

**Vancouver Island University  
Aboriginal Education Plan Update  
January 2018**

Senate approved the Aboriginal Education Plan in January 2016. The Academic Plan update approved by the Board of Governors in March 2017, added a new and explicit focus: Indigenous Commitment. Action item 19 asked that the Office of Aboriginal Education and Engagement report annually to Planning and Priorities on the implementation of the Aboriginal Education Plan in order to re-evaluate content and recommendations as needed. This report identifies the progress made in the 16 strategic priority areas to date. Overall, this report confirms the majority of strategic priorities are underway, however in many circumstances it is difficult to substantiate the action items as described. The inherent challenge, which was also identified at the onset of developing this plan, is in the application of a tactical linear methodology to a relationship-focused process that is indicative of Aboriginal education planning and development. This struggle bears repeating and ongoing reflection as we deepen our commitment and engagement in this area.

**Objective 1: Student learning, engagement and success**

<b>Strategic Priority #1: Continue to develop a holistic approach to the success, progress, health, and well-being of indigenous learners.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
1A	Promote holistic models of student health and wellness among Community Cousins, Services for Aboriginal Students, Elders-in-Residence, Enrolment Management, Student Affairs	OAE, SAS, Enrolment Management, Student Affairs/ Ongoing
1B	Consider indigenous models for wider student health and wellness initiatives (including mental health recommendations)	Director-OAE, Elders, ED-Student Affairs/ By Spring 2016

1A: Numerous activities and workshops are offered across all campuses promoting holistic models of health and wellness for students, faculty and staff, such as smudging, chair yoga, drumming, and energy work. Acquiring Aboriginal Counselors at both Nanaimo and Cowichan Campuses has enhanced activity and leadership in this area.

2A: A draft Well-being Framework has been developed that draws on the teachings of the three cultural families of Vancouver Island (Coast Salish, Kwakwaka'wakw, Nuuchahnulth) on whose traditional territory we live, learn, work and play. Vancouver Island University (VIU) strives to be a well-being partner to all those with whom we interact. Acknowledging the Nuuchahnulth principle of *Hishook is*

*Tsawalk* (everything is one, and all is connected). VIU is establishing a Well-being Framework that is grounded by Respect (*si'em /maya'xala /iiaak*). Relationships with all that surrounds us (family, community, and environment) impact our well-being. Our vision is to foster an environment that sustains balance among all facets that impact our well being, and is conducive to healthy living, learning, working, and playing. The university community will be invited to provide input in spring of 2018 with an aim for the framework to be fully articulated and adopted by January 2019.

<b>Strategic Priority #2: Work with internal departments, community partners, and school districts to enhance student transitions of all kinds.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
2A	Explore a joint program of VIU and SD 68 (in the first instance) aimed at improving transition rates from high school to VIU	Office of Enrolment Management/ December 2015
2B	Continue to promote dual credit, and develop dual credit recruitment for Aboriginal learners	Office of Enrolment Management/ Ongoing
2C	Ensure program intakes have clear standards, assessment expectations, and supports as required, recognizing that different programs, and even different intakes of the same program, may lead us to different approaches	Departments, Deans, Communities, VIU Assessment office/ Ongoing
2D	As new funding comes available, create an “Academy” for incoming learners, providing individualized advice, support, and course options	Various Deans, OAEE, AVPAPAI/Ongoing
2E	Build on the successes of the Aboriginal Bridging Program to support all Aboriginal student transitions <i>into</i> VIU programs, including enhanced opportunities offered through the Faculty of ACP, as well as transitions <i>out of</i> VIU and into the workforce, graduate school, and so forth	Dean-ACP, ED-Student Affairs, OAEE/ Ongoing

2A: The OAEE and Office of Enrollment Management worked collaboratively to develop a report titled, *Indigenous Access and Enrolment Plan: Navigating Access*. The report was created by a series of conversations with local partners, HMS, School districts 68, 69, and 79, and Community Adult Learning Centers. There were also many internal conversations with VIU. These internal and external partner groups informed the “Four Pillar Philosophy” of Mentorship Culture, Supportive Relationships, Cultural Health and Wellness, Outreach, Coaching, and Skill Building.

These pillars were instrumental in informing and securing support for the MasterCard initiative.

2B: Aboriginal students continue to benefit from the numerous dual credit offerings, especially at the Cowichan and Nanaimo campuses. In 2017-18, the Indigenous Learning and Recognition Course was offered as a dual credit offering for school district 68. 21 participants, 13 of which were dual credit students completed the course with students reporting this course was helpful in the transition to full-time studies at VIU, with one student stating, *“This course made me realize that I would like to attend VIU for my first year of post-secondary.”*

2C: This work is ongoing. The recent adoption of VIU’s Graduate Attributes identifying an Indigenous perspective along with the 2017 Academic Plan update that incorporates an Indigenous Commitment objective are valuable contributions to ensure this action item continues to be considered and implemented across the institution. Going forward, creating opportunities to share in the development of unique and varied approaches is critical to offering support for the complex work of Indigenization.

2D: The MasterCard funding has created this opportunity as well as educational funding for an additional group of 250 Aboriginal students. The benefits of the funding are extended to all Aboriginal students to receive individual support through the work of the Indigenous Education Navigators. The resources supporting this initiative, including an external evaluation firm that has created a comprehensive framework to extract key learning outcomes throughout the project, will provide valuable information to inform all action items identified in this strategic priority.

2E: In 2017, Academic & Career Preparation (ACP) developed an Aboriginal University Bridging Program Chair to work with communities, students and faculty within ACP to enhance programming in this area. As a result, additional course offerings grounded in an Indigenous perspective and pedagogy have been delivered and initial planning is underway regarding student transitions. This action item is also being supported through the work of the Indigenous Education Navigators. An Indigenous Employment Navigator will be hired in the summer of 2018.

<b>Strategic Priority #3: As part of the overall institutional initiative, enhance experiential education opportunities for Aboriginal learners and in Aboriginal communities.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
3A	Consider land-based activities and other cultural activities for the co-curricular record – for all students – and how they can fulfill the recommended degree requirements (see 11A)	OAEE, Elders, ED-Student Affairs/ Spring 2016

3B	Continue developing relationships with Aboriginal communities so that experiential education placements for VIU students become a mutually-beneficial feature	OAEE, Elders, ED-Student Affairs/ Summer-Fall 2016
3C	Promote student exchange and study abroad among Aboriginal students, across Canada and internationally	OAEE, SAS, International Ed/Ongoing

3A: The Community Cousins Aboriginal Peer Mentors were part of the pilot for the co-curricular record and a number of these students received recognition on their transcripts for their mentorship activities.

3B: Experiential education placements and/or community based research projects with Aboriginal communities are ongoing occurring across many program areas: for example, Community Planning; BSN community/school of nursing placements; Aboriginal Child Welfare placements; MABRI. Further evaluation is required to identify mutually benefiting features. Emergent work between VIU and the Champions Table, which includes members of B.C.'s Assembly of First Nations and the Business Council of B.C. has begun to progress toward business related paid internships for Indigenous students graduating from Post-Secondary Institutions in B.C. in support of economic reconciliation.

3C: To date, VIU students have participated in two student exchanges: St. Thomas University in New Brunswick and Pitzer College in Claremont California. The first exchange involved one student each from St. Thomas and VIU doing a reciprocal one-semester exchange. The second exchange included a group of students and faculty from each institution sharing their cultural contexts through community based events, such as Tribal Journeys. Both groups also provided support to each institutions respective mentorship summer program for Indigenous youth.

<b>Strategic Priority #4: Work to extend Prior Learning Assessment as a validated way to recognize life experience, prior coursework, and program competencies, with an aim of developing a robust and trusted process that assesses and recommends to the Registrar a student's learning, expressed as a credit value and the potential completion of university requirements.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
4A	Begin an institutional dialogue on Prior Learning Assessment and Recognition through the Educational Standards Committee of Senate	Aboriginal Ed rep to ESC, AVPAPAI/ October 2016
4B	Design and propose a process for assessing prior learning beyond the stand-alone courses currently offered.	Provost's office, Indigenous Portfolio Coordinator, Elders/ Spring 2017

4C	Fund a pilot of the proposal for academic year 2017-18	Director-OAEE, AVPAPAI/ Fall 2016 budget proposal
----	--	--

4A – C: Work in this priority area has yet to be addressed. Given the range of courses and programs offered at VIU, developing a ‘robust and trusted process’ is an onerous task requiring expertise and resources. A group will begin this work in the Spring of 2018,

<b>Strategic Priority #5: Continue to develop courses and programs that not only meet student and community needs, but provide new perspectives on higher education, including a commitment to cross-cultural education for all students.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
5A	Determine feasibility of developing a Master’s degree, perhaps with a focus on Indigenous Leadership	AVPAPAI, Deans, Regional Campuses, Elders, Communities/ 2016-17
5B	Begin the work on a First Nations credential in Visual Arts, as suggested by that department’s last Program Review	Visual Arts department, Dean, Arts and Humanities/ Fall 2016
5C	Develop a Bachelor of General Studies degree as a degree-completion strategy for any students, and as a program to promote increased Prior Learning Assessment	AVPAPAI/ Spring 2016
5D	As appropriate, develop certificate and diploma programs that ladder in to multiple degrees	Deans, faculty, OAEE/ Ongoing
5E	Promote and support curriculum change and new courses that address the new realities of Aboriginal land claims, the history and effects of residential schools in Canada, the work of the Truth and Reconciliation Commission, and so on	Provost, Deans, faculty/ Ongoing

5A: Development in this area has focused on a Bachelor of Indigenous Leadership Degree. Consultation to date with Indigenous communities and organizations has corroborated a need for this level of programming and a proposal is being lead by Cowichan Campus and is expected in Spring 2018.

5B: A departmental committee is conscientiously working on this action item exploring required resources such as additional faculty appointments.

5C: The proposal which was sent for peer consultation in Spring 2017 was determined to be too generalized and is being reviewed and revised as an Interdisciplinary initiative under the leadership of the AVPA. Discussions regarding the best approach to degree completion options and to embedding increased PLA will be embedded with the previous item.

5D: The recent approval of the Individually Selected University Studies Certificate provides an opportunity to work with Aboriginal community partners to identify a number of relevant courses, both credit and non-credit, that meets the immediate training/employment requirements for community-based programming. The certificate designation further promotes potential laddering options for students in these programs who are interested in pursuing degrees and complements the existing Diploma in Individually Selected University Studies.

5E: A number of new courses have been developed or enhanced in this area such as PHIL 113 - Indigenous Philosophy: Comparative Perspectives and POLI 328 - First Nations, Municipal, Regional Government and Politics. Additionally, the Indigenous Commitment objective articulated in the 2017 Academic Plan is identified on the New Degree Proposal and Course Template to be considered and incorporated into future curriculum development.

<b>Strategic Priority #6: support faculty and staff to continue to find respectful ways to acknowledge, welcome, and include Indigenous learners</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
6A	Senate Standing Committees and Faculties adopt a commitment to opening meetings with acknowledgement of territories	OAEE, AVPAPAI, Senate/ Fall 2016
6B	Provide to faculty model language for acknowledging territory (see Appendices for examples from the University of Manitoba and Wilfred Laurier)	AVPAPAI, OAEE, Elders/ Spring 2016

6A and B: Both of these action items have not been developed to the extent identified above, however the practice of acknowledging territory has become more pronounced at VIU and acknowledgement and respect for local territories is articulated in all institutional planning documents. Support and tutelage for acknowledging territory is provided through Elders facilitated Coast Salish Protocol Sessions and other Professional Development offerings related to Indigenous Education. Additionally, Snuneymuxw Elder Gary Manson, provides a traditional welcome and articulates its significance on VIU's website found at <https://aboriginal.viu.ca>

**Strategic Priority #7: Establish VIU enrolment goals in order to position the university to meet enrolment and “success” goals set by BC government in Framework (2012).**

<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
7A	Work with Faculties to develop strategic goals for Aboriginal student enrolments	AVPAPAI, Deans, Departments/ Spring 2016
7B	Refine the capacity to measure these goals in the Office of University Planning and Analysis	AVPAPAI, OUPA/ Ongoing
7C	Refine our capacity to measure retention rates for all transitions (semester-to-semester, year-to-year, etc.), and to better understand what makes students stop-out or drop-out	OUPA, OAEE, AVPAPAI/ Ongoing

7A: The Registrar’s Office maintains a program summary sheet with goals for admission to specific programs and makes programs aware of the initiative to reserve seats for Aboriginal students.

7B: The Office of University Planning and Analysis reports on enrollment and retention of Indigenous students on a regular basis. OUPA is working with the OAEE on the evaluation of the Mastercard funding.

7C: Current retention model extracts data from SRS and is a work-in-progress. It focuses on the year a student starts in program and follows them over a 10-year period and maps to final credential student receives. First-to-second year retention and graduation rates for Indigenous students in Bachelor programs are fairly comparable to retention and graduation rates for Non-Indigenous students. This objective is built into the broader University retention initiatives.

**Academic Plan Objective 2: Academic community**

Recognizing Indigenous Knowledge in the Academy: An early draft of a “statement of academic values” for the university recognized the provisional nature of knowledge, and tries to establish a statement for VIU that moves from defining a single, monolithic, and permanent “truth”.

**Strategic Priority #8: Complete the work on a VIU “Statement of Academic Values”.**

<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
8A	Senate Working Group to resume work on the Academic Plan action item #8, with a goal of Senate approval in 2016	AVPAPAI/ Spring 2016

8A: VIU's Statement of Academic Values was approved in February 2016.

<b>Strategic Priority #9: Continue to offer educational and professional development opportunities for faculty and staff.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
9A	The Office of Aboriginal Education and Engagement, and Services for Aboriginal Students, continue their programs of professional development offerings, and expand as demand requires and resources permit	OAEE, SAS, Elders/ Ongoing
9B	Make mandatory for new faculty and staff the Coast Salish protocol session	OAEE, Elders, HR, Presidents' Council/ From August 1, 2016
9C	Consider ways to promote common understanding and vocabulary, such as a "VIU Reads" program in which a group reads and discusses a common work	AVPAPAI, OAEE, CIEL/ Pilot Summer 2016 – Oct. 2016

9A: This work is ongoing. The 2017-18 offerings can be found at <https://aboriginal.viu.ca/professional-development>

A new offering this year includes a series titled, *Indigenous Knowledge in the Disciplines*. This series invites faculty and staff who have been engaging with Indigenous communities, knowledge holders and perspectives to adapt their courses and programs to share their experiences and learning from this process.

9B: Coast Salish Protocol Sessions are not mandatory however sessions delivered at Nanaimo and Cowichan campuses continue to be well attended by faculty and staff. Recognition of Vancouver Island's Kwakwaka'wakw and Nuuchahnulth territories has also been increasing with three totem poles carved by the three language families in place on the Nanaimo campus and an Elder from Nuuchahnulth hired in the fall of 2017. The search for a Kwakwaka'wakw Elder is currently underway.

9C: The OAEE and CIEL co-host Indigenous Learning Circles which invite faculty and staff to engage with Indigenous perspectives and critically reflect about suggested teaching and learning practices with the goal to deepen the campus conversation on understanding and responding more effectively to the experience of Indigenous students. Faculty members, Staff, Elders and Indigenous students, meet to explore, through readings and conversation, the issues shaping the experience of Indigenous students. The 2017-18 circles have extended the hosting invitation to different departments to situate the circles in different spaces with different facilitators. Circles have been facilitated in ACP, the English Department and by the Aboriginal Community Cousins.

<b>Strategic Priority #10: Develop employee profile and practices to support the objectives of this Plan, and to support Aboriginal learners.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
10A	Work towards a percentage of Aboriginal faculty and staff reflective of the makeup of our student population	HR, OAEE/ Over the next 3-5 years
10B	In all cases, departments should be encouraged to seek faculty who are not only qualified teachers, but who have experience working with diverse populations of learners	OAEE, AVPAPAI/ Ongoing
10C	In particular, when posting for teaching that is part of community delivery, a phrase such as “experience working with Aboriginal learners” be included as a “Requirement”	OAEE, HR/ By Spring 2016

10A: This work is in development and there have been a number of positions that have received approval through the Human Rights Tribunal for preferential hiring of Aboriginal people, however, a target percentage of Aboriginal faculty and staff has not been identified.

10B: This work is ongoing and the OAEE is consulted to support departments in this area.

10C: Recent postings for Instructors for community delivery courses have identified a requirement for “being responsive to diverse learning styles”, and in one instance stating “Prior experience collaborating with First Nations community partners”.

### **Academic Plan Objective 3: Program quality**

<b>Strategic Priority #11: Support the implementation of the VIU Graduate Attributes, especially those under “Civic Engagement” related to understanding Aboriginal history, culture, knowledge, and perspectives.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
11A	Institute a graduation requirement for degree programs in the Arts and Humanities, Social Sciences, Science and Technologies, and Management	Multiple: ESC, CC, Faculties, Provost’s office, CIEL, OAEE, OUPA/ Beginning September 2017
11B	Provide advice to programs, as requested, on how to adjust courses, teaching practices, and other factors in order to a)	AVPAPAI, OAEE, faculty/

	meet learning outcomes, and b) promote indigenizing the academy	Over next two academic years
11C	Work towards a goal of each Faculty employing an Elder-in-Residence to provide program advice, student support, or classroom instruction	OAEE, Deans and departments/ Budget requests
11D	Develop teaching and curriculum resources that can inform CIEL activities and advice	OAEE, AVPAPAI, CIEL/ 2015-16 academic year
11E	Create an Aboriginal Initiatives Fund, held by the Provost's Office, to promote and support curricular change in support of the VIU Graduate Attributes	AVPAPAI/ For Fall 2016 budget cycle

11A – E: All of the above action items are being considered, explored and in some cases acted upon. The application of this objective and related action items are unquestionably the most complex to deliver upon in this plan. Indigenization, in conjunction with reconciliation, is a national endeavor that cannot be fully prescribed. Implementation comes with persistent commitment to seek understanding of our collective history and unique knowledge systems and perspectives. This objective has been built into the updated Academic Plan through the Indigenous Commitment and the relevant action items, extending these actions beyond the OAEE.

#### **Academic Plan Objective 4: Community engagement**

<b>Strategic Priority #12: Continue to nurture relationships with regional Aboriginal communities and groups in order to be able to respond to ongoing and emerging education and training needs.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
12A	Continue working with HMS members to identify workforce opportunities and education and training needs	OAEE, HMS/ Ongoing
12B	Develop the capacity of the OAEE to provide this education and training in all VIU regions, and pursue new relationships beyond (Northwest Coast, Pacific Rim, Cape Breton U., etc.)	Director-OAEE, AVPAPAI/ Budget request Fall 2015
12C	Request that HMS review its Terms of Reference, with particular attention to "Membership"	Director-OAEE, HMS/ Report for Adoption January 2016 retreat
12D	Create campus-specific Aboriginal Advisory Councils to provide better, more	OAEE, AVPAPAI/

	focused advice on programming needs in our regions	Begin Fall 2015, with recommendation by April 2016
12E	Work with First Nations to explore ways VIU can partner with communities to support their language revitalization projects	OAEE, Modern Languages dept., First Nations Studies dept., Elders/ Ongoing

12A: OAEE leads an annual S.W.O.T with HMS members and identified outcomes continually inform development in this area.

12B: The OAEE continues to respond to incoming requests for collaboration with external groups. Recent projects include:

- Learning Partnership with the Rideau Hall Foundation and MasterCard Foundation for a five year project to support 250 Indigenous learners access education and employment
- Introduction to Trades Community Based Delivery with Snuneymuxw First Nations
- Five Cohorts of Indigenous Stewardship Training delivered in partnership with Coastal First Nations and Nanwakolas Council
- In partnership with Emerging Leaders' Dialogues Canada and McGill University's Institute for the Study of International Development, VIU hosted an Emerging Leaders for Sustainable Community Development program in June of 2017. The weeklong program brought 40 Canadian emerging leaders together to promote relationship building and reconciliation between Indigenous and non-Indigenous communities through leadership collaboration and development.
- VIU has been invited to contribute to the establishment of The National Centre for Collaboration in Indigenous Education developed for practitioners. The site will feature examples of "best practices" in Indigenous education gathered from across Canada. VIU contribution is collecting examples of programming in this area on Vancouver Island.

12C - D: HMS is reviewing its Terms of Reference looking at broadening the membership and moving to a regional model to be more inclusive of the south, mid and north Island regions to support local programming and services. Adoption of revised Terms of Reference is being brought forward to the January 2018 retreat.

12E: The focus of this work has been at the community level, with VIU playing a supportive role in accessing funding such as the Aboriginal Service Plan to deliver language programs within communities.

<b>Strategic Priority #13: Promote local and regional dialogue about truth and reconciliation.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
13A	As the details of an Aboriginal Education Plan are finalized and adopted, promote our goals and actions to our communities.	Communications Office/ Once the Plan is adopted
13B	Following from Strategic Priority #15 below, create clear communication and decision-making lines within the university that facilitate public discourse on truth and reconciliation with the larger community	SMG, OAEE, Faculties
13C	VIU continue to take a leading role in public dialogue about Aboriginal history, perspectives, legal status, and truth and reconciliation generally	All parts of the university community/ Ongoing

13A - C: In the fall of 2016 *Reconciliation Road: Join the Journey with VIU* was introduced which involved the art installation of the Witness Blanket at the View Gallery and hosting TESTIFY, an art exhibit featuring artwork and written work about Indigenous laws. The KAIROS Blanket exercise, a two-hour workshop on reconciliation was also introduced at this time. Approximately 60 workshops with over 1000 participants have been facilitated as of December 2017.

In the fall of 2017, VIU's Powell River Campus, the Powell River Museum and City Council collaborated to carve two canoes. The Reconciliation Canoe Journey Project titled, *The Way Forward* gifted the canoes to Tla'Amin in the spirit of reconciliation to be used for educational classes and demonstrations. This project launched a five part reconciliation conversation series inviting community members to speak to how they are implementing reconciliation in their work and personal lives.

<b>Strategic Priority #14: Develop leading practices for faculty and students to undertake Indigenous community-based research.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
14A	Design a process consulting with local communities to develop VIU leading practices that are beyond Tri-Council compliance, thereby honouring the values of this Plan	AVP: Scholarship and Community Engagement/ Academic Year 2015-16

14A: VIU's Strategic Research and Creative Activity Plan identifies the need to work with Indigenous communities to identify research interests and process for working collaboratively. A symposium inviting interested participants to explore the ethics

related to research with Indigenous communities has been identified as a starting point to design a respectful process. The symposium is being planned for the spring of 2018.

<b>Strategic Priority #15: Explore administrative structures that will improve communication and decision-making for the University, and thereby facilitate the implementation of this Plan.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
15A	Begin a consultation process that will lead to a recommendation about how to improve communication and processes related to Aboriginal Education, perhaps considering the Options below	AVPAPAI/ Recommendation by May 2017
15B	Promote communication at the highest level of administration by inviting the Director, Aboriginal Education to Senior Management Group meetings periodically	SMG/ September 2016
15C	Create a senior academic administrator position (AVP, Indigenous Affairs or similar) to coordinate the academic and administrative unit(s) engaged in Aboriginal education	SMG/ September 2017?

15A- C: The Provost has begun a consultation process for the development of a Faculty of Indigenous Learning and Engagement. Recommendations in this area are targeted for May 2018. In the interim the Director of Aboriginal Education and Engagement has been named as a special advisor to the Provost.

<b>Strategic Priority #16: Begin a consultation to consider the creation of a Centre for Excellence.</b>		
<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
16A	Convene stakeholders from across campus and community to consider the design and theme of such a Centre	Provost, AVPAPAI/ Begin Fall 2015, with a recommendation by March 2016

16A: This priority, in addition to #15, was perhaps too ambitious given the current fiscal realities. Consultation for priority #15 will be the continued focus in this plan. VIU is recognized repeatedly as a centre of excellence for Indigenous education, as recognized by the Mastercard/Rideau Hall Foundation funding and frequent requests to consult with government and post-secondary education groups.

<b>Strategic Priority #17: Make Phase II of the construction of Shq'apthut (the Gathering Place) a priority for fund-raising and completion.</b>
--

<b>Action Number</b>	<b>Action Item</b>	<b>Responsibility/ Timeline</b>
17A	Make Phase II of the construction of Shq'apthut (the Gathering Place) a priority for fund-raising and completion.	SMG, Facilities, Senate/ ASAP

17A: Phase II of the gathering place is 9<sup>th</sup> on the priority list with a start date of 2023 and completion date of 2024.