



INDIGENIZATION & RECONCILIATION TASK FORCE

UPDATE – June 18, 2021

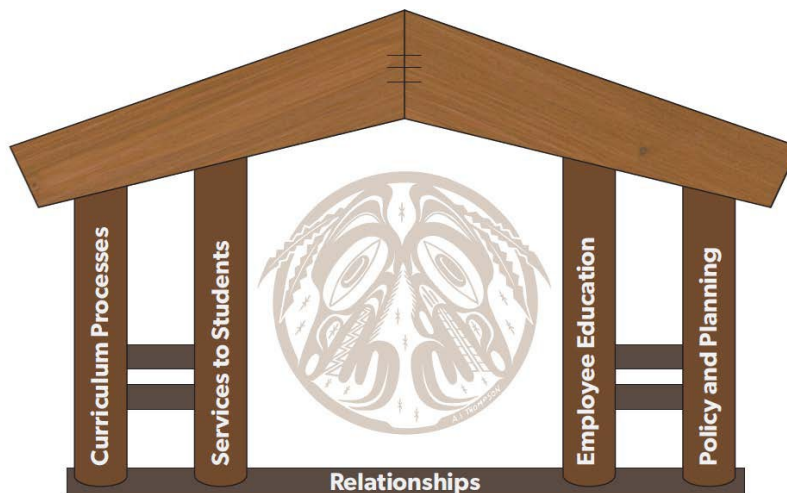
Camosun College is located in beautiful Victoria, British Columbia with campuses on the Traditional Territories of the Lək'wəḡən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Addressing Truth and Reconciliation: Camosun's response to the Calls to Action.

Camosun's response plan to the Truth and Reconciliation Commission (TRC) Calls to Action contains a strong vision, guiding principles, and thirty-nine action statements that have enabled Camosun to respond to the TRC and the Indian Residential School survivors upon whose experiences the TRC was founded.

We used our four corner-post Indigenization model to organize this response.

Four Corner Post-Model of Indigenization



All four corner-posts rest on the foundation of relationships. We've nurtured strong relationships between and amongst the Indigenous and non-Indigenous members of the college, including students, employees and leaders, alongside our relationships with Indigenous

communities and education partners. The corner-posts are *curriculum processes, services to students, employee education, and policy and planning* and we developed recommendations and actions for each.

Curriculum Development and Delivery

We recognize how important it is that Indigenous learners see themselves and their communities reflected in programs and courses across the college. It is critical for us to acknowledge that the ongoing social, cultural and economic issues that are faced in Indigenous communities stem from a shared history of colonization. Resolution requires that we learn together. Below are some of the actions we've undertaken to support this recognition:

- Developed Indigenous-focused required learning for all applicable programs, including Community Support & Education Assistant, Early Learning & Care, Baccalaureate of Science in Nursing, Criminology, and Pre-Social Work. We also added a number of electives to support students learning more about Indigenous worldviews.
- Supported faculty to indigenize teaching and learning experiences in programs and courses.
- Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues
- Acquired a 38' Canoe to provide students, employees and community members' access to a canoe for cultural camps, outdoor expeditions and field trips.
- Ensured that an Indigenous voice is represented in the curriculum/program review process

[Learn more about the Curriculum Development and Delivery corner-post](#)

Services to Students

While good Indigenous student services were already in place at Camosun before the TRC report was delivered, all the action items, in their own way, contribute to the student experience and thus to student services. Ensuring that the college's curriculum, facilities, policies, and expectations consider the needs of Indigenous students and the ways students can engage with student service providers. Rather than just needing a place to work out the traumas of trying to learn in a place where they don't see themselves, they can, in their interactions with student services providers, seek guidance, find cultural spaces, make life plans, and enhance their strengths and resilience.

Employee Education

Employee Education is key. Most Canadians have little knowledge of Indigenous worldviews, the effects of colonization and the visions and aspirations for self-determination and sovereignty of Indigenous communities. This lack of understanding impacts the quality of relationships that can exist among Indigenous and non-Indigenous peoples in Canada. We work to educate people about how Indigenous contemporary realities fit within an historical context to help them develop a strong rationale to Indigenize. Below are some examples of the actions we've taken:

- Provided a one-day TRC awareness day for all employees
- Expanded offerings of TELFIN TFE WILNEW (TTW) for employees
- Piloted the development of cultural camps for students and employees, including college leadership
- Supported faculty to indigenize teaching and learning experiences

[Learn more about the Employee Education corner-post](#)

"And the students will find place in the canoe to stretch their bodies and minds, feed their hearts and spirits, all the while paddling toward their dreams and aspirations."

Janice Simcoe, Director, Eyē? Sqā'lewen

Policy and Planning

We worked to ensure an increase in Indigenous participation in decision-making processes, along with increased consultation, and representation. Below are some of the actions undertaken:

- Brought more Indigenous presence to our Senior Leadership Council (SLC)
- Camosun Board of Governors designated September 30 as an annual, college-wide, college-supported Orange Shirt Day
- Provided parking spaces for Elders.
- Enhanced educational planning to support the major goals of Indigenization & Reconciliation
- Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, the employee handbook, and the Respect in the Workplace program

[Learn more about the Policy and Planning corner-post](#)



Curriculum Development & Delivery Corner Post

1. Integrated circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs in a variety of ways

[This recommendation is also included under the Policy, Planning & Infrastructure corner post, and the Employee Education corner post]



- a. We have significantly ramped up our offerings of TTW. As of the end of April 2021, 531 Camosun employees have completed the TELFIN TFE WILNEW course. Register [here](#)
- b. Completed customized TTW training with Trades & Tech Chairs and have offered customized training to other departments.
- c. Senior Leadership Council (SLC) members receive a copy of the TTW grad list each Spring.
- d. Changed the Education Approvals process to ask curriculum developers to show how the curriculum/teaching approaches have been Indigenized.
- e. Provided ongoing support for curriculum developers through the Centre for Excellence in Teaching & Learning (CETL) Indigenization & Sustainability Strategist role, and the Indigenization Coordinator role.
- f. Supported the development of the [BC Campus Indigenization Project](#), by leading the development of: Pulling Together – A series of guides for Indigenization of Post-Secondary institutions.
- g. Provided ongoing support for Indigenized teaching approaches through 'Indigenization of Curriculum' workshops and 1:1 consultation offered through CETL.

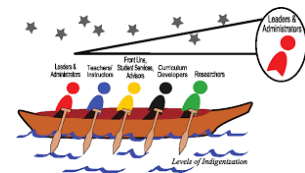
- h. The annual Student Experience Survey now asks students if the College has helped enhance their understanding of Indigenous culture and issues.
- i. The Indigenous Support Coordinator role in HHS supports Indigenous students by holding regular circles as well as supports non-Indigenous students and faculty in circle learning and Indigenous pedagogy including bringing in Elders.

2. Developed Indigenous-focused required learning for all applicable programs (CSEA, ELC, BSN, CRIM, PRE-SOCW)



- a. Arts & Science (A&S) has added IST 205 (Indigenous Introduction to Social Work) and IST 206 (Indigenous Social Welfare) as options to the Pre-Social Work Associate Degree for 2019F.
- b. A&S is committed to indigenizing the Criminal Justice program. IST 136, Indigenous Justice and Law, will be part of the Criminal Justice program effective F2021.
- c. Health & Human Services (HHS) has included IST 120 (Introduction to Indigenous Peoples) as a mandatory course in CSEA and ELC effective Winter 2018.
- d. HHS has included HLTH 111 (Indigenous Peoples' Health) as a required course in the BSN program effective W2019. IST 120 will replace HLTH 111 in W2022.
- e. HHS has included IST 120 as a required course in the Certified Medical Laboratory Assistant program effective Spring or Fall 2019.
- f. HHS has included IST 120 in the Sonography program. Effective date May 2020.

3. Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations



The Education Leadership Team has approved the proposed *Advanced Certificate in Ways of Indigenous Leadership & Learning* to go forward. The Ministry of Advanced Education and Skills Training has expressed support. Conversations have been held with local Indigenous leaders, and others, to get their input on what's being proposed, and what the demand for graduates of such a program would be within their organizations. We reached out to a number of Indigenous services organizations including Tribal Colleges in the United States and Canada, to get their thoughts on possible student interest in this programming. Respondents voiced strong support. The program has a proposed start date of September 2022.

4. Supported faculty to indigenize teaching and learning experiences in programs and courses

This includes Indigenous curriculum and teaching approaches and strategies and/or course and program planning appropriate to the discipline. Indigenization of programs and courses may take the form of formal learning experiences (e.g. IST 120, HLTH 111), inclusion of local First Nations cultures, history and perspectives, teaching through circle, intentional application of Indigenous models such as the Circle of Courage approach to teaching/learning practices, or Indigenization as a curricular theme. Facilitated the use of courses like IST 120 and HLTH 111 as electives for students.



We are supporting faculty to indigenize teaching and learning experiences in a variety of ways:

- a. We have significantly increased our offerings of TELFIN TFE WILNEW (TTW). As of the end of April 2021, 531 Camosun employees have completed the TTW course.
- b. The College supported the development of Pulling Together – A guide for Indigenization of Post-Secondary institutions (see above). The guides for [Curriculum Developers](#) and [Teachers and Instructors](#) include content to help learners explore Indigenous worldviews and pedagogies.
- c. The Centre for Excellence in Teaching & Learning (CETL) has led a study group of the Pulling Together Teachers & Instructors. Participants come together every two weeks to review a section of the guide and explore ways to indigenize their teaching practice.
- d. Ongoing support available through CETL's Education Developer: Indigenization & Sustainability Strategist role and Eyē? Sqá'lewen's Indigenization Coordinator role.
- e. The Indigenous Support Coordinator role in HHS supports Indigenous students by holding regular circles as well as supports non-Indigenous students and faculty in circle learning and Indigenous pedagogy including bringing in Elders.
- f. CETL supports the Indigenous Education Community of Practice. This group meets monthly on both campuses. Just-in-time topics covered in sessions to support employees interested in Indigenous education.
- g. CETL created and shared a compilation of individual stories of Indigenization shared by college employees in 2019 and 2020.



5. Identified and created pathways and connections between Indigenous and non-Indigenous programs



- a. Indigenous College Prep (ICP) ladders into Indigenous Family Support (IFS), Indigenous Studies (IST), and anywhere else requiring ENGL 12. ICP gives students credit for ENGL 12.
- b. IFS provides entry into Education Assistant and Community Support (EACS) 2nd year, which in turn ladders into the 3rd year of the UVIC Child & Youth Care degree. ENGL 151, HLTH 111, and PSYC 154 taken in IFS can be transferred to UVIC.
- c. IST, depending on the electives, can transfer into Social Work at UVIC, which has had an Indigenous specialization option for 20 years. IST can also transfer into the Anthropology degree at UVIC. This supports students interested in cultural revitalization, reclamation, etc. IST can also ladder into UVIC's Education degree.
- d. All IST courses (including the new Cultural Camp course), except for the Circle Seminars, transfer to UVIC.
- e. All universities in the province, with the exception of UBC Vancouver, give transfer credit for IST courses.
- f. We have expanded the number of program areas that accept IST courses as electives.

6. Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.

[Also included under the Relationships corner post]



Camosun International (CI) continues to:

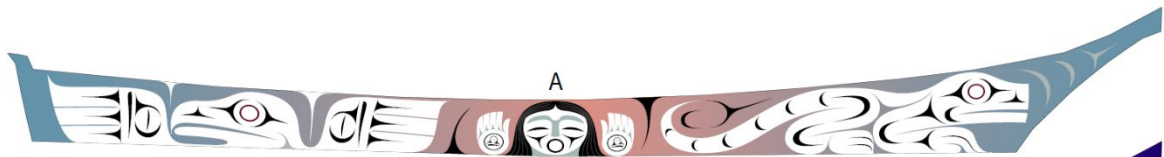
- a. Invite local Elders to welcome events to welcome students to the territory.
- b. Acknowledge territory at gatherings and on print material.
- c. Promote TTW to CI staff.
- d. Promote annual campus events such as the Pit Cook, Orange Shirt Day, and National Indigenous Peoples Day
- e. Check the IECC calendar of events for any upcoming guest speakers and events throughout the year that are open to the campus community, and promote to students.
- f. Support the field school / exchange with the Ara students from New Zealand.
- g. Invite Indigenous speakers (sometimes Elders) to present and specifically talk about Indigenous ways of healing with the Peer Connections group.
- h. Include Indigenous Education/Pedagogy/Experience as part of our Panama Bilingue program.
- i. Gift our international partners with Coast Salish art, with a verbal prelude.
- j. Promote IST 120 and similar courses to international students.

Faculty in the English Language Development (ELD) department have sought to indigenize their course content and teaching practices in a variety of ways. Some examples include:

- a. Taking TTW.
- b. Participating in the Indigenous Education Community of Practice.
- c. Created English as a Second Language (ESL) exercises using Indigenous content.
- d. Created readings and associated language tasks about W̱SÁNEĆ reef net fishing.
- e. Taking classrooms outside.
- f. Include Indigenous content with both historical and contemporary focuses on righting wrongs and ongoing inequities, as well as positive steps towards reconciliation.
- g. Invite Elders and other Indigenous people to share their unique ways of knowing, especially story-telling as a way of transmitting knowledge.
- h. Inform students of inter-cultural learning opportunities on-campus and in the community, including events hosted by First Nations' communities, such as the Camosun College pit cook and Orange Shirt Day.

7. **Acquired a Camosun Canoe to provide students, employees and community members' access to a canoe for cultural camps and outdoor expeditions/field trips etc.**

The canoe will be used by Camosun employees who participate in the annual Royal Roads University (RRU) canoe race on National Indigenous Peoples' Day, and may be used during Tribal Journeys in the future.



Here is a brief description of the design from artist [Dylan Thomas](#)

*I based the imagery on a description of the legend of Camosun by the late Elder Jimmy Fraser of Songhees (see link below). Fraser explains that Hayls (the Transformer) was traveling with Raven and Mink when he changed Camosun and her grandfather into stone. So I used the imagery of Raven on the back and Mink on the front on the canoe to represent the transformation of Camosun – the central figure. **This arrangement also alluded to the definition of the name Camosun [paraphrase] “where waters meet and transform”. By having a flying animal on one side, and an terrestrial/aquatic animal on the other, the Camosun figure becomes the space where these two different energies meet and result in transformation.** – [Dylan Thomas](https://www.saanich.ca/assets/Parks~Recreation~and~Community~Services/Documents/Camosung-Keddie.pdf)
<https://www.saanich.ca/assets/Parks~Recreation~and~Community~Services/Documents/Camosung-Keddie.pdf>*

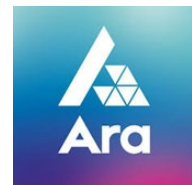
8. **Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples**



[This recommendation is also included under the Relationships corner post]

We have run “Building Relationship with Indigenous Peoples” successfully in community and are seeking to expand the number of sections offered. The course was delivered a number of times in Fall 2018 and Winter 2019. During COVID, two sections of this were offered virtually - one in Fall 2020 and one in Winter 2021.

9. **Explored domestic and international field schools, for example with Maori students and institutions, to support students learning more about international approaches to Indigenization**



In Fall 2016, Camosun International helped financially support our first partnership with the Ara Institute of Canterbury, in Christchurch, New Zealand, with a specific focus around collaborations between their Maori Studies Office and Camosun’s Eye? Sqa’lewen.

Camosun students have participated in two study abroad trips with the Ara Institute of Canterbury in Christchurch, New Zealand, and Ara students have participated in two study abroad trips at Camosun.



Employee Education Corner Post

10. **Facilitated an ‘issues session’ for the Camosun College Board of Governors**

After reviewing background reading, our Board of Governors received a presentation from Janice Simcoe, Director, Eyē? Sqa’lewen: The Centre for Indigenous Education & Community Connections (IECC), and Corrine Michel, Indigenization Coordinator, to raise awareness of the legacy of residential schools, the TRC Calls To Action, what we as a college were already doing, and what we can do next. Our Board has been incredibly supportive of our efforts.

11. Provided a one-day TRC awareness day in February 2017 for all employees

February 17, 2017 was an amazing day, a Day of Reconciliation. It was a wonderful opportunity to hear from Hereditary Chief of the Gwawa'enuxw Nation, Chief Dr. Robert Joseph, and his daughter Shelley Joseph, from Reconciliation Canada. It was inspiring to see everyone from across our college so absorbed and engaged in what is a tremendously challenging and imperative topic for us as a public institution and as a country. The comments received about the activities and dialogue each department engaged in on the afternoon of Conversations Day were insightful and inspiring.



12. Expanded offerings of TELFIN TFE WILNEW (TTW) for employees

TELFIN TFE WILNEW (TTW) is an award winning, blended delivery course which provides insight into Indigenous world views; describes the impacts of colonization and how it affects students attending the college today; and guides participants in providing safe and welcoming environments for Indigenous students; and uplifts Indigenous peoples aspirations for self-determination and sovereignty. We have significantly ramped up our offerings of TTW. As of the end of April 2021, 531 Camosun employees have competed the TELFIN TFE WILNEW course.



13. Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Capability Framework.

The purpose of the college's [Capability Framework](#) is to: Create an inclusive, capability-based framework for consistency in decision-making and resource allocation; identify core and leadership capabilities unique to Camosun; focus on knowing, being, doing, and relating in ways that foster an environment that supports students on their path to success as life-long learners; develop language that reflects the common culture of the Camosun community; and provide the foundation for identifying and developing new strategic initiatives.



14. Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook

Each new employee welcome event includes a Territorial welcome from Elders, occurs in circle format, explicitly highlights Camosun's commitment to Indigenization, and is designed to promote relationships through listening, dialogue and interaction.



The redesigned New Employee Handbook was launched in February 2018. The handbook is organized around the four quadrants contained in Dr. Martin Brokenleg's Circle of Courage model: belonging, mastery, independence, and generosity.

A new onboarding process has been developed and piloted for new employees. A course element within the leading for engagement and performance course is designed around Dr.

Brokenleg's Circle of Courage and provides opportunities to explore and experience the importance of socialization and relationship building between workplace leaders and new employees

15. Piloted the development of cultural camps for students and employees, including college leadership

The pilot for the cultural camp led to the development of a new course: IST 250 QĆÁSET - Indigenous Cultural Camp. Students learn about traditional Indigenous values, philosophies, spirituality, teachings, and ceremonies related to relationships with land. The course is primarily delivered as a land-based experiential camp, off-site, under the direction of Indigenous knowledge keepers, Elders, and faculty.



16. Developed and provided more web-based education and training to staff, faculty and administration wishing to become more informed about reconciliation.

The Promoting Indigenization & Reconciliation Task Force has facilitated a [link](#) from the acknowledgement of territory graphic on course D2L pages and others locations on Camosun's web site, to provide information on our Indigenization Initiative, why we acknowledge territory, and how people can learn more about credit courses, continuing education courses, workshops, open education opportunities, community events, and massive online courses (MOOCS).



Policy and Planning Corner Post

17. Brought more Indigenous presence to our Senior Leadership Council (SLC)

We welcomed Janice Simcoe, Director, Eyē? Sqā'lewen: The Centre for of Indigenous Education & Community Connections, as an SLC member. Janice's presence has been tremendously impactful. Her relationships with local First Nations and urban Indigenous organizations, her experience, and her insightful comments, have added tremendous capacity to SLC to support Indigenization.



18. Ensured the Strategic Plan is informed by Indigenization and Reconciliation

Indigenization is one of the core values in our Strategic Plan. Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures of the institution. Its goals are to make Camosun as welcoming and relevant to Indigenous learners as we can, and to prepare non-Indigenous students, graduates and employees to better understand, live alongside of, and work with Indigenous peoples. Reconciliation is an ongoing process of establishing and maintaining respectful relationships.



19. Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day.

Tsawout artist and Camosun student Bear Horne designed the graphic for our 2016 Orange Shirt Day. The design symbolizes vision for a bright future, health of the mind, body, and spirit, and the necessity to feed the connection of these elements.



Camosun Indigenous Studies students Eddy Charlie and Kristin Spray, with the support of the Camosun Board of Governors and Eyē? Sqā’lewen :The the Centre for Indigenous Education and Community Connections, initiated Orange Shirt day at Camosun, to honour those who attended Indian residential schools, those who never returned home, and their families. Students and supporters were asked to help honour the 80,000 survivors of the Indian residential school system. Orange Shirt Day made its debut in Williams Lake and in just four years has spread across Canada, the U.S. and Europe. September 30 represents the time of year children were taken from their homes, and it sets the stage for anti-racism and anti-bullying policies for the coming school year. It is the opportunity for communities to come together in the spirit of reconciliation and hope for generations of children to come.

20. Piloted an Indigenous job event for potential employees

This pilot event facilitated our meeting a number of community members interested in working with Camosun. The event and our follow-up discussions have provided some great ideas regarding promising practices for recruitment going forward.

21. Provided Elders’ parking

The Ancillary Services and Facilities departments provided annual parking permits for Indigenous Elders who regularly visit our campuses. Four parking stalls have been reserved, two at Lansdowne and two at Interurban. Providing dedicated parking spaces is one small way for us to show gratitude for the Elders who share their knowledge with students, staff and faculty.



22. Enhanced educational planning to support the major goals of Indigenization and Reconciliation

Camosun has supported the Indigenization of the educational planning and approvals process in several ways:

- a. Included questions on curriculum changes forms asking developers how their curriculum/teaching learning experience has been Indigenized.
- b. Initiated a non-voting seat at our Education Council (EDCO), for Camosun's Indigenization Coordinator.
- c. Created a faculty position, CETL Education Developer: Indigenization & Sustainability, to support faculty as they work to Indigenize their way of teaching and/or the content of their courses.
- d. Supported the development of the [BC Campus Indigenization Project](https://opentextbc.ca/indigenizationleadersadministrators/), by leading the development of: *Pulling Together – A guide for Indigenization of Post-Secondary Institutions*, to support faculty members and others to indigenize their institutions <https://opentextbc.ca/indigenizationleadersadministrators/>.



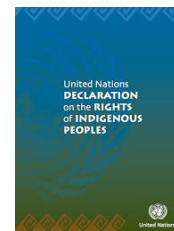
23. Facilitated the purchase and storage of blankets for use within Na'tsa'maht, and installed steps from Na'tsa'maht down to the Pit Cook area.

With support from the Facilities department, to help keep people warmer during Na'tsa'maht events on cold days, Camosun provided 250 blankets, mobile carts for the blankets, and storage space within Na'tsa'maht for the carts. The College also installed stairs from Na'tsa'maht down to the Pit Cook area to ensure Elders and others do not slip on their way down.



24. Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

We were privileged to have Gregory Younging speak at both campuses about [UNDRIP](#). Unfortunately Gregory passed away in the Spring of 2019. He was a Canadian editor and expert on First Nations copyright. He was a member of the Opsakwayak Cree Nation in Northern Ontario. His mother is a residential school survivor and her experience of abuse influenced his decision to spend his career raising issues related to the impacts of colonization, and advocate for Indigenous knowledge.



This recommendation is also addressed in part via a link from the acknowledgement of Territory graphic on *course D2L pages*, and others locations on the web site, to an [Indigenization Initiative page](#) that is informed by UNDRIP. Information is provided regarding why we acknowledge territory at Camosun, and how people can learn more.

UNDRIP, is also referenced in Camosun's [Indigenization policy](#) and our [Equity, Diversity and Inclusion policy](#). It will also inform future planning of Indigenous education at Camosun.

25. **Facilitated process development to enable Indigenous-focused required learning for all applicable programs, and threading Indigenous elements throughout curriculum.**



An EDCO ‘Indigenization of Curriculum’ subcommittee implemented a process whereby the following text is included on the course change forms used in the approvals process.

“Indigenization: Camosun College has the following indigenization goals:

- *Indigenous students see themselves and their realities reflected in the curriculum in which they engage.*
- *Non-Indigenous students come away from the college equipped with knowledge and processes that enable them to develop stronger and better-informed relationships with Indigenous peoples.*

Briefly describe how this curriculum/teaching learning experience has been Indigenized”

Faculty and departments are supported in this work by several resources including the CETL Indigenization & Sustainability Strategist, and the Indigenization Coordinator. Faculty are also supported by the availability of Pulling Together – A guide for Indigenization of Post-Secondary institutions. This resource supports post-secondary faculty, staff and administrators to integrate Indigenization and decolonization processes into their practices. The guides [Curriculum Developers](#) and [Teachers and Instructors](#) include strategies and information to help developers and instructors explore Indigenous worldviews and pedagogies.

Ongoing work to do includes identifying and providing additional resources, including Scheduled Development opportunities, to support faculty as they work to Indigenize their curriculum and teaching/learning experiences.

26. **Included elements of the TRC calls to action in the Respect in the Workplace Program**



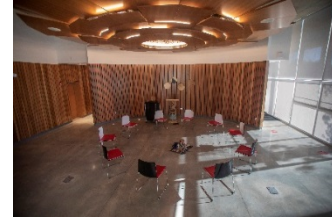
Designed and delivered an in-house Respect in the Workplace (RWP) Program in partnership with the e-Learning team. The employee course was launched in January 2016 followed by the Workplace Leaders’ course in April, 2017. The courses incorporate Camosun’s Core and Leadership capabilities and principles of belonging, mastery, independence, and generosity aligning with Dr. Martin Brokenleg’s Circle of Courage model. The goal of the program is to promote healthy, respectful relationships and provide employees with skills and resources to resolve workplace issues

Ongoing work includes incorporating Indigenous ways of resolving conflict into the RWP program review framework. The RWP language is being reviewed through an Indigenous lens, including language for dispute resolution. RWP will include information on how to prepare for and have difficult conversations. RWP language will also touch on curriculum, policy and procedures. The evaluation framework that guides this work will include focus groups and some

recommendations regarding enhancements.

27. Established an Indigenous cultural space on the Interurban campus

We established a Cultural Centre in the Alex and Jo Campbell Centre for Health and Wellness, similar to the Wilna Thomas Cultural Centre at Lansdowne.



The space has been used by the Indigenous Support Coordinator in HHS circles for Indigenous Nursing students and students in other HHS programs, and faculty.

The Indigenous Support Coordinator has also supported faculty in the space to facilitate circles for non-Indigenous students. The space was utilized for the September 30, 2019 Orange Shirt Day.

28. Policy and procedure development to ensure that planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous Nations and organizations, as appropriate.



Changes to the Terms of Reference (ToR) for Camosun’s Indigenous Advisory Council provide the relational context for this work. The ToR includes a relationships statement that reads *“Council and College participants will work together with respect, honour and integrity, recognizing their own and each other’s rights and responsibilities to their shared work and relationships.”* The ToR also states *“The Council may support members or other community representatives to engage with the College in consultation and planning processes that affect Indigenous students and communities.”*

An Elders Voices book that outlines wise practices for working with Elders in good ways. The viewbook was designed for staff and faculty at Camosun who want to work with Elders and other Indigenous knowledge keepers who share knowledge and cultural supports with students at Camosun. Elders can add so much to Indigenous students’ experience, and to all students’ knowledge base and understanding.

The Research Ethics Board (REB) initiated a permanent seat for an Indigenous faculty member. There is also an Indigenous REB subcommittee when faculty research involves Indigenous knowledge or involves approaching an Indigenous community or communities.

29. Identified classrooms on the Lansdowne campus that could be used for the delivery of Indigenous pedagogy

Wilna Thomas 202 has been identified as the site of the first Indigenous classroom at Lansdowne, to support the delivery of Indigenous pedagogy. Two former classrooms have been collapsed into one. The room will include cedar walls, easily moveable collapsible tables and chairs, allowances for singing, drumming, and smudging, storage for crafting materials, artwork, whiteboards, and coat hooks for students.



30. Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people

Preferential hiring for candidates of Indigenous ancestry, with lived experience of engaging with other Indigenous people and with knowledge of diverse Indigenous cultures, traditions, histories and aspirations, is being initiated July 1, 2021.



Preferential hiring, including term contracts, will be applied in the areas listed below, for the next five years.

- Criminal Justice;
- Social Work;
- Health care related;
- Early Learning and Care
- Public Administration;
- Faculty instructing courses in which content is primarily Indigenous or programs are delivered in Indigenous communities;
- Staff providing services primarily to Indigenous students or within Indigenous community-based programs;
- Employees offering services or programs funded through Indigenous-specific funding initiatives.

31. Established Indigenous gathering/learning/service space at Interurban

CBA 113 has been identified as an Indigenous gathering/service space at Interurban, effective August 2021. This space will allow a more welcoming space for students meeting with Indigenous Advisors at Interurban, with a sink etc., similar to the service space for IECC at Lansdowne.



32. Identified what an Indigenous Research Centre would look like, and identified synergies and a sustainable connection between Applied Research and Indigenous Research

NECITEL, pronounced 'Ne KWEE Tul', is a SENĆOŦEN word that references 'paying attention to one another'. Al Sam, a SENĆOŦEN Elder, provided us with permission to use the word and shared its pronunciation.



We will use the term NECITEL to describe the guiding partnership between: [Eyē? Sqā'lewen: the Centre for Indigenous Education & Community Connections \(IECC\)](#), [The Camosun College Foundation](#), and [Camosun Innovates](#)

This partnership helps prepare Camosun to lead, support, or engage in research involving Indigenous people, communities, and knowledge application. The existence of an Indigenous

research space at Camosun is an opportunity to attract interest from Indigenous communities, agencies, and scholars, to partner in research projects that result in reciprocal benefit. It provides a venue for the endorsement of accountable, respectful, and well-designed research projects that draw from and positively impact Indigenous communities, peoples, and knowledge. It also inspires potential funders, partners, and supporters to imagine projects they might not otherwise consider, fostering confidence in Indigenous research enterprises.

33. College Executive Team to work with other Island Corridor institutions (UVIC, RRU, VIU, NIC) to implement, maintain, and continue to strengthen our TRC recommendations

The Presidents and Indigenous Directors from UVIC, RRU, VIU and NIC have been invited to an initial meeting in July, 2021. We want to provide an ongoing opportunity for the leadership from all five institutions to have representatives meet annually to support each other in our Indigenization efforts. We envision these gatherings as meetings that could be attended by senior executives, not necessarily just the Presidents, but not just necessarily the Indigenous education leaders either (e.g. ILEAD members).



34. Integrated circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs in a variety of ways

[This recommendation is also included under the Curriculum Development & Delivery corner post, and the Employee Education corner post – see update under Curriculum Development & Delivery corner post]

35. Devoted part of Camosun’s website to Reconciliation information and support

The Promoting Indigenization & Reconciliation Task Force has facilitated a [link](#) from the acknowledgement of territory graphic on course D2L pages and others locations on Camosun’s web site, to provide information on our Indigenization Initiative, why we acknowledge territory, and how people can learn more about credit courses, continuing education courses, workshops, open education opportunities, community events, and massive online courses (MOOCs).

36. Calendarized Indigenous events.

The goal was to ensure that Camosun’s community is aware of key dates, e.g. Pit Cook; National Indigenous Peoples’ Day; Orange Shirt Day, etc., while also facilitating the appropriate invitations to various events, including the annual Indigenous Student Welcome Feast and the S’TENISTOLW conference that takes place every 3 years.



The IECC Operations Assistant puts in the relevant information into a variety of Outlook, Internet and Intranet calendars, which A2Ds use to remind leaders about certain events. IECC has been focusing on centralizing the IECC events communication process to ensure that information shared is timely and is appropriately communicated to respective communities as a means of continuing to build and nurture relationships. This includes creating a new email and

calendar (iecc@camosun.bc.ca) and utilizing existing platforms (Outlook, list-servs, etc.) to create a centralized access point for sharing, monitoring, and communicating events information. IECC is also developing a quarterly events news-blast to be shared with community and interested parties. Finally, IECC has initiated in-person communication of events with students and community via student belonging initiatives, committee meetings, in circle seminars or class (if appropriate).

37. Integrated circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs in a variety of ways

[This recommendation is also included under the Curriculum Development & Delivery corner post, and the Policy, Planning & Infrastructure corner post – see update under Curriculum Development & Delivery corner post]



Relationships Foundation

38. Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.

[Also included under the Curriculum Development & Delivery corner post – see detail there]

39. Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples

[Also included under Curriculum Development & Delivery corner post – see detail there]