



# CREATING A SHARED PATH

Aboriginal Service Plan 2021/22



University  
of Victoria

Acknowledgments

*We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

The Office of Indigenous Academic and Community Engagement would like to formally acknowledge our Aboriginal Service Plan Community Partners for their commitment to leadership of the ASP initiative at UVic. Over the last thirteen years, our partners have shown great dedication to the well-being and the support of their communities, organizations and Indigenous students. Their time and commitment are greatly appreciated.

*ASP Community Partners*

- Songhees Nation
- Esquimalt Nation
- WSÁNEĆ School Board
- Tseycum First Nation
- Tsawout First Nation
- Pauquachin First Nation
- T'Sou-ke First Nation
- Sc'ianew First Nation
- Quuquatsa Language Society
- Tla'amin Nation
- En'owkin Centre
- Métis Nation of Greater Victoria
- Victoria Native Friendship Centre
- Camosun College



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## President's Letter



**University  
of Victoria**

### President and Vice-Chancellor

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27 May 2021

The Honourable Anne Kang  
Minister of Advanced Education and Skills Training  
PO Box 9080 STN PROV GOVT  
Victoria BC V8W 9E2

Dear Minister Kang,

On behalf of the University of Victoria, I wish to extend my thanks and appreciation to the Ministry of Advanced Education and Skills Training for its ongoing support of the university's Aboriginal Service Plan (ASP) initiatives.

Since I joined the university in November 2020, I have had a chance to observe the impacts of ASP funding in a variety of ways. I have seen firsthand the importance the university places on Indigenous education, community engagement and opportunities for Indigenous learners, as my colleagues across the institution work to implement the university's Strategic Framework, Indigenous Plan and Strategic Enrolment Management Plan. I have also learned of the extensive contributions that programs and services initially funded by past ASP proposals have made to the current work the university does for Indigenous learners on campus and in Indigenous communities.

The COVID-19 pandemic has had significant impacts on both our institution and our community partners. ASP funding, along with funding from the university and other external sources, played a key role in transitioning student services to online delivery models and in supporting community partners to adapt their programs to meet the directions of the Provincial Health Officer.

This year's proposal builds upon the successes that we have had and the lessons we have learned over the past thirteen years as an ASP institution. We are grateful to our partner communities and organizations, both new and long-standing, for their guidance, feedback and support. Our ASP Community Advisory Committee has been both integral to building and strengthening our relationships with local communities and a model adopted by other institutions. ASP funding has allowed the university to develop and deliver new academic programs and to enhance student services and community-based initiatives, and continues to support growth in these areas.

Specifically, this year's proposal aligns university priorities with those identified by our partners, especially as they relate to community-based language revitalization and student wellness. It also identifies new and expanded opportunities for land- and water-based learning and for academic preparation in communities. Our proposal provides ongoing support for projects and initiatives that have demonstrated significant positive outcomes for Indigenous students and communities.

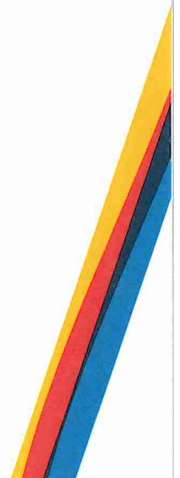
The university has also supported a number of initiatives that have grown out of programs and relationships created through ASP in past years. We are creating new base-funded student support roles in the Division of Student Affairs, building on the service model introduced in the first phase of ASP. The university has also transitioned a group of Elders-in-Residence to a salaried model to recognize and honour the importance of the work they do; this is another initiative that emerged from early years of ASP funding. Finally, the university has appointed its first Associate Vice President Indigenous, located in the President's office, to provide senior executive leadership for initiatives across the institution, including the revitalization of the Indigenous Plan.

As demonstrated through our strategic documents, the university continues to prioritize Indigenous education and relationships with Indigenous communities and organizations. We look forward to continuing this important work, and once again extend our gratitude to the Ministry for its ongoing support.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Kevin Hall', with a stylized flourish at the end.

Kevin Hall, PhD  
President and Vice-Chancellor



## Overview of Proposed Plan

The proposed plan for 2021/22 reflects the university's longstanding commitment to engagement with students and communities and builds upon the wise practices we have identified over the thirteen years of ASP funding. It strikes a balance between programs and activities designed for students currently attending the university, at both the undergraduate (Campus Community-Building Initiatives) and graduate levels (Continuing SAGE) and those designed to support the transitions of learners to post-secondary education (Community-Based Program Supports). It prioritizes support for community-based language learning, reflecting both the ongoing emphasis that partner communities and organizations place on language and culture (BEDILR, ʔəms qʷaytən, N'AWQEN) and the national leadership of the university in Indigenous language revitalization. The plan also responds to the needs of the local communities (Community-Based Programs) as well as the continued growth of the Indigenous student population at the university (see appendix 1) and to the ongoing feedback from students about the importance of Elders' support, and cultural and community-building programming, particularly land- and water-based learning opportunities (Living Lab), to students' retention and success.

The university has effectively responded to the COVID-19 pandemic by moving the various on-campus Indigenous supports, services, events, programs and courses to online formats. This has included our Elders-in-Residence program, which has been remotely offered via iPads that were provided to the Elders; academic programs and cultural supports, including the Bachelor of Education in Indigenous Language Revitalization (BEDILR) and Talking Circles; and the annual Indigenous Student Education Fair. UVic has also been supportive of the many adaptations that our community partners have engaged in to ensure that their programs were able to continue to serve their communities. ASP funding was strategically used for extra tutoring support for students who suddenly had to transition to online learning, and for homework packages that could be delivered by dedicated community staff to augment students' education in the absence of face-to-face learning, among other adaptations. Some of our community partners were hit harder by the impacts of COVID-19 than others, and were not able to offer their ASP programming this year, while others were able to continue in various innovative ways to serve their communities with ASP funding. Despite the impacts of COVID-19, we have been witness to the determination and resilience in the local Indigenous communities throughout this last year.

Moving forward, the staff and faculty in the Office of Indigenous Academic and Community Engagement (IACE), along with colleagues from academic and student service units across campus, are committed to maintaining strong relationships with partner communities and organizations and adapting to their needs as necessary. Recently, UVic demonstrated this commitment at an institutional level by creating a new executive position – the Associate Vice-President Indigenous, and appointed Qwul'sih'yah'maht, Robina Thomas, the former Executive Director of IACE, who has an established history of nurturing and honoring relationships with our local community partners.

Over the last year, we have also maintained the ASP Community Advisory Council. These consultation processes ensure that our programming and institutional priorities reflect, and respond to, emerging opportunities identified by our partners. Our ASP planning and engagement process culminated in a Community Advisory Council meeting held online on January 18, 2021, where representatives from partner communities and organizations participated in the approval by consensus of the proposed programs and activities. Feedback from other communities and organizations whose representatives were not able to attend in person was solicited via email. We will also be engaging the ASP Community Advisory Council as we begin the process of revitalizing our next *2023 – 2028 Indigenous Plan*, and we highly value these strong community partnerships that guide us.

## Proposed Programs and Activities for 2021/22

Title	Community-Based Program Supports	
New or continuing	Continuing	
Category	Delivery of programs or courses on campus or in Aboriginal communities; Development or enhancement of programs or courses; Student support services and initiatives	
Description	<p>This funding supports ongoing delivery of successful community-based programs by partner organizations, particularly related to supports for learners, language and program development. Quuquatsa Language Society (QLS) and En'owkin Centre will each be able to retain a 0.5FTE language coordinator to continue to recruit and provide support for community-based cohorts of Certificate in Indigenous Language Revitalization (CILR) students, and to serve as a liaison between UVic, Elders, instructors and educational partners. En'owkin Centre will also focus on developing an MOU to support future CILR programming with UVic. Pathways &amp; Opportunities will continue to offer adult learners and community members education planning, career development and campus visits in conjunction with the LE, <u>NONET</u> Campus Cousins, including workshops specifically for students transitioning from Camosun College and <u>WSÁNEĆ</u> School Board to UVic. This may also include the development of online programming, instead of in-person offerings, and virtual campus tours, to ensure safety in the event of ongoing COVID-19 concerns.</p>	
Rationale	<p>These programs have been developed directly in response to feedback and requests from partners. They are a continuation of previous years' support for programs. Language revitalization is a key priority for <u>WSB</u>, QLS and En'owkin Centre, among other community partners. This aligns with UVic's Indigenous Plan (Strand 1, Goals 1a, 1b, 1c, 1d, 1e) and Strategic Framework (Strategies 4.1, 4.2, 4.3, 4.5).</p>	
Related goals	ASP Goals 1 & 2; 2012 Aboriginal Policy Framework Goal 2	
Measuring success	<p>Measures of success will be developed in consultation with partner organizations to ensure that they are meaningful to their contexts, and will focus on the degree of engagement on the part of current and prospective students, and program development. En'owkin Centre is focused on supporting greater collaboration with UVic on the CILR program in the future, and the joint creation of an MOU will be evidence of success. Pathways &amp; Opportunities will reach at least 200 prospective students and engage community members at Pathways events in community and at UVic and/or through online offerings.</p>	
Location(s)	Port Alberni (QLS); Saanich ( <u>WSB</u> ); Penticton (En'owkin Centre); University of Victoria	
Timing	Start Date	June 1, 2021
	End Date	May 31, 2022
	Duration	12 months
Future plans	<p>It is anticipated that the language programs will continue to grow and new partnerships will be established, with some of the sites, such as Tla'amin, eventually developing capacity to support their language coordinators as core staffing.</p>	



	Ministry (ASP)	\$37,500
	Institution Contribution	\$20,000 (supervision and staff time)
	Other or In-Kind	
	Total	\$57,500
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	<ul style="list-style-type: none"> <li>• <u>WSB</u></li> <li>• QLS</li> <li>• En'owkin</li> <li>• Pathways &amp; Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>\$2,500 to support land-based learning</li> <li>\$10,000 to support 0.25FTE Language Coordinator</li> <li>\$17,000 to support 0.5FTE Language Coordinator</li> <li>\$8,000 transportation, food, gifts, honoraria</li> </ul>
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<ul style="list-style-type: none"> <li>• <u>WSB</u> letter of support</li> <li>• QLS letter of support</li> <li>• En'owkin letter of support</li> </ul>	



Title	Campus Community-Building Initiatives	
New or continuing	Continuing	
Category	Student support services and initiatives; Outreach activities and events	
Description	This initiative supports the building of a strong, vibrant Indigenous community on campus by providing spaces and settings for students to gather and connect, and to support the development and strengthening of Indigenous identity through cultural experiences and connections with the Elders-in-Residence. These events will be co-hosted by partners, both internal and external, where appropriate. Student events will include networking and career development opportunities, along with wellness programming, such as land and water-based experiences, self-care practices and culturally relevant workshops. Online offerings may be provided due to COVID-19.	
Rationale	These programs are based on feedback from students. Elders-in-Residence continues to be the highest-rated student support initiative on campus and has recently been offered online for the first time. Continued personal support and community building opportunities contribute significantly to student retention and completion. Students have emphasized the importance of land- and water-based learning opportunities as well as cultural, self-care and wellness activities. This aligns with UVic's Indigenous Plan (Strand 1, Goals 1a, 1b, 1c, 1d, 1e, 1f) and Strategic Framework (Strategy 4.4).	
Related goals	ASP Goal 1, 3; 2012 Aboriginal Policy Framework Goals 1, 5	
Measuring success	Success of these programs will be measured by student attendance and participation at each event offered. Based on past offerings, we expect to see at least 30 students per week visiting the Elders-in-Residence, 50 new students at orientation, more than 100 students at Week of Welcome and Week of Wellness events and a minimum of 50-100 students each week at Noon Networking lunches and cultural activities.	
Location(s)	UVic, partner communities, online	
Timing	Start Date	August 2021
	End Date	May 2022
	Duration	10 months
Future plans	These programs will continue to support our ability to respond to student-identified needs around building community, developing identity, and promoting belonging. Specific programs and events will continue to be based upon ongoing consultations with students.	
Budget	Ministry (ASP)	\$71,500
	Institution Contribution	\$85,000 (staff) \$32,990 (UVic funding for Elders' programming) \$25,000 (overhead)
	Other or In-Kind	
	Total	\$214,490
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	• Elders-in-Residence	\$30,000 (honoraria, Elders' retreat)
	• Student Events	\$41,500 (orientation, Week of Welcome, Week of Wellness, Noon Networking lunches, cultural & land-based activities)

Activities/Programs delivered in Aboriginal communities (where applicable)	
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	

Title	Community-Based Projects	
New or continuing	Continuing	
Category	Outreach activities and events; Student support services and initiatives; Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	
Description	Nine service agreements have been developed and implemented (six First Nations, one IAHLA, two urban community organizations) to support programs and services that have been identified as community priorities. Partners will use the funds to deliver programming in community, including cultural and land- and water-based workshops as well as workshops and after-school programs, such as tutoring, to provide supports to adult learners and high school students seeking assistance to meet the prerequisites for applications to post-secondary programs. Projects may be amended to offer online programming, due to ongoing COVID-19 concerns.	
Rationale	Community-based program supports identified in previous service agreements continue to assist local First Nations, institutes and organizations to provide workshops and other supports in their communities based on their educational priorities, thus serving these communities' individual program needs. These projects align with UVic's Indigenous Plan (Strand 5, Goals 1b, 1c, 1d, 1g, 1h) and Strategic Framework (Strategies 4.3, 4.5).	
Related goals	ASP Goals 1, 2; 2012 Aboriginal Policy Framework Goals 2, 4	
Measuring success	Measures of success will be developed in consultation with partner organizations to ensure that they are meaningful to their contexts, and will focus on participation rates and the degree of engagement on the part of current and prospective students. From the university's perspective, success will be measured through partner communities and organizations' continuing participation in the program and through feedback solicited in ongoing consultations and final reports.	
Location(s)	UVic, partner communities and organizations	
Timing	Start Date	June 1, 2021
	End Date	May 31, 2022
	Duration	12 months
Future plans	We intend to support these programs as long as there is interest on the part of our partner communities. We will continue to engage with partners to ensure that their needs and priorities remain at the core of the work being done.	
Budget	Ministry (ASP)	\$72,000
	Institution Contribution	\$20,000 (admin. and community outreach)
	Other or In-Kind	
	Total	\$92,000
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	<ul style="list-style-type: none"> <li>• Songhees</li> <li>• Esquimalt</li> <li>• Tsawout</li> <li>• Pauquachin</li> </ul>	<ul style="list-style-type: none"> <li>\$8,000 (tutoring and language revitalization)</li> <li>\$8,000 (tutors and supports for Homework Club)</li> <li>\$8,000 (tutoring and educational supports)</li> <li>\$8,000 (After-School Program and educational supports)</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>WSB</u></li> <li>• Sc'ianew</li> <li>• T'Sou-ke</li> <li>• VNFC</li> <li>• MNGV</li> </ul>	<p>\$8,000 (honoraria for Elders in student programs)</p> <p>\$8,000 (After-School Program and educational supports)</p> <p>\$8,000 (Community Garden Project for students)</p> <p>\$8,000 (post-secondary/career prep. support)</p> <p>\$8,000 (Metis Education Conference)</p>
Activities/Programs delivered in Aboriginal communities (where applicable)		
<p>Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program</p>	<ul style="list-style-type: none"> <li>• Songhees letter of support</li> <li>• Esquimalt letter of support</li> <li>• Tsawout letter of support</li> <li>• Pauquachin letter of support</li> <li>• <u>WSB</u> letter of support</li> <li>• Sc'ianew letter of support</li> <li>• T'Sou-ke letter of support</li> <li>• VNFC letter of support</li> <li>• MNGV letter of support</li> </ul>	

Title	Bachelor of Education in Indigenous Language Revitalization	
New or continuing	Continuing	
Category	Development or enhancement of programs or courses, Delivery of programs or courses on campus or in Aboriginal communities	
Description	Bachelor of Education in Indigenous Language Revitalization (BEDILR) year 3: We will continue to provide the bridging opportunity for community-based Indigenous Language Revitalization students who successfully completed all of their requirements for entry into the BEDILR. This year focuses on teacher education curriculum and teaching methods and will include a 6-week school-based across-curriculum practicum. Students from five different language groups will continue to grow their skills and expertise through a degree program leading to teacher certification, focusing on their own language contexts as much as possible and the ASP funding will provide the supports necessary to ensure their success. We expect a cohort of 25 students to continue into this year 3 phase.	
Rationale	<p>The BEDILR expands on regular teacher training by building the teacher training onto the language diploma, thus supporting the substantial need for language speakers and Indigenous teachers. The Aboriginal Service Plan has directly supported three years of development and delivery of Indigenous language proficiency building programming in the Port Alberni area for the Nuu-chah-nulth languages, as well as this past year of education preparation course work.</p> <p>This program brings five different language groups together, and provides a path towards teacher certification that is created for Indigenous students. Students from Nuu-chah-nulth, SENCOTEN, Secwepmecín, Tahltan and Kwak'waka language programs have come together to share their experiences and journey towards teacher education certification, which will serve to meet the educational needs of their respective communities. This also meets the goals of the <i>Truth and Reconciliation Commission Calls to Action</i> (#16 &amp; #62), UVic's Indigenous Plan (Strand 1, Goal 1) and Strategic Framework (Strategies 4.1, 4.2, 4.3, 4.5).</p>	
Related goals	ASP Goals 1, 2 & 3; 2012 Aboriginal Policy Framework Goals 1 & 2	
Measuring success	In the short term we see our successes with the 25 students accepted into the BEDILR this Fall. Despite the ongoing challenges they are facing with COVID-19, children at home, lack of technology at home for learning, etc., these students are completing and continuing their programming. Longer term, the success of this project continues to be measured by: 1) Enrolling and graduating more Indigenous teachers; 2) Monitoring this path for Indigenous students that fits their cultural, work, community and life context in ways that support successful BEDILR completion; 3) The potential impact that Indigenous teachers proficient in their languages will have on their communities once they have gained their K-12 provincial teaching credential.	
Location(s)	UVic campus and surrounding territories and BC First Nations: Chase, B.C.; West Coast of Vancouver Island; North Vancouver Island; South Vancouver Island; Dease Lake, B.C. Classes are currently online, but are expected to be face-to-face for practicum, and when pandemic restrictions ease.	
Timing	Start Date	September 2021
	End Date	May 2022
	Duration	9 months

Future plans	Delivery of the final two years of BEDILR and graduation of Indigenous teachers proficient in their language.	
Budget	Ministry (ASP)	\$40,000
	Institution Contribution	\$108,000 (salaries, administrative support, instruction, TAs)
	Other or In-Kind	
	Total	\$148,000
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	Language support for 5 languages: <ul style="list-style-type: none"> <li>• SENĆOŦEN</li> <li>• Nuu-chah-nulth</li> <li>• Tahltan</li> <li>• Kwak'wala</li> <li>• Secwepmecin</li> </ul>	Language workshops each term: <ul style="list-style-type: none"> <li>• \$3000 per term for each fluent speaker</li> <li>• \$1000 per term for TA support for each speaker</li> </ul> \$4000 per term x 5 languages x 2 terms = \$40,000
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program		

Title	<p style="text-align: center;"><b>The UVic-Community Living Lab Project</b> Supporting Indigenous-Led and Place-Based Eco-Cultural Restoration and Resurgence</p>
New or Continuing	Continuing
Category	Partnerships and engagement; Outreach activities and events; Student support initiatives; Policy initiatives
Description	<p>The UVic-Community Living Lab (LLAB) Program for 2021-2022 will focus on the consolidation of Living Lab’s community of practice network and on establishing a sustainable schools and community eco-cultural environmental monitoring program with Coast Salish partners supported by UVic, the CRD and NGOs. The priorities will be: 1) Education - Indigenous ecosystem and species knowledge documentation led by community knowledge keepers in the Coast Salish dialects/languages, engagement of Indigenous language learners and enhancement of land based learning courses, outdoors educational and place/land-based learning programs and resources aligned with school curriculum in SD61 &amp; 63, and creation of a pilot field school site(s) on TETÁĆES (Gulf Islands); 2) Restoration - Regional ecosystem restoration and capacity building; growing the UVic-Community Water Lab, and piloting the Indigenous Youth Stewardship program; 3) Resurgence - Building collaborative partnerships supported by community engaged research with a focus on the Coast Salish reef net fishery, including intellectual property rights and pathways to academic resources, labs and courses at UVic.</p>
Rationale	<p>LLAB is Reconcili-Action through Eco-cultural Restoration and Indigenous Resurgence; its explicit intention is to build ethical community-campus partnerships and infrastructure to restore and heal the land and to create transformative education and capacity building projects which stop the continued dispossession and degradation of Indigenous lands. LLab aims to develop a long-term and impactful land and water restoration program and projects in the CRD/Coast Salish territories to protect the environment and climate, to empower youth, and to sustain communities, economy and future generations. LLab addresses the growing demand at UVic for local place-based experiential field programs and curriculum that supports Indigenous communities and priorities, addresses systemic barriers and weaves Indigenous and western knowledge and science. The LLab 2020-2021 Project addresses two major systemic issues: Increasing access to and co-design of eco-cultural restoration programs on traditional Songhees (Lekwungen) and WŚÁNEĆ territories and transforming educational policy barriers at UVic and K-12 to increase numbers of Indigenous students and local Indigenous content in field and lab programs. This aligns with UVic’s Indigenous Plan (Strand 1, Goals 1, 2, 3, 4; Strand 2, Goals 1, 2, 5; Strand 3, Goals 1, 2; Strand 4, Goals 1, 2; Strand 5, Goals 1, 2) and Strategic Framework (4.1, 4.2, 4.4, 4.5).</p>
Related goals	ASP Goals 1, 3; Aboriginal Policy Framework Goals 1, 2, 5
Measuring Success	<p>Living Lab will engage 20 UVic faculty members and staff in workshops and field projects; 20 UVic Indigenous student volunteers/researchers; 10 Elders in program development; 250 children via Science Venture afterschool programs in 13 regional First Nations; 100 high school youth via Spring and Summer Camps; 150 school age children in classroom and field learning; and 150 community</p>



	members at the Annual Living Lab Feast and public events. Success will also be measured by the creation of a long-term collaborative community-campus community of practice; the positive development of Indigenous students; and the restoration of natural ecosystems centring community priorities.	
Location(s)	W̱SÁNEĆ (Saanich), Songhees/Lekwungen (Victoria), TETÁĆES (Pender Island), UVic, Salt Spring Island and other potential sites	
Timing	Start Date	June 1, 2021
	End Date	May 31, 2022
	Duration	12 months
Future plans	Living Lab is focused on creating a sustainable program and operations structure over the next 3-5 years and increasing its alignment with UVic-based student, staff, research and lab programs and pathways/access to UVic for Indigenous students and communities.	
Budget	Ministry (ASP)	\$50,000
	Institution Contribution	\$22,500 (NSERC Promo Science 2021-2023) \$7,000 (Science Venture, Education, Engineering and Work Study staff)
	Other or In-Kind	\$8,000 UVic labs-office spaces \$3,000 - CRD in-kind \$5,000 - UVic community-engaged learning (TI'Ches) \$5,000 - LLab Steering Committee time \$15,000 - W̱SÁNEĆ - PEPÁĶEN HÁUTW Foundation \$10,000 - Songhees \$6,000 - UVic/community summer interns \$15,000 - Local businesses and foundations (TBD)
	Total	\$146,500
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
	1. Educators	1. \$15,000 - W̱SÁNEĆ and Songhees staff/educators
	2. Project Coordination	2. \$21,000 - LLab planning and program coordination
	3. Reef Net Education	3. \$5,000 - ŁÁU,WEL,NEW Tribal School/PH
	4. Communications	4. \$3,500 - Communications/program support
	5. Elders	5. \$2,000 - W̱SÁNEĆ, Songhees and regional Elders
	6. Office Equipment	6. \$2,000 - Printing, office supplies, equipment, phone
	7. Travel and Food	7. \$1,000 - Event food, transport, supplies
	8. Training	8. \$500 - Training/professional development
<b>Activities/Programs delivered in Aboriginal Communities (where applicable)</b>		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<ul style="list-style-type: none"> <li>• PEPÁĶEN HÁUTW/W̱SÁNEĆ letter of support</li> <li>• Songhees Education Services letter of support</li> <li>• UVic Community Innovation Lab letter of support</li> </ul>	

Title	<p style="text-align: center;"><b>"N'AWQEN"</b></p> <p style="text-align: center;">Clarification, Resolution &amp; Commitment: Developing a Diploma in Indigenous Fine Arts at the EN'OWKIN Center</p>
New or continuing	Continuing
Category	Development or enhancement of programs or courses, Student support services and initiatives
Description	<p>The En'owkin Centre and the UVic have been in partnership for 30 years supporting the educational needs of emergent artists for academic preparation in Fine Arts with a focus on Indigenous perspectives and approaches. Launched in 1991, the original program offered a 24.0 unit writing specialization leading to a Certificate in Native Indian Creative Writing. In 1997, the program was revised to allow students to specialize in either creative writing or visual arts, and in 2001 the program was updated to the current 13.5 unit Foundations in Indigenous Fine Arts (FIFA) Certificate. In order to respond to the current needs for arts education for Indigenous learners, En'owkin is proposing the development of a Diploma in Indigenous Fine Arts in partnership with University of Victoria (Division of Continuing Studies/Faculty of Fine Arts). Building on the success of the Certificate Program, the Diploma will use a ladder approach. This includes maintaining the current certificate program which will ladder into a Diploma offered by the En'owkin Centre, followed by an opportunity to transfer these credits into a Bachelor of Fine Arts at UVic or another post-secondary institution.</p> <p>The Aboriginal Service Plan contribution will support program development and Indigenous student success through: 1) The completion of an educational needs assessment to determine educational requirements for the Foundations in Indigenous Fine Arts Diploma Program; 2) Mapping of certificate and diploma program into a Bachelor of Fine Arts at University of Victoria (or other PSI) to support student transition; 3) Development of new curriculum to meet diploma program level outcomes.</p> <p>In order to support the success of learners in the program and facilitate their transition, En'owkin will continue to provide post-secondary students with the wrap-around services needed to support their studies including: personal/emotional, financial and academic or career counselling.</p>
Rationale	<p>As an Indigenous post-secondary institution with a specialization in Indigenous arts education and training, the En'owkin Centre is best positioned to support Indigenous student success in their foundational years of study. By providing a Diploma Program for Certificate learners to ladder into at the En'owkin Centre, learners are able to develop a stronger foundation in fine arts with culturally appropriate curriculum that best reflects their educational need and interests as well as providing access to the wrap-around services needed to succeed in their studies. This aligns with UVic's Indigenous Plan (Strand 1, Goal 1, 3, 4; Strand 2, Goal 3; Strand 3, Goal 1) and Strategic Framework (Strategies 4.1, 4.2, 4.5).</p>
Related goals	ASP Goals 1 & 3; 2012 Aboriginal Policy Framework Goal 2

Measuring success	The success of this initiative will be measured by the number of learners able to advance their studies in Indigenous Fine Arts through creation, and subsequent completion, of the Diploma Program.	
Location(s)	EN'OWKIN Center, Penticton Indian Band	
Timing	Start Date	August, 2021
	End Date	March, 2022
	Duration	8 months
Future plans	Submission of the Diploma in Indigenous Fine Arts Program to the Senate Committee on Continuing Studies and Faculty of Fine Arts for review prior to seeking approval by Senate. Anticipated launch date of Fall 2022.	
Budget	Ministry (ASP)	\$20,000
	Institution Contribution	\$6,000 (program proposal, curriculum changes, student admissions and registrations)
	Other or In-Kind	\$7,000 (student recruitment, program administration and delivery)
	Total	\$33,000
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<ul style="list-style-type: none"> <li>• En'owkin Board of Directors letter of support</li> <li>• UVic Faculty of Fine Arts letter of support</li> </ul>	

Title	<p style="text-align: center;"><b>Continuing SAGE</b> Fostering Support and Community for Indigenous Graduate Students</p>
New or continuing	Continuing
Category	Student Support Services and Initiatives
Description	<p>Our goal is to provide valuable directed mentorship and new learning opportunities (writing workshops, professional development, land-based practices etc.) for Indigenous students at UVic through the continuation of the SAGE program.</p> <p><u>Background:</u> Supporting Aboriginal Graduate Enhancement (SAGE) was founded by Graham Smith and Jo-ann Archibald at UBC in 2005, as the sister group to “Maori and Indigenous” (MAI) graduate program in Aotearoa (New Zealand). SAGE brings together Indigenous graduate students and provides an Indigenous knowledge orientation to student learning and mentorship. There are various SAGE chapters across Canada, including one at UVic, which was dormant from 2012-17, until we restarted it in 2018.</p> <p>ASP funding is critical to revitalizing the SAGE chapter at UVic and to create cultural and academic supports for Indigenous graduate students so that they can thrive and succeed in their respective graduate programs and fields of study. In order to meet these goals, we began by meeting to discuss student needs and start organizing the requested land-based experiences, workshops and writing retreats to enhance their graduate work through direct mentorship and training. We have also invited Songhees First Nation Elder Sellemah (Joan Morris) to be Community Advisor to SAGE and ASP funding will assist in paying Sellemah for her time.</p> <p>This year we have focused on delivering relevant training and workshops for Indigenous graduate students on writing, grant proposals, the dissemination of research and much more. Adjusting for the current safety protocols due to COVID-19, we have shifted our programming to online formats with great success. For the upcoming semester we are establishing an Advisory Group of Indigenous graduate students to assist with identifying important areas of focus for future programming, and will also be hosting an Indigenous Graduate Research Conference.</p>
Rationale	<p>When holding our initial SAGE meetings in 2018, Indigenous Graduate students told us that they feel isolated at UVic. The SAGE program helps build a sense of community for new forms of collaboration, experiential and land-based learning, and professional development. These are critical elements of mentorship and provide the basis for the future success of Indigenous graduate students at UVic. SAGE aligns with UVic’s Indigenous Plan (Strand 1, Goal 3c &amp; Strand 4, Goal 4).</p>
Related goals	ASP Goals 1 & 2; 2012 Aboriginal Policy Framework Goals 1 & 5
Measuring success	<p>We have been able to gauge success based on how many students participate in SAGE activities. Despite the unexpected online formats that have been necessary due to COVID-19, we have seen steady rates of active participation at all of our events thus far. The SAGE Advisory Group will guide our 2021-22 program offerings and we will continue to gauge success based on student engagement and participation. Additionally, we have received many positive reflections from</p>

	Indigenous graduate students noting the importance and value of SAGE programming, which will continue to be gathered as evidence of the success of SAGE.	
Location(s)	CIRCLE, First People's House, Pearson's College, Tofino, nationwide via online formats	
Timing	Start Date	September 2021
	End Date	May 2022
	Duration	9 Months
Future plans	SAGE plans to continue to develop funding opportunities and partnerships to build future capacity for SAGE, and maintain an Indigenous Graduate Student Advisory Committee to ensure that SAGE continues to be grounded in their unique needs.	
	Ministry (ASP)	\$20,000
	Institution Contribution	\$20,000 (space, staff)
	Other or In-Kind	
	Total	\$40,000
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program		

Title	Kwak'wala Language Learning Support and Partnership Development	
New or continuing	New	
Category	Outreach activities and events, Development or enhancement of programs or courses	
Description	<p>Development of a partnership opportunity between the Nawalakw Healing Society, a non-profit serving Kwakwā kā 'wakw on Northern Vancouver Island, with the University of Victoria that may serve to support Indigenous language learning and curriculum development. One of the goals of the Nawalakw Healing Society is to create an immersive, land-based Kwak'wala language and culture program. Currently we have five apprentice learners (post-secondary students) being mentored by fluent speakers. Those learners need direction and support through coordination and language teaching, so that they can in turn become the language teachers for youth and school-based language and culture camps.</p> <p>This project will support learners, program development and the development of a longer term relationship with UVic to engage in language programming with North Island Kwakwā kā 'wakw communities. The activities are as follows:</p> <ul style="list-style-type: none"> <li>• Hire a tutor/mentor for 5 apprentices to guide them on a weekly basis (zoom sessions over 15 weeks, working on pronunciation, grammar, and vocabulary)</li> <li>• Language planning development and community coordination which includes UVic relationship/ partnership development</li> </ul>	
Rationale	<p>There is a strong need to approach language revitalization from many angles to support Indigenous communities to develop youth who know who they are and where they come from. The timelines for language revitalization are urgent in BC, and for Kwak'wala. This is a first step in creating a longer term strategy for language planning that could lead into a multi-year mutually beneficial relationship between an Indigenous Organization and UVic. This outreach relationship could result in program delivery that seeks to certify language teachers, and support communities in building their language proficiency. This also meets the goals of the <i>Truth and Reconciliation Commission Calls to Action</i> (#16 &amp; #62), UVic's Indigenous Plan (Strand 1, Goal 1) and Strategic Framework (Strategies 4.1, 4.2, 4.3, 4.5).</p>	
Related goals	ASP Goals 1 & 2; 2012 Aboriginal Policy Framework Goal 2	
Measuring success	Success will be measured by the increase in language proficiency of the five apprentices, the creation of a language plan, the development of a collaborative relationship between the Nawalakw Healing Society and UVic and by the increase in health and language skills within the Kwak'wala language speaking communities.	
Location(s)	Alert Bay, Online, UVic, on-the-land in traditional Kwakwā kā 'wakw communities	
Timing	Start Date	June 2021
	End Date	May 2022
	Duration	12 months
Future plans	Potential agreement and program development or course delivery	
Budget	Ministry (ASP)	\$14,000

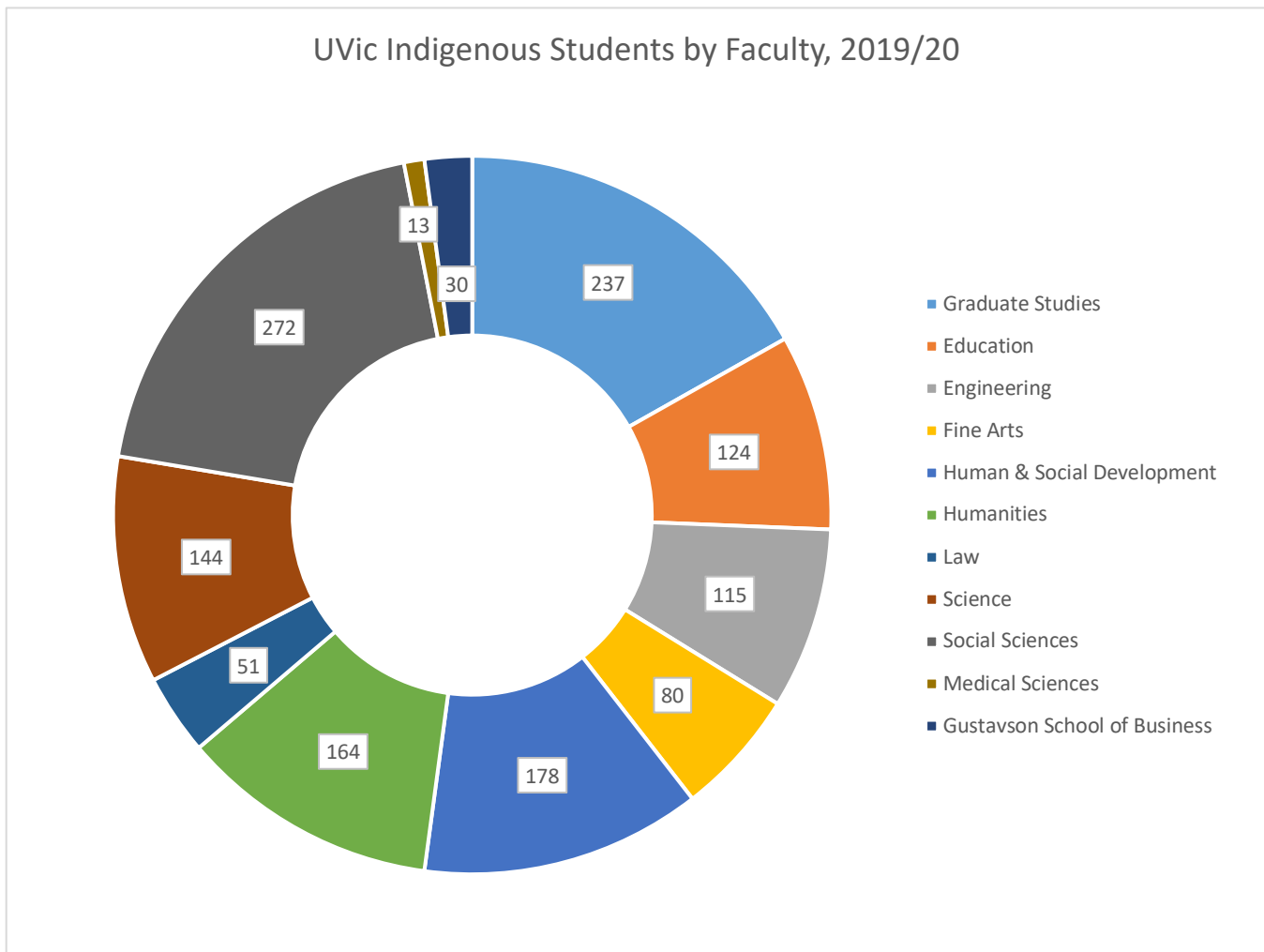
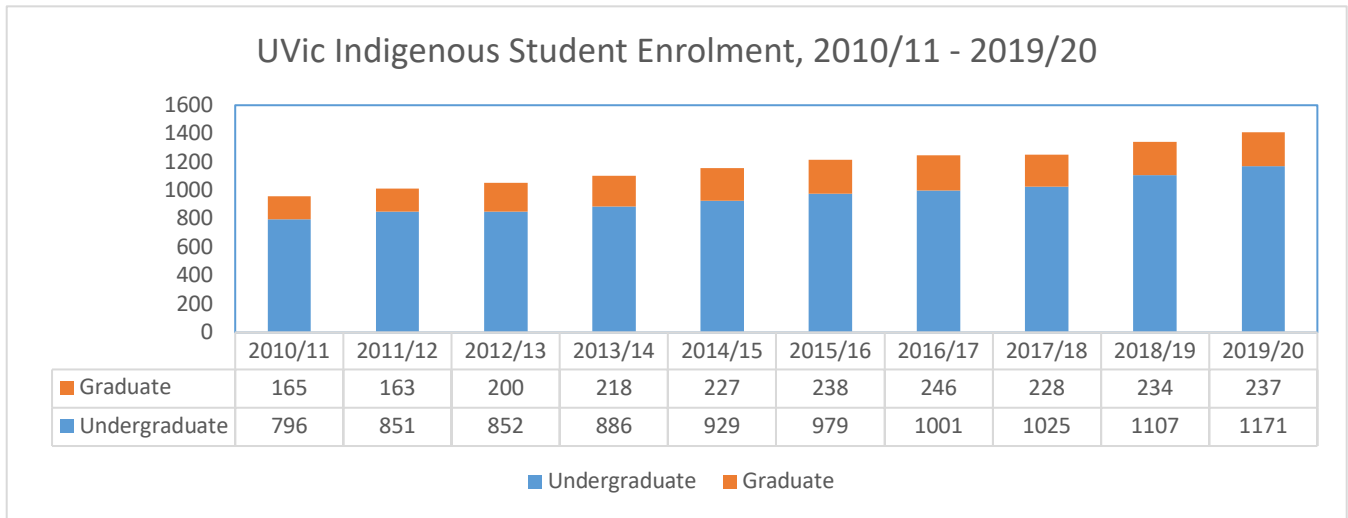
	Institution Contribution	\$20,000 (UVic staff time & curriculum support)
	Other or In-Kind	\$60,000 (Nawalakw Language Director Salary)
	Total	\$85,000
Expense Breakdown for activities or programs where Ministry funding is greater than \$20,000	Item	Amount
Activities/Programs delivered in Aboriginal communities (where applicable)		
Documents showing the support, capacity and readiness of the Aboriginal community, specifically relevant to the proposed activity/program	<ul style="list-style-type: none"> <li>Nawalakw Healing Society letter of support</li> </ul>	



## Budget

<i>Programs and Activities</i>			
Activity/Program Title	Category	2021/22	
		Ministry	Institution
Community-Based Program Supports	Delivery of programs or courses on campus or in Aboriginal communities; Development or enhancement of programs or courses; Student support services and initiatives	\$37,500	\$20,000
Campus Community-Building Initiatives	Student support services and initiatives; Outreach activities and events	\$71,500	\$142,990
Community-Based Projects	Outreach activities and events; Student support services and initiatives; Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$72,000	\$20,000
Bachelor of Education in Indigenous Language Revitalization (BEDILR)	Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$40,000	\$108,000
The UVic-Community Living Lab Project	Partnerships and engagement; Outreach activities and events; Student support initiatives; Policy initiatives	\$50,000	\$29,500
"N'AWQEN"	Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$20,000	\$6,000
Continuing SAGE	Student support services and initiatives; Development or enhancement of programs or courses; Delivery of programs or courses on campus or in Aboriginal communities	\$20,000	\$20,000
Kwak'wala Language Learning Support and Partnership Development	Outreach activities and events, Development or enhancement of programs or courses	\$14,000	\$20,000
	<b>Total</b>	<b>\$325,000</b>	<b>\$366,490</b>

## Appendix 1: Enrolment Data



Source: Institutional Planning and Analysis

Appendix 2: Letters of Support



## Songhees Nation

Dec. 4, 2020

Dear UVic Ctte for the Aboriginal Service Plan,

Greetings and thank you for considering our Living Lab proposal for 2021-2022 focused on supporting our child and youth learners with School District #61 , launching our new regional Indigenous youth stewardship program, supporting Songhees Nation and youth engagement in the Tl'Ches – UVic archaeology-ethnobotany research, and supporting after school and summer activities. Songhees Education Services and our Nation as a whole supports Living Lab's project's goals and activities and is proud to be a founding partner and core participant.

Living Lab connects our community to its traditional territories at the University of Victoria, on the Oak Bay ( Tl'Ches ) Islands, along the Gorge Waterway (Camossung), is creating learning resources in our Lekwungen language and promoting Songhees worldview, history and community priorities. Our children, youth and community members have been cut off access to, knowledge about and planning of their traditional territories from what is now called Witty's Lagoon to Cadboro Bay- UVic.

There is resurgence in our ecosystem and culture and Living lab helps connect that to the needed transformation and de-colonization of the education system. The project also aligns well with the First Nations Education Steering Ctte of BC and its community-based science and Indigenous curriculum resources and priorities. The focus on children, youth and capacity building also helps make school learning relevant and provides meaningful classroom, community and internship opportunities. Living Lab is providing tools and supports for Songhees nation members and recent graduates to share their knowledge and culture first hand and on their terms.

Thank you for your time and attention. We will continue to provide in-kind support and to apply for summer interns as before for the Living Lab program.

Sincerely,

  
Kristely Kelly

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1100 Admirals Road Victoria, BC V9A 2P6 Phone 250-386-1043 Fax 250-386-4161



**ESQUIMALT NATION**  
1189 KOSAPSUM CRESCENT  
VICTORIA, BC V9A 7K7  
PH: 250-381-7861  
FAX: 250-384-9309

March.12, 2021

To Whom It May Concern,

As the Education Director serving Esquimalt Nation and as a member of the UVic Aboriginal Service Plan Community Advisory Committee, I confirm Esquimalt Nation's involvement in the development and approval of the 2021/22 ASP proposal.

As a representative for Esquimalt Nation, I confirm our intention to build on existing partnerships with the University of Victoria. I confirm that Esquimalt Nation has the capacity to meet the deliverables of the program being funded, inclusive of its development, delivery and assessment.

Please don't hesitate to reach out should you have any questions or concerns.

Kalie Dyer  
Education Director  
Esquimalt Nation  
1189 Kosapsum Crescent  
Victoria, BC V9A 7K7  
(250) 381-7861  
[education@esquimaltnation.ca](mailto:education@esquimaltnation.ca)



# TSAWOUT FIRST NATION

7728 Tetayut Road, Saanichton, BC V8M 2E4

February 23, 2021

University of Victoria  
Aboriginal Service Plan

To Whom It May Concern:

Tsawout First Nation is pleased to submit a letter of support for the Aboriginal Service Plan (ASP) funding application from the University of Victoria.

This funding is utilized by providing tutoring and support (math, science, literacy, reading and writing, Indigenous language, etc.) for K-12 and post-secondary students to increase their educational opportunities and success. In addition to providing these supports, the Tsawout Learning House provides afterschool assistance and healthy snacks for students which include High School and Adult Learning Programs.

These funds make a significant and positive impact on students while supporting their academic pursuits. In addition to the development of positive relationship building, students are provided with opportunities for engagement with Indigenous culture, language and land-based learning.

If you have any questions, or require additional information or documentation, please do not hesitate to contact our office.

In Strength & Unity,

Christine Bird  
Education Manager  
Tsawout First Nation  
Phone: (250)652-9101 Ext. 326  
Email: [educationmanager@tsawout.ca](mailto:educationmanager@tsawout.ca)

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

Pauquachin First Nation



łÁU,WELNEW  
Tribal School  
250.652.1811

SŁEŁEMW  
Child Development Centre  
250.652.0074

## WSÁNEĆ SCHOOL BOARD

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

250.652.2313 or 250.652.4212 (Admin. Office)  
FAX 250.652.6929

SAANICH Adult  
Education Centre  
250.652.2214

WSÁNEĆ Leadership  
Secondary School  
250.544.5140

February 22, 2021

As a member of the UVic Aboriginal Service Plan Community Advisory Committee, I confirm WSÁNEĆ School Board's involvement in the development and approval of the 2021/2022 ASP proposal as a whole. As a representative for the WSÁNEĆ School Board, I confirm our intention to build on existing partnerships with the University of Victoria in the development, delivery and assessment of the programs and services proposed in this document. Moreover, our organization has the capacity to carry out the plans we have made for the community-based program proposed for 2021/2022 at the Saanich Adult Education Centre.

Please do not hesitate to connect with me if you have any questions or concerns. I can be reached at (250)661-3465 or by email at [kendra@saec.ca](mailto:kendra@saec.ca)

HÍSWKE SIÁM.

*Kendra Underwood*

SŁEMXÁMTENOT  
Kendra Underwood  
Director, Adult Education  
Saanich Adult Education Centre  
WSÁNEĆ School Board

Sn'ianew First Nation



PO Box 307, Sooke B.C., V9Z 1G1  
Ph.: 642-3957 Fax: 642-7808

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February 4, 2021

University of Victoria  
Office of Indigenous Academic  
and Community Engagement  
First Peoples House  
PO Box 1700 STN CSC  
Victoria, BC  
V8W 2Y2

To Whom it may concern:

As a member of the University of Victoria Aboriginal Service Plan Advisory Committee, this letter confirms T'Sou-ke Nations involvement in the development and approval of the 2021-22 ASP proposal as a whole. As a representative for the T'Sou-ke First Nation, I confirm our intention to build on existing partnerships with University of Victoria in the development, delivery and assessment of the programs and services proposed in the proposal and that T'Sou-ke First Nation remains committed to language revitalization; as well as advancing student access, retention and completion, and meaningful partnership engagement in so fitting with the goals of the ASP.

Sincerely,

Michelle Thut  
Administrator



Nawalakw  
17 Gatu Road,  
PO Box 518,  
Alert Bay, BC, V0N 1A0

February 3, 2021

To Whom It May Concern:

On behalf of the Nawalakw Healing Society, it gives me great pleasure to express our full support for the University of Victoria and are very grateful to be applying for the Aboriginal Service Plan funding for the 2021-2022 year.

For this particular project, Nawalakw is proposing to reconnect and rebuild our relationship with the University of Victoria. We would like to begin discussing and planning the reignition of Kwak'wala language revitalization programming. Kwak'wala is one of the critically endangered Indigenous languages local to Vancouver Island and we are looking to increase our number of certified teachers by way of restarting the Kwak'wala degree programming through the University and the Indigenous Education department.

At Nawalakw, we are also supporting a handful of language apprentices in our inaugural year. They are currently working diligently to increase their own language proficiency and create lesson plans to be utilized at our immersion camps to be hosted at our newly constructed culture camp in a remote location in Kwakwaka'wakw territory.

The Nawalakw language program and administration confirms our capacity and readiness to continue on with this important work with the allyship of the University of Victoria and the support of Aboriginal Service Plan.

Gilakas'la

A handwritten signature in black ink, appearing to read "mison".

Ikawegi'lakw (Deanna Nicolson)  
Language Programs Director  
Nawalakw Healing Society



**QUUQUATSA LANGUAGE SOCIETY**

March 26, 2021

To whom it may concern:

Re: Letter of Support

This letter is to express support for the of the 2021-22 ASP proposal.

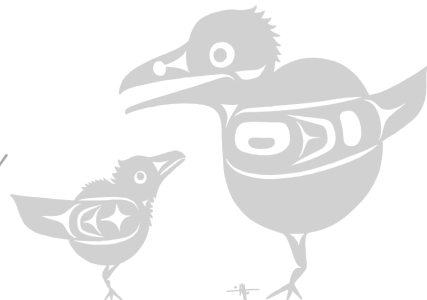
Quuquatsa Language Society is happy to work in this important language work, and are willing to offer support, guidance and mentorship.

We look forward to informally work to create safe, fun, and effective family related learning opportunities.

Sincerely,

for/ Victoria Wells, President  
Quuquatsa Language Society

*Quuquatsa Language Society  
6151 Russell Place  
Port Alberni, BC V9Y 7W3*





## VICTORIA NATIVE FRIENDSHIP CENTRE

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

February 24, 2021

Re: Support for 2021-22 Aboriginal Service Plan

To Whom It May Concern,

Please be advised that we, the Victoria Native Friendship Centre, fully support and endorse the continuation of the Aboriginal Service Plan agreement for the fiscal year of 2021-22.

Please be assured that we have the capacity to deliver our programming as outlined in the proposal, as we have successfully adapted our programming to align with these challenging times.

Now, more than ever, our students and community members are needing extra support as they strive to move forward powerfully and fulfill their goals.

It would be an honor and a gift to continue our good work, in partnership with your institution.

With warmth and gratitude for the good work you do,

A handwritten signature in blue ink, appearing to read "Nadia Salmaniw". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Nadia Salmaniw

Director

CEER Department (Career, Employment, Education Resources)

Victoria Native Friendship Centre

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



22 March 2021

Indigenous Initiatives Coordinator  
Office of Indigenous Academic and Community Engagement  
First Peoples House  
University of Victoria  
Victoria BC V8W 2Y2

To Whom it May Concern

Re: Support for Aboriginal Service Plan Proposal

The Metis Nation of Greater Victoria (MNGV) supports the submission of the 2021-2022 Aboriginal Service Plan proposal by the University of Victoria. The funds MNGV receive are very much appreciated as the funds are used to assist the community in its educational sharing of the Metis people, their traditions, culture and history. Our MNGV community is well established and have the capacity to deliver the program that is developed and that we are funded for.

As was said initially, the Metis Nation supports the submission of this proposal and appreciates being a part of the proposal itself.

Respectfully submitted.

A handwritten signature in black ink, appearing to read "Barbara Hulme". The signature is fluid and cursive.

Barbara Hulme  
Elder  
Metis Nation of Greater Victoria



154 En'owkin Trail  
Penticton, B.C.  
V2A 0E1

PH: (250) 493-7181  
FAX: (250) 493-5302  
EMAIL: enowkin@vip.net

December 03, 2020

Aboriginal Services Plan  
c/o Indigenous Initiatives Coordinator  
Office of Indigenous Academic and Community Engagement

Attention: Dorothea Harris, Indigenous Initiatives Coordinator

**RE: Aboriginal Services Plan Submission 2021-2021**

Dear Dorothea Harris,


Please accept this letter to confirm the Okanagan Indian Educational Resources Society (OIERS) (informally known as En'owkin Centre) Board of Director's support for their application to the University of Victoria Aboriginal Service Plan for ASP support proposed for the 2020 and 2021 Language coordinators at En'owkin Centre in the Certificate in Indigenous Language Revitalization (CILR) in partnership with the En'owkin Centre.

The proposed service plan outlines additional costs of \$17,000.00 for 2020 and 2021 associated with goal of the CILR to support Indigenous communities in language Revitalization, in particular with staff/faculty located at En'owkin Centre. We will work with the organization to revision how we can deliver the CILR Program with the needs of Language learners.

The Board of En'owkin Centre is very proud of the program that the University of Victoria offers in partnership with CILR, building on the 29 year partnership between the En'owkin Centre and University of Victoria.

Please give the proposal your best consideration. Thank you and we look forward to our continued work ahead. On behalf of the Board of Directors of OIERS.

Sincerely,



OIERS Vice-President Jeannette C. Armstrong, Ph.D

cc. OIERS President Chief Clarence Louie

Registered as the Okanagan Indian Educational Resources Society  
[www.enowkincentre.ca](http://www.enowkincentre.ca)





154 En'owkin Trail  
Penticton, B.C.  
V2A OE1

PH: (250) 493-7181  
FAX: (250) 493-5302  
EMAIL: enowkin@vip.net

December 03, 2020

Tania Muir  
Director, Cultural Management Programs  
Division of Continuing Studies, University of Victoria

VIA email [cmpdir@uvic.ca](mailto:cmpdir@uvic.ca)

RE: Expression of Interest – Aboriginal Service Plan request from En'owkin Centre Board to re-engage the delivery of a (Foundations in Fine Arts Diploma) for Indigenous learners.

On behalf of the Board of Directors of the Okanagan Indian Educational Resources Society (OIERS) more commonly known as En'owkin Centre, please accept this letter as an expression of interest.

The En'owkin Centre is governed by OIERS, a Board of Directors that represents the Post-Secondary and Adult Education interests of the seven First Nations Bands of the Syllx Okanagan Nation. The OIERS Board as the En'owkin Centre (hereafter referred to as En'owkin) is a dynamic institution, which puts into practise the principles of self-determination and the validation of cultural aspirations and identity. Our Indigenous faculty is comprised of highly qualified Indigenous educators, professional artists and writers. Learners attend En'owkin Centre provides a culturally sensitive learning environment in a nurturing and challenging atmosphere.

Our objectives are:

1. Operate a quality First Nation Post-Secondary institution offering educational programs to enhance Aboriginal Culture, language, political development and leadership and excellence in Aboriginal arts Training.
2. Operate a quality Aboriginal Adult College Readiness Program to assist in adult completion of requirements and skills to enter programs of higher learning.
3. Operate a program for culture and literacy, archives and educational resources for the benefit of all peoples requiring such information.
4. Operate and offer umbrella services to language, culture and arts associations and collectives to encourage and foster higher levels of professionalism.

Building on the 30-year partnering relationship and 29 years in the delivery of a successful FIFA Certificate Program between the En'owkin Centre and the University of Victoria we propose a laddered approach for a Foundations of Indigenous Fine Arts (FIFA) Diploma. 24.0 Unit Program. The En'owkin Centre/University of Victoria proposed plan are requesting a contribution in the amount of \$20,000.00 to provide better support for learner's success and retention.

The En'owkin Centre and the University of Victoria (Division of Continuing Studies/ Faculty of Fine Arts) have been in partnership for 30 years supporting the educational needs of emergent artists for academic preparation in Fine Arts with a focus on Indigenous perspectives and approaches. Launched in 1991, the original program offered a 24.0 unit writing specialization leading to a Certificate in Native Indian Creative Writing. In 1997, the program was revised to allow students to specialize in either creative writing or visual arts (as a 24.0 unit certificate) and in 2001, the program was updated to the current 13.5 unit Foundations in Indigenous Fine Arts (FIFA) Certificate. In order to respond to the current needs of for arts education for Indigenous learners, En'owkin is proposing the development of a Diploma in Indigenous Fine Arts in partnership with University of Victoria (Division of Continuing Studies/ Faculty of Fine Arts). Building on the success of the certificate program, the diploma will use a laddered approach. This includes maintaining the current certificate program which will ladder into a diploma offered by the En'owkin Centre, followed by an opportunity to ensue these credits to ladder into an undergraduate fine arts program at the university of Victoria or another post-secondary institution.

*Registered as the Okanagan Indian Educational Resources Society*  
[www.enowkincentre.ca](http://www.enowkincentre.ca)



Faculty of Fine Arts | Office of the Dean  
Fine Arts Building 116 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-7755 | F 250-721-7748 | fineasst@uvic.ca | uvic.ca/finearts

Aboriginal Service Plan (ASP) Advisory Committee  
c/o Indigenous Initiatives Coordinator  
Office of Indigenous Academic and Community Engagement

December 4, 2020

The Faculty of Fine Arts is most pleased to provide this letter of support for the En'owkin Centre's request for funding to the Aboriginal Service Plan (ASP) Advisory Committee. As a joint collaboration with the Division of Continuing Studies, we recently celebrated in March 2020, our 30<sup>th</sup> anniversary marking the long-standing commitment to one another. Unfortunately, due to the COVID 19 pandemic, we were not able to be physically together; however, the relationship and support continues very to this day.

Recently, with funding from the Office of Indigenous Academic & Community Engagement, three laptop computers were purchased for En'owkin instructors to provide online classes for students. The Faculty of Fine Arts prepared the laptops and software and shipped the equipment to the En'owkin Centre. We will continue to support En'owkin instructs as the "home" faculty for the lapstops and we will be the stewards to maintain the equipment and provide any needed technical support.

This past spring 2020 the Faculty of Fine Arts and En'owkin centre embarked on the largest Visual Arts and Writing curriculum change in 15 years. All the courses held at the En'owkin Centre are now designated specifically with course codes and course descriptions unique to the Centre. This has helped to clearly define that a unique learning community exists within the University of Victoria framework. In future, we will continue to support and strengthen those curriculum ties enabling students to ladder into the University of Victoria Fine Arts programs and certificates if they so wish.

Please le me know if you should have further questions or need more information. The University of Victoria Faculty of Fine Arts in collaboration with the Division of Continuing Studies are proud of our relationship with the En'owkin Centre and look forward to seeing the partnership thrive in the future.

Sincerely,

Adam Jonathan Con, Ph.D.  
Acting Associate Dean, Faculty of Fine Arts  
University of Victoria, Canada  
Ph. 250-721-7756





PEPÁKEN HÁUTW Foundation  
pepakenhautw.com

Dec 4, 2020

**Re: UVic Aboriginal Service Plan 2021-2022 Submission**

Living Lab: Supporting Indigenous-Led and Place-Based Eco-Cultural Restoration and Resurgence

Dear UVic ASP Review Committee,

We fully endorse the Living Lab submission to UVic ASP 2021-2022. Our mission at the PEPÁKEN HÁUTW Foundation is to provide participatory education opportunities about traditional and healthy food systems at LÁU, WEL, NEW Tribal School (Brentwood Bay, BC), to contribute to the restoration and revitalization of native ecosystems in the WSÁNEĆ homelands and to promote food security and indigenous food sovereignty in the WSÁNEĆ community and beyond. We are grateful for the core support from Living Lab Aboriginal Service Plan funding (which we receive via our host partner WSÁNEĆ School Board) as it enables us to grow our work in the community, to be part of the Living Lab community of practice, and to connect to UVic students, staff, researchers, and resources. We endeavour to foster indigenous resurgence, sovereignty, and language revitalization in the forms of ecosystem restoration as well as education about traditional foods and medicines in culturally relevant and respectful ways.

In the 2021-2022 workplan we will be expanding our ecosystem restoration projects, community-based research, school engagement, youth stewardship and community capacity building to further our objectives. As participants on the Living Lab Steering Committee we can offer a community-based perspective and advocate for meaningful results “on the ground”.

Thank you for your continued support of this work!

Sincerely,

Judith Lyn Arney  
Ecosystems Director  
PEPÁKEN HÁUTW Foundation



Dec 7, 2020

To: Aboriginal Service Plan  
Re: Living Lab - Supporting Indigenous-Led and Place-Based Eco-Cultural Restoration and Resurgence

Dear ASP Review Committee,

Thank you for this opportunity to provide a letter of support for the 2021-2022 Community Living Lab ASP Program. I have previously worked with the Living Lab community of practice in 2020, specifically providing in-kind time for water and restoration laboratory and education modules on Songhees Nation land with Songhees and Esquimalt youth programs. The work that the Living Labs is doing, specifically to promote Education, Restoration, and Resurgence is important and urgent work, and I wholeheartedly support it in both my professional and personal sentiment.

British Columbia is at two concurrent inflection points: reconciliation and sustainability. The choices that policymakers and funding agencies make today will influence the direction of both of these trajectories; and whether BC is seen as a leader in supporting First Nations eco-cultural resurgence and Indigenous knowledge and methodologies for sustainability. By supporting this proposed Living Lab work, the ASP has the opportunity to support both of these critical points – resurgence and sustainability – that benefit both BC First Nations and British Columbians at large. The reef net fishery is an example of this – supporting First Nations youth resurgence in sustainable harvest of salmon is a win-win for society and nature. Likewise is an Indigenous-led environmental monitoring program; where First Nations youth can utilize western knowledge in supporting restoration and eco-cultural resurgence.

In supporting this program, I can offer mine and my personnel's water quality expertise at the time of 10 hours per month (valued at \$50/hr, or \$6,000/yr), as well as in-kind use of monitoring equipment (valued at \$4000/yr), for a total of \$10,000/yr of in-kind contribution to this program. I believe this use of my time and resources has such high stakes, and is of such long-term value to British Columbia, that I cannot stress enough my commitment to this program.



Dr. Kristian Dubrawski  
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Friday December 4, 2020

To Whom It May Concern,

re: Living Lab Project – UVic Aboriginal Service Plan Submission 2021-2022

ÍY, SÇÁĆEL. Thank you for considering this proposal for Living Lab, our community-UVic and schools project piloted on WSANEC and Songhees territories and weaving eco-cultural restoration, science education and Indigenous knowledge. Our project is now growing in a healthy way. With renewed financial support for 2021-2022 we are confident that we can realize our goal to create a strong regional place-based learning and community-campus partnership that builds a collaborative and sustainable program that transforms educational systems for the well being of the land and waters, local First Nations and future generations. Living Lab is “Reconcili-action” grounded in restoration of our ecological and cultural systems, the resurgence of community self-determination and capacity building to increase access to / used of our traditional territories while transforming and decolonizing our school and post secondary educational systems through place-based learning.

With ASP funding as our foundation, the Living Lab program between 2018- 2020 has been able to connect and engage hundreds of school- aged children, local youth and community members into our programs and to support and connect core NGO’s, schools, school districts, campus projects and local government engagement. Our annual ASP reports and website outline these successes. Living Lab is now formally housed in the school of Child and Youth Care and we are growing our own community engaged participatory research and classroom work with UVic students based on Living Lab’s strong community-driven programs and projects. In 2021-2022 we will also be focused on solidifying a strong governance and accountability – reflection structure through our community of practice and network building activities. Collaboration is key to systems and structure change.

Thank you for your time and attention. Please contact me if you have any further questions or need any information.

Nick Claxton, PhD.

