



AGENDA
for the
University of the Fraser Valley
INDIGENIZATION COMMITTEE OF
SENATE December 14, 2015, 9:00 am
Chilliwack Campus, Room A2428

Attendees: Eric Alex, Colleen Hodgson, Dianna Kay, Mark Point, June Quipp, Judy Swakum, Gregory St. Hilaire, Geoffrey Carr, Luanne Yellowfly, Wenona Victor, Ken Brealey, Leanne Julian, Morris Prosser, Cheryl Gabriel, Tracy Ryder-Glass, Shirley Hardman, , Bibiana Norris

Regrets: Muriel Roberts, Robert Harding

1. Welcome and Opening
2. Approval of Agenda – 2015-12-14
3. Approval of Minutes – 2015-10-22
4. Establish a Vision for the ISC
5. Membership
 - a. Elder Vacancies
 - b. Committee Vacancies
6. Indigenous Education Protocol (*Attachment #1*)
7. Update on Indigenous Programs & Initiatives at UFV (*Attachment #2*)
8. Other Business
 - a. Next Meeting Dates

Please join us after the meeting for a light lunch.



MINUTES
for the
University of the Fraser Valley
INDIGENIZATION COMMITTEE OF SENATE
October 22, 2015, 9:30 am to Noon
Chilliwack Campus, Aboriginal Gathering Place

Attendees: Eric Alex, Colleen Hodgson, Dianna Kay, Mark Point, Muriel Roberts, , Judy Swakum, Gregory St. Hilaire, Geoffrey Carr, Luanne Yellowfly, Robert Harding, Wenona Victor, Ken Brealey, Leanne Julian, Morris Prosser

Regrets: Bibiana Norris, Cheryl Gabriel , June Quipp

1. Welcome and Opening

P. Geller welcomed those present, and introduced himself as a resource to this committee. As no chairs have yet been established for this committee, he asked the members present for their permission to chair the meeting until this business had been conducted.

2. Introductions & Expectations

The committee members introduced themselves and shared their expectations for the committee.

3. Introduction to UFV and the Role of Governance

P. Geller explained the structure of decision making at the university, including the roles of the Board of Governors and the Senate. The Indigenization Committee of Senate is a standing committee of Senate and as such can provide advice to Senate. There is an opportunity for the committee to create meaningful dialogue.

4. Election of a Chair and a Vice Chair

The terms of reference for the committee state that the Chair of this committee, a member of the Aboriginal community, will be elected annually from the committee. The Vice Chair, a UFV employee, will be elected annually from the committee.

Chair: Mark Point was nominated as chair by Dianna Kay, seconded by Leanne Julian. M. Point accepted this nomination.

Vice Chair: Wenona Victor was nominated as vice chair by Muriel Roberts, seconded by Robert Harding. W. Victor accepted this nomination.

5. Membership

It was noted that there are three community vacancies on the committee as well as two Elder vacancies. The committee discussed ways to fill these vacancies.

6. Indigenous Education Protocol

Deferred to a later meeting

7. Indigenous Academic Program Update

Deferred to a later meeting.

8. Other Business

- a. Next Meeting Dates – C. Dickson will send out a poll to find an appropriate date for the planned December meeting.

CICan Launches Indigenous Education Protocol

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

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

Indigenous Education Protocol for Colleges and Institutes

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

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

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

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

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

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

Signatory Institutions agree to:

1. Commit to making Indigenous education a priority.

Exemplary practices for implementing this principle include:

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

2. Ensure governance structures recognize and respect Indigenous peoples.

Exemplary practices for implementing this principle include:

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

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

Exemplary practices for implementing this principle include:

Transition and upgrading programs:

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

College and institute curriculum:

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

Learning Approaches:

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

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

Exemplary practices for implementing this principle include:

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

Exemplary practices for implementing this principle include :

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

Exemplary practices for implementing this principle include:

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

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

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

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

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

University of the Fraser Valley
Indigenization Committee of Senate
December 2015

Indigenous Programs & Initiatives at UFV

Aboriginal Students at UFV

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



Indigenous Programs & Courses

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

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

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

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

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

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

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

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

Indigenous Student Centre

- Easy-access resources and a friendly, home-away-from-home environment to help our students in reaching their maximum potentials.
- Provides cultural and academic support, to help bridge the gap between the University and Indigenous peoples

Services include:

- Advocate for students with other UFV departments
- Make referrals and coordinate requests within UFV and to community agencies and other institutions.
- Provide academic support, tutoring, and liaison with other UFV departments
- Act as a liaison with post-secondary education authorities and First Nation organizations.
- Provide information on courses with Indigenous content
- Provide academic and trades program information
- Assists with applications and admissions processes
- Provides information on scholarships and bursaries
- 212 self-identified students used the Indigenous Student Centres in Abbotsford and Chilliwack during the first half of the fall 2015 semester.
- Students have also been recorded using the space multiple times throughout the day for a total of 643 visits to the centres.



Fulfilling our Commitment to Aboriginal Peoples

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

Source: Board Policy-BRP 200.05

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

UFV Partnerships with First Nations, Indigenous Organizations, and Indigenous Adult Learning and Post-Secondary Institutions

Stó:lō Nation (SN) Education and Community Development: Xe'Its't: *Turning the Page*: Residential Building Maintenance Worker and Stó:lō culture and language program (2013/14)

SN Stó:lō Aboriginal Skills and Employment Training (SASETS): Bladerunners (2009/10 and 2011/12); childcare education; trades training, including summer exploration program for secondary students

SN Stó:lō Research and Resource Management Centre: Halq'emeylem language classroom; theatre performances and readings; People of the River conferences; Indigenous Maps, Films, Rights and Land Claims certificate

Stó:lō Community Futures: Stó:lō Means Business initiative (providing support to assist Aboriginal business growth within Stó:lō traditional territory); Stó:lō Business Match (event connecting Aboriginal and non-Aboriginal businesses and organizations); UFV staff and faculty participation on Board of Directors

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

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

Shxwha:y Village: University and College Entrance Program

Seabird Island College: Family Childcare certificate; Early Childhood Education certificate / diploma; Camp Cook; Welding

Nicola Valley Institute of Technology: Bachelor of General Studies degree completion for graduates of Chemical Addictions Worker Advanced Diploma (accredited by Indigenous Certification Board of Canada); co-hosted Indigenizing the Academic (ITA) Conference, UFV Aboriginal Gathering Place, Chilliwack, 2012

Examples of Indigenization at UFV:

Course Outlines:

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

Reserved Seats:

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

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

Core Program Requirements

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

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

National Aboriginal Day Awareness Powwow (annually since 2004)

- to create an awareness about National Aboriginal Day (June 21)
- to encourage all students, faculty and staff to participate in the local public event.

UFV Library displays

- Residential Schools, Fall 2010, Chilliwack and Fall 2013, Abbotsford
- Mount Slesse: Michap Kwetxwi:lem, inaugural display at the new Canada Education Park campus, September 2012 – June 2013
- Storytelling: Sxwōxwiyám – Stories of Long Ago, Fall-Winter 2015

IRSDL (www.ufv.ca/indigenous/day-of-learning) (September 2013)

- the university suspended all classes for one day during the Truth and Reconciliation Commission's National Event being held in Vancouver
- all UFV students, faculty and staff invited to participate in educational programming on residential schools in a day-long collection of learning events, on-going displays, and interactive activities

Idle No More Educational Forum (January 2013)

- More than 120 people attended at UFV's Aboriginal Gathering Place
- educational forum to learn more about the Idle No More grassroots movement

National Indigenous Rights Education Day (2013 & 2015)

- hosted by Dr. Wenona Victor to illuminate issues affecting sovereignty and Indigenous rights

Lens of Empowerment Project (2011-12 & 2014-15)

- women's citizenship and identity in Stó:lō territory expressed in photo and video-filmmaking
- partnering of the Visual Arts department and Indigenous Affairs Office

History 396: Residential Schools in Canada (Fall 2014)

- taught by Dr. Wenona Victor
- included Indigenous and non-Indigenous students, who were provided an opportunity to learn about and heal from the wounds left by the residential school system

Halq'eméylem language usage

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

Indigenizing In-Services

- UFV regularly hosts in-service opportunities for faculty and staff including Place Name Tours and Longhouse experiences
- Indigenizing In-Service 2015 provided faculty and staff an opportunity to learn and share about teaching and service delivery practices; explore cultural teachings; and examine the literature around indigenizing, teaching and service provision and the Aboriginal learner

Longhouse Pedagogy

- UFV has created a Gathering Place at the Canada Education Park in Chilliwack Inspired by the history of this region
- The Gathering Place is a welcoming place for students, staff, faculty, and community members
- Respect is the underlying principle of all events and activities; everyone must respect each other, cultural diversity, and the home itself.
- Because the Gathering Place is a home, in the Stó:lō teachings of home, a formal welcome and explanation of the home, its history and its purpose is offered to gatherings.

Cross-Faculty Indigenous Studies Curriculum Committee (established winter 2015)

- mandated with informing the development of Indigenous Studies curriculum and programming at UFV.
- University wide committee of selected faculty members (from all 6 UFV Faculties)
- to foster promote, coordinate, evaluate and make recommendations on the design and delivery of Indigenous Studies courses and programs at UFV

Bright New Day (June 2015; planned for April 2016)

- UFV participated in and sponsored the two day gathering
- Stó:lō, Aboriginal and non-Aboriginal people gathered at the Squiala Longhouse
- dialogue aimed at highlighting our shared history and helping dismantle the walls of isolation that have defined our relationships in the past

Witness Blanket (September 2017-December 2017)

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

Aboriginal Student Numbers at UFV for Summer and Fall 2015

Prepared by the Office of Institutional Research

Headcount by Academic Category and Term

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

Headcount by Academic Category, Program and Term

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

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

Attachment 2: Course Listings

Adult Education (ADED)

ADED 365: History of Aboriginal Adult Education in Canada

Anthropology (ANTH)

ANTH 111: First Nations in British Columbia – Traditional Cultures
*ANTH 130: Anthropology of World Religions
ANTH 211: Aboriginal Peoples in BC: Contemporary Issues
*ANTH 268: Culture and Environment
*ANTH 468: Environment and Society

Art History (AH)

*AH 100: History of Art and Culture in a Global Context
AH 204: Indigenous Art of the Northwest Coast
*AH 321: Canada: A Contact Zone

Communications (CMNS)

*CMNS 180: Introduction to Intercultural Communication

Criminology (CRIM)

CRIM 211: Indigenous Peoples, Crime and Criminal Justice

Education (EDUC)

EDUC 275: Contemporary Issues and Policies in Aboriginal Education (cross listed as FNST 275)
EDUC 290: Introduction to Aboriginal Culture and Language Education
EDUC 291: Intermediate Studies in Aboriginal Culture and Language Education
EDUC 447: Indigenous Youth and Schooling

English (ENGL)

*ENGL 170: Literature in Context
*ENGL 240: An Introduction to Canadian Literature

Fashion Design (FD)

FD 345: Textile Traditions of Indigenous Peoples in Canada

First Nation Studies (FNST)

FNST 101: Stó:lō Nation Development
FNST 101: Stó:lō Nation Development
FNST 102: Stó:lō Traditional Ways of Healing and Helping
FNST 201: Stó:lō Communications & World View
FNST 202: Stó:lō Social Structure
FNST 230: Aboriginal Language and Culture Practicum (6 cr.)
FNST 275: Contemporary Issues and Policies in Aboriginal Education (cross listed as EDUC 275)

Geography (GEOG)

GEOG 300F: Special Topics in Geography
*GEOG 312: Political Ecology: Nature, Culture and Place
*GEOG 343: Geography of Transitional Societies
GEOG 447: Aboriginal Geography

Halq'emeylem Language (HALQ)

HALQ 101: Halq'emeylem Language I
HALQ 102: Halq'emeylem Language II
HALQ 201: Intermediate Halq'emeylem I
HALQ 202: Intermediate Halq'emeylem II

History

HIST 103: Stó:lō History
HIST 161: Aztecs, Mayas and Spaniards
HIST 327: Settler-Indigenous Relations in New Zealand and Canada
HIST 396i: Topics in North American History: Rights, Title and Land
HIST 399e: Special Topics in History I: Films, Histories and Land
HIST 426: Aboriginal Peoples and Warfare in Canada: Pre-contact to Present
HIST 458: History of Indigenous Peoples in Latin America

Indigenous Peoples Knowledges (IPK)

IPK 121: Learn Today, Lead Tomorrow I
IPK 122: Learn Today, Lead Tomorrow II
IPK 277: Indigenous Art: Stories and Protocols
IPK 331: History of Indigenous Leadership [current Indigenous Leadership For Tomorrow [to be revised]
IPK 332: Indigenous Leadership II
IPK 344 [currently IPK 444]: Indigenous Methodologies
IPK 386 [currently IPK 486]: Worldviews of Indigenous Peoples in North America
IPK 401: World View and Spirituality
IPK 402: Practicum
IPK 403: Capstone
IPK 404: Directed Studies
IPK 477: Traditional Ecological Knowledges

Philosophy (PHIL)

*PHIL 240: Faith and Reason: Philosophy of Religion
*PHIL 318: Environmental Ethics
*PHIL 483D: Myth and Philosophy

Political Science (POSC)

POSC 301: The Canadian State and Indigenous Governance
*POSC 309: Canadian Constitutional Politics
*POSC 332: The Politics of Multiculturalism
POSC 333: On Indigenous Land: The Politics of Diaspora and Indigeneity

Religious Studies (RLST)

*RLST 380: Religion, Nature and Science

Social Work (SOWK)

SOWK 392: Aboriginal Social Work

Sociology (SOC)

*SOC 101: Introduction to Sociology
*SOC 210: Social Problems of Canadian Society
*SOC 270: Dynamics of Racism in Canada
SOC 387: Aboriginal Peoples of Canada
SOC 388: Minority Indigenous Peoples of the World

Theatre (THEA)

THEA 250: Introduction to Storytelling

Visual Arts (VA)

VA 140: Indigenous Design and Technology: Special Topics I
VA 141: Indigenous Design and Technology: Special Topics II
VA 142: Indigenous Art and Design in Context
VA 143: Indigenous Art and Professional Practices

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

Aboriginal Student Enrolment 2007 – 2013

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

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

Standing Committees of Senate Rules for the Conduct of Business

1. Procedures

- 1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.
- 1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

2. Voting

- 2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.
- 2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
 - a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote;
OR
 - b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:
 - i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
 - ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.
- 2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

3. Meeting Schedule

- 3.1. The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
- Academic Planning and Priorities Committee
 - Senate Governance Committee
 - Undergraduate Education Committee
- 3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
- Senate Awards and Honours Committee
 - Senate Committee for Student Appeals
 - Senate Budget Committee
 - Faculty Standards Committee of Senate
 - Senate Graduate Studies Committee
 - Indigenization Committee of Senate
 - Senate Research Committee

4. Terms of office

- 4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

5. Attendance

- 5.1. Regular attendance is expected of all members of the Senate standing committees.
- 5.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

6. Amendments to the terms of reference

- 6.1. Changes to the standing committees' terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition at least every three years and any recommendations for changes be brought to Senate for approval.

Indigenization Committee of Senate

Terms of Reference and Membership Composition

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

Composition

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

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

INDIGENIZATION COMMITTEE OF SENATE MEMBERSHIP 2015/16

AREA REPRESENTED	Terms of Office	MEMBER
Voting Members		
Faculty member, approved by Senate	08-01-2015 to 07-31-2018	Greg St. Hilaire, Faculty of Access & Continuing Education (Senator)
Faculty member, approved by Senate	08-01-2015 to 07-31-2017	Geoffrey Carr, Faculty of Humanities
Faculty member, approved by Senate	08-01-2015 to 07-31-2017	Luanne Yellowfly, Faculty of Social Sciences
Faculty member, approved by Senate	08-01-2015 to 07-31-2017	Robert Harding, Faculty of Professional Studies
Faculty member, approved by Senate	08-01-2015 to 07-31-2017	Wenona Victor, Faculty of Humanities
One dean or associate dean, approved by Senate	08-01-2015 to 07-31-2018	Ken Brealey, College of Arts
2 Self-identified Aboriginal students	08-01-2015 to 07-31-2017	Leanne Julian, General Studies Diploma
	08-01-2015 to 07-31-2017	Morris Prosser, English and Sociology
12 regional or local representatives of First Nations, Tribal, Metis, and other Aboriginal community organizations		
	08-01-2015 to 07-31-2017	Eric Alex, First Nations
	08-01-2015 to 07-31-2017	Cheryl Gabriel, First Nation
	08-01-2015 to 07-31-2017	Colleen Hodgson, Metis
	08-01-2015 to 07-31-2017	Dianna Kay, Aboriginal community organization
	08-01-2015 to 07-31-2017	Bibiana Norris, First Nations
	08-01-2015 to 07-31-2017	Mark Point, First Nations
	08-01-2015 to 07-31-2017	Muriel Roberts, Aboriginal community organization
	08-01-2015 to 07-31-2017	June Quipp, First Nations
	08-01-2015 to 07-31-2017	Judy Swakum, First Nations
	08-01-2015 to 07-31-2017	Vacant
	08-01-2015 to 07-31-2017	Vacant
	08-01-2015 to 07-31-2017	Vacant
3 Aboriginal Elders, one male and one female, and 1 UFV Elder-in-Residence		
	08-01-2015 to 07-31-2017	TBD
	08-01-2015 to 07-31-2017	TBD
	08-01-2015 to 07-31-2017	TBD
Provost & Vice-President, Academic (or designate) (ex officio)	On-going	Tracy Ryder Glass (designate to July 31, 2018)
Senior Advisor on Indigenous Affairs	On-going	Shirley Hardman
Director of Aboriginal Access Services or designate	On-going	Lorna Andrews
Administrative Support		
Office of the Vice Provost & Associate Vice President, Academic		Carol Dickson

CURRENT MEMBERSHIP: 26 voting members.

Quorum: Shall be a minimum of fifty percent (50 %) of voting membership