunity provided faculty and staff at UFV to learn and share about teaching and service delivery practices, explore cultural teachings, and unpack some of the literature around indigenizing, teaching and service provision and the Aboriginal learner as well as build on the work that has been done around Indigenizing our Academy.

Longhouse Pedagogy: UFV has created a Gathering Place Inspired by the History of This Region. The Gathering Place is always a welcoming place where students, staff, faculty, and community members feel at home. Respect is the underlying principle of all events and activities. Everyone must respect each other, cultural diversity, and the home itself. Because the Gathering Place is a home, in the Stó:lō teachings of home, a formal welcome and explanation of the home, its history and its purpose is offered to gatherings.

Cross-faculty Indigenous Studies Curriculum Committee: This Committee is mandated with researching and informing the development of Indigenous Studies curriculum and programming at UFV. It is a university wide committee of selected faculty members (from all UFV faculties) responsible for maintaining communication between faculties, and between faculties and other academic units, to foster promote, coordinate, evaluate and make recommendations on the constitution and delivery of Indigenous Studies curricula that supports the goals of the university's Strategic, Education and Strategic Enrolment Plans, and Indigenization initiatives. The ISCC will advise and report to the Provost and Vice President Academic or Vice Provost and Associate Vice President Academic on matters related to the design and delivery of Indigenous Studies courses or programs at UFV.

Aboriginal Student Numbers at UFV for Summer and Fall 2015

Prepared by the Office of Institutional Research

Headcount by Academic Category and Term

| Academic Category | Summer 2015 | Fall 2015 |
|--------------------------|--------------------|------------------|
| Academic | 150 | 362 |
| Adult Basic Education | 33 | 69 |
| Continuing Studies | 6 | 14 |
| Trades | 28 | 32 |
| Grand Total | 217 | 477 |

Headcount by Academic Category, Program and Term

| Academic Category | Program Title | Summer 2015 | Fall 2015 |
|--------------------------|--|--------------------|------------------|
| Academic | | | |
| | Aboriginal Culture & Language Support Diploma | | 1 |
| | Arts Studies | 5 | 19 |
| | Associate of Arts Degree | 2 | 7 |
| | Associate of Arts Degree: Intl & Dev Studies | | 1 |
| | BA in Global Development Studies | 2 | 1 |
| | Bach of Sci in Nurs Fast-track | 5 | 3 |
| | Bachelor of Arts | 27 | 63 |
| | Bachelor of Arts (Child & Youth Care) | 2 | 6 |
| | Bachelor of Arts (Criminal Justice) | 4 | 25 |
| | Bachelor of Business Administration | 4 | 13 |
| | Bachelor of Business Administration in Aviation | 1 | 1 |
| | Bachelor of Computer Information Systems | 1 | 3 |
| | Bachelor of Fine Arts | 1 | 2 |
| | Bachelor of General Studies | 4 | 5 |
| | Bachelor of Kinesiology | 3 | 11 |
| | Bachelor of Science | 8 | 25 |
| | Bachelor of Science in Nursing | 1 | 4 |
| | Bachelor of Social Work | 2 | 8 |
| | Business Admin Studies | 5 | 10 |
| | Certificate in Early Childhood Education | | 2 |
| | Certificate in Extended Studies in Arts | 1 | |
| | Certificate in Extended Studies in Early Childhood Education | 1 | |
| | Child and Youth Care Studies | 1 | 3 |
| | Community Support Worker Certificate | 1 | 1 |
| | Computer Info Systems Studies | 2 | 2 |
| | Criminal Justice Studies | 5 | 10 |
| | Diploma in Agriculture Technology | | 4 |
| | Diploma in Business Administration | 4 | 6 |
| | Diploma in Computer Information Systems | | 1 |
| | Diploma in Criminal Justice | | 2 |
| | Diploma in Early Childhood Education | 1 | 1 |
| | Diploma in Fashion Design | 1 | 1 |
| | Diploma in General Studies | 13 | 30 |
| | Diploma in Library & Information Technology | 3 | 3 |
| | Diploma in Social Services (Aboriginal Option) | 13 | 26 |
| | Diploma in Theatre Arts | | 1 |
| | Graduated and classified as General Studies | 1 | |
| | Graphic & Digital Design Dipl | | 2 |
| | Health and Human Services Career Certificate | 4 | 1 |
| | Hort Crop Prod & Protection Cr | | 1 |
| | Indigenous Arts Certificate | | 1 |

| Academic Category | Program Title | Summer 2015 | Fall 2015 |
|---------------------------------|---|--------------------|------------------|
| Academic | | | |
| | Kinesiology Studies | 2 | 8 |
| | Master of Social Work | 3 | 3 |
| | Nursing Studies | 3 | 8 |
| | Paralegal diploma | 2 | 1 |
| | Practical Nursing Diploma | | 1 |
| | Qualifying Studies | | 11 |
| | Science Studies | | 10 |
| | Social Services Studies | 5 | 12 |
| | Teacher Education (Elementary) | 4 | |
| | Teacher Education (Secondary) | 3 | 2 |
| Academic Total | | 150 | 362 |
| Adult Basic Education | | | |
| | Adult Basic Education | 33 | 68 |
| | Workplace TASK Certificate | | 1 |
| Adult Basic Education | Total | 33 | 69 |
| Continuing Studies | | | |
| | Continuing Education | 4 | 10 |
| | Nursing Unit Clerk Certificate | | 2 |
| | Records Mgmt Specialist Cert | | 1 |
| | Registration in UCFV Assessment Testing | 2 | |
| | Veterinary Administrative Assistant Certificate - 660 hrs | | 1 |
| Continuing Studies Total | | 6 | 14 |
| Trades | | | |
| | Aircraft Structural Repair Technician | 1 | 1 |
| | Architectural Drafting Certificate | | 2 |
| | Auto Collision Repair/Refinish | 2 | 2 |
| | Auto Service Technician Cert | 3 | 3 |
| | Carpentry Apprenticeship | | 3 |
| | Certificate in Applied Business Technology | 1 | 3 |
| | Certified Dental Assistant Certificate | 1 | 3 |
| | Construction Electrician Cert | 2 | |
| | Construction Electrician Certificate | 1 | 2 |
| | Cook Training Certificate | 1 | |
| | Electricity Apprenticeship | 2 | 1 |
| | Electronics Tech Common Core Cert | 1 | 1 |
| | Heavy Mechanical Found Cert | 2 | 2 |
| | Hospitality Event Planning Crt | 1 | 1 |
| | Joinery Certificate | 2 | 2 |
| | Plumbing & Piping cert | 4 | 4 |
| | Welding Foundation | 3 | 2 |
| | Welding Level B Certificate | 1 | |
| Trades Total | | 28 | 32 |
| Grand Total | | 217 | 477 |

Course Listings (Indigenous Content)

Adult Education (ADED)

ADED 365: History of Aboriginal Adult Education in Canada

Anthropology (ANTH)

ANTH 111: First Nations in British Columbia – Traditional Cultures

*ANTH 130: Anthropology of World Religions

ANTH 211: Aboriginal Peoples in BC: Contemporary Issues

*ANTH 268: Culture and Environment

*ANTH 468: Environment and Society

Art History (AH)

*AH 100: History of Art and Culture in a Global Context

AH 204: Indigenous Art of the Northwest Coast

*AH 321: Canada: A Contact Zone

Communications (CMNS)

*CMNS 180: Introduction to Intercultural Communication

Criminology (CRIM)

CRIM 211: Indigenous Peoples, Crime and Criminal Justice

Education (EDUC)

EDUC 275: Contemporary Issues and Policies in Aboriginal Education (cross listed as FNST 275)

EDUC 290: Introduction to Aboriginal Culture and Language Education

EDUC 291: Intermediate Studies in Aboriginal Culture and Language Education

EDUC 447: Indigenous Youth and Schooling

English (ENGL)

*ENGL 170: Literature in Context

*ENGL 240: An Introduction to Canadian Literature

Fashion Design (FD)

FD 345: Textile Traditions of Indigenous Peoples in Canada

First Nation Studies (FNST)

FNST 101: Stó:lō Nation Development

FNST 101: Stó:lō Nation Development

FNST 102: Stó:lō Traditional Ways of Healing and Helping

FNST 201: Stó:lō Communications & World View

FNST 202: Stó:lō Social Structure

FNST 230: Aboriginal Language and Culture Practicum (6 cr.)

FNST 275: Contemporary Issues and Policies in Aboriginal Education (cross listed as EDUC 275)

Geography (GEOG)

GEOG 300F: Special Topics in Geography

*GEOG 312: Political Ecology: Nature, Culture and Place

*GEOG 343: Geography of Transitional Societies

GEOG 447: Aboriginal Geography

Halq'emeylem Language (HALQ)

HALQ 101: Halq'emeylem Language I

HALQ 102: Halq'emeylem Language II

HALQ 201: Intermediate Halq'emeylem I

HALQ 202: Intermediate Halq'emeylem II

History

HIST 103: Stó:lō History

HIST 161: Aztecs, Mayas and Spaniards

HIST 327: Settler-Indigenous Relations in New Zealand and Canada

HIST 396i: Topics in North American History: Rights, Title and Land

HIST 399e: Special Topics in History I: Films, Histories and Land

HIST 426: Aboriginal Peoples and Warfare in Canada: Pre-contact to Present

HIST 458: History of Indigenous Peoples in Latin America

Indigenous Peoples Knowledges (IPK)

IPK 121: Learn Today, Lead Tomorrow I

IPK 122: Learn Today, Lead Tomorrow II

IPK 277: Indigenous Art: Stories and Protocols

IPK 331: History of Indigenous Leadership [current Indigenous Leadership For Tomorrow [to be revised]

IPK 332: Indigenous Leadership II

IPK 344 [currently IPK 444]: Indigenous Methodologies

IPK 386 [currently IPK 486]: Worldviews of Indigenous Peoples in North America

IPK 401: World View and Spirituality

IPK 402: Practicum

IPK 403: Capstone

IPK 404: Directed Studies

IPK 477: Traditional Ecological Knowledges

Philosophy (PHIL)

*PHIL 240: Faith and Reason: Philosophy of Religion

*PHIL 318: Environmental Ethics

*PHIL 483D: Myth and Philosophy

Political Science (POSC)

POSC 301: The Canadian State and Indigenous Governance

*POSC 309: Canadian Constitutional Politics

*POSC 332: The Politics of Multiculturalism

POSC 333: On Indigenous Land: The Politics of Diaspora and Indigeneity

Religious Studies (RLST)

*RLST 380: Religion, Nature and Science

Social Work (SOWK)

SOWK 392: Aboriginal Social Work

Sociology (SOC)

*SOC 101: Introduction to Sociology

*SOC 210: Social Problems of Canadian Society

*SOC 270: Dynamics of Racism in Canada

SOC 387: Aboriginal Peoples of Canada

SOC 388: Minority Indigenous Peoples of the World

Theatre (THEA)

THEA 250: Introduction to Storytelling

Visual Arts (VA)

VA 140: Indigenous Design and Technology: Special Topics I

VA 141: Indigenous Design and Technology: Special Topics II

VA 142: Indigenous Art and Design in Context

VA 143: Indigenous Art and Professional Practices

**Note that these are designated as core courses in the Bachelor of Arts, Indigenous Studies major or minor although the course may not have significant Indigenous content.*

Aboriginal Student Enrolment

| Total (domestic) student population | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
| Headcount | 12581 | 13348 | 14392 | 14548 | 14200 | 13768 |
| Registrations | 54375 | 58104 | 62529 | 64257 | 65811 | 63845 |
| Graduates | 1990 | 2051 | 1945 | 2134 | 2062 | 1851 |
| | | | | | | |
| Aboriginal students (by self-identification) | | | | | | |
| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
| Headcount | 362 | 432 | 556 | 543 | 623 | 622 |
| Registrations | 1866 | 2220 | 2712 | 2719 | 3240 | 3212 |
| Graduates | 52 | 54 | 69 | 60 | 80 | 82 |
| | | | | | | |
| Percentage Aboriginal students (by self-identification) | | | | | | |
| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
| Headcount | 2.88% | 3.24% | 3.86% | 3.73% | 4.39% | 4.52% |
| Registrations | 3.43% | 3.82% | 4.34% | 4.23% | 4.92% | 5.03% |
| Graduates | 2.61% | 2.63% | 3.55% | 2.81% | 3.88% | 4.43% |
| | | | | | | |
| Aboriginal students (by Ministry identification) | | | | | | |
| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
| Headcount | 661 | 677 | 722 | 779 | 893 | 986 |
| Percentage | 5.25% | 5.07% | 5.02% | 5.35% | 6.29% | 7.16% |

Source: *UFV Strategic Enrolment Management (SEM) Plan: 2014-2019*

CICan Launches Indigenous Education Protocol

CICan (Colleges and Institutes Canada) officially launched its Indigenous Education Protocol for Colleges and Institutes on December 2nd, 2014. Sixteen colleges and institutes across Canada have signed the Protocol, which asserts an institution's commitment to improving Indigenous education practices and better serving Indigenous learners and communities. Many other colleges and institutes have also expressed interest in signing the Protocol in the coming weeks.

Source: <http://www.collegesinstitutes.ca/news-centre/perspective/december-8th-2014/>

Indigenous Education Protocol for Colleges and Institutes

Colleges and Institutes are key providers of applied postsecondary education for Indigenous communities across Canada. They are often the only postsecondary institution present in remote northern communities and many of them have been working actively to create curriculums that respect indigenous values and cultures.

Colleges and institutes respect and recognize that Indigenous people include First Nation, Métis and Inuit people, having distinct cultures, languages, histories and contemporary perspectives.

They recognize that indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada. They also believe that Indigenous education will strengthen colleges' and institutes' contribution to improving the lives of learners and communities.

In order to reaffirm the importance of Indigenous education, Colleges and Institutes Canada, in consultation with its members and partners in indigenous communities has developed an Indigenous Education Protocol. This important document underscores the importance of structures and approaches required to address Indigenous peoples' learning needs and support self-determination and socio-economic development of Indigenous communities.

This protocol is founded on seven principles that aim to guide the institutions who will agree to sign on to this aspirational document.

- See more at: <http://www.collegesinstitutes.ca/the-issues/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/#sthash.X9QtccNs.dpuf>

Signatory Institutions agree to:

1. Commit to making Indigenous education a priority.

Exemplary practices for implementing this principle include:

Embed the mandate to serve Indigenous learners and communities in colleges' and institutes' strategic plans to ensure Indigenous learner needs are considered in institutional planning and decision-making.

2. Ensure governance structures recognize and respect Indigenous peoples.

Exemplary practices for implementing this principle include:

Ensure Indigenous representation on college and institute Boards of Governors, Program Advisory Committees, Student Associations through delegated seats for First Nation, Métis and Inuit leaders, and allow for parallel Indigenous Advisory Councils and Elder/Métis Senator Councils.

3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.

Exemplary practices for implementing this principle include:

Transition and upgrading programs:

- Build linkages and partnerships between K-12 and post-secondary education systems, including the availability of dual-credit options between colleges/institutes and high schools;
- Integrate Indigenous-focused upgrading programs or modules into standard provincial upgrading programs;
- Offer flexibility in the delivery of transition programs to allow adult learners to pause and restart programs as required due to family, community or work obligations; and
- Use culturally relevant assessment tools, which may differ for First Nation, Métis and Inuit learners.

College and institute curriculum:

- Capture and reflect history, including oral history, as understood by Indigenous peoples, across curriculum;
- Promote and support the preservation of Indigenous languages;
- Embed intellectual and cultural traditions of Indigenous peoples;
- Combine educational pedagogy and epistemology infused with Elder/Métis Senator knowledge;
- Confront the legacy of residential schools, recognizing the challenge of institutional settings and supporting healing and reconciliation; and
- Recognize that Indigenous knowledge can benefit all learners (e.g. environment, justice) and have processes for two-way sharing (e.g. both scientific and traditional ways).

Learning Approaches:

- Offer flexibility in program and course delivery and allow for stop-out and start-up options;
- Develop and deliver community-based education and training programs that are aligned with the economic, social development and labour market needs of Indigenous communities, recognizing that First Nation, Métis and Inuit peoples are distinct and that their communities will differ in terms of the education programs required;

Attachment #3

- Legitimize traditional knowledge by giving post-secondary credits for this knowledge, as for other skills and areas of expertise.
- 4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.**

Exemplary practices for implementing this principle include:

- Acknowledge the territory and land on which colleges and institutes are located and serve and integrate the use of Indigenous language at events, ceremonies and meetings.
 - Include traditional ways of doing and being in the processes associated with institutional functioning (e.g. Elder/Métis Senator opening words/prayers, feasts, drum dancing, healing circles / sharing circles, storytelling).
 - Create an environment where everyone has responsibility for Indigenous issues by adopting a cross-accountability rather than a silo structure.
 - Offer staff and faculty training on Indigenous history, inter-cultural training for all (faculty, administration, support staff, facilities), including experiential, hands-on learning activities, and land and place-based learning.
- 5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.**

Exemplary practices for implementing this principle include :

- Improve frontline services for Indigenous students by allocating resources to ensure regular access to services from Elders/Métis Senators from the community or in residence.
 - Establish targets for hiring First Nation, Métis and Inuit employees at colleges and institutes, at all levels.
 - Ensure institutional hiring and human resource development strategies identify goals and approaches for increasing the number of Indigenous staff and faculty.
- 6. Establish Indigenous-centred holistic services and learning environments for learner success.**

Exemplary practices for implementing this principle include:

- Initiate recruitment with Indigenous students earlier than grades 7 to 10 to expose youth to college/institute programs and related career opportunities, and link them to prerequisites they need in high school.
- Offer culturally relevant assessment services :
 - prior learning assessment and recognition (PLAR) services to recognize traditional knowledge base and life experience of learners;
 - English/French and math skills assessments must recognize the English or French gap for Indigenous language speakers, and allow more time to complete to support success.
- Change the symbolism that exists throughout the institution so that it is more respectful and inclusive of Indigenous ways and increases visibility of Indigenous culture through gathering spaces, gardens, signage, art work and ceremonies.

Attachment #3

- Move from a safe space to a safe campus approach by ensuring that culture, language and Elder/Métis Senator involvement is not compartmentalized and is visible and viable across all aspects of the institution and students' experiences.
- Offer Indigenous-centred support services to address the needs of learners holistically and guided by the wisdom and leadership of Elders/Métis Senators, including:
 - Elder/Métis Senator services from the community or in residence;
 - housing, childcare and transportation;
 - tutoring and learning supports;
 - health care and mental health counselling;
 - mentorships and role models from alumni and graduating students;
 - career and employment counselling; and
 - activities structured around family.
- Ensure support services are multi-pronged to meet the diverse needs of Indigenous people: urban, rural, Status, Non-Status, First Nation, Métis and Inuit.
- Integrate systems and provisions to eliminate financial barriers for Indigenous students including:
 - sponsored seats;
 - funds for participation in upgrading programs;
 - financial assistance, including bursaries and scholarships;
 - partnership funding to host visits, meetings and events;
 - base funding allocation by the institution to minimize dependency on soft funding;
 - waive tuition for children in care;
 - differentiated funding models within institutions to account for smaller enrolment.

7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

- See more at: <http://www.collegesinstitutes.ca/the-issues/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/#sthash.X9QtccNs.dpuf>

Source: <http://www.collegesinstitutes.ca/the-issues/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation/>