

LE,NONET Handbook For Mentored Students



Handbook written and compiled by:
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This handbook was used during the LE,NONET Research Project pilot phase, 2005-2009 at the University of Victoria. The names, contact information and other time-sensitive details are now out of date. We have left the handbooks as they were used during the pilot programs, and invite institutions to adapt them for their own use. The LE,NONET Project Final Report will contain recommendations for how the programs could be improved, and it is advisable for readers to cross reference this handbook with the Final Report (to be released in 2010 and available on the LE,NONET website: www.uvic.ca/lenonet).

Welcome to the LE,NONET Peer Mentor Program!

I acknowledge with respect the history, customs and culture of the Coast Salish and Straits Salish Peoples upon whose traditional territory the University of Victoria stands. As a visitor to this territory, I consider it a privilege to work and live in this beautiful area.

Yvonne Rondeau, LE,NONET Mentor Program Coordinator

Where is UVic?

'Like so many places the natural history of the [university] land around the harvest meadow has been made all but invisible by more than a century of development and change. Yet buried beneath the landscape of buildings, lawns, roads, parking lots and exotic gardens is a storied past. It remains unremarked in the official histories of the University because it is not seen as relevant.' M'Gonigle & Stark 2006, Planet U ch. 3

"They [Academics] need to get better educated themselves, with regard to the local people, the local territory and the local history. Our people here feel like we're the hidden people. They drive through our territory everyday and don't even know that we're here."

Eric Pelkey, Tsartlip First Nation, Sencoten Alliance, Interview for SFACT March 2006

The University of Victoria is built upon the traditional territory of the Coast Salish and Straits Salish Peoples. You may occasionally hear a speaker at UVic acknowledge the local people and refer to themselves as a visitor on the land where UVic resides. Hopefully the spirit behind such an acknowledgement is a recognition that before there was a country called Canada, a province called British Columbia, a capital city named Victoria or a University bearing the city's name, there existed and still exists a People, a society, a world different than the one in which many of us primarily live out our day to day experience.

The LE,NONET Project through the various programs, (mentoring, bursaries, community internships and research apprenticeships) aims to enhance the educational experience of Indigenous students in ways that support their individual academic success, without requiring that they forget the knowledge of their own history, traditions and wisdom. The act of recognizing where we are is one simple way to encourage all Indigenous students to maintain the balance of western academic learning with First Nations traditions.

Some LE,NONET Mentors are not originally from this area, and are encouraged in public speaking on campus, to acknowledge the Coast Salish and Straits Salish Peoples, and, if it is your belief, to recognize yourself as a visitor to this territory.

LE,NONET Project History

"From an institutional perspective, the problem has been typically defined in terms of low achievement, high attrition, poor retention, weak persistence, etc., thus placing the onus for adjustment on the student. From the perspective of the Indian student, however, the

problem is often cast in more human terms, with an emphasis on the need for a higher educational system that respects them for who they are, that is relevant to their view of the world, that offers reciprocity in their relationships with others, and that helps them exercise responsibility over their own lives.” (Kirkness & Barnhardt, 1991)

The LE,NONET Project began as the result of a series of discussions between representatives of the University of Victoria and the Canada Millennium Scholarship Foundation (CMSF) on the possibility of conducting a pilot study on post-secondary education access and retention involving Aboriginal persons. The first contact involved UVic President David Turpin and CMSF Executive Director Norman Riddell, which was followed up by discussions between UVic Vice-President Academic and Provost, Prof. Jamie Cassels and the CMSF Executive Director and staff. Support from the Foundation and the university, for the creation of an initial funding proposal was provided in May 2004.

The funding proposal was developed over the course of a year long investigation that involved an extensive review of the relevant literature, discussions with service providers and administrators at other universities, consultations with UVic faculty, staff, and students and First Nations Tribes within the immediate region who provide post-secondary funding for students, and Aboriginal organizations. These consultations and reviews led to the consideration of a number of elements that are understood to be critical to student retention, and which could be addressed through specific programming initiatives. The programs proposed consist of Peer Mentoring, Research Apprenticeships, Community Internships, Bursaries and Staff and Faculty Development.

In July of 2005 the LE,NONET project proposal was approved and funding was provided to pilot the programs for 4 years concluding in August 2009. In addition, each of the programs will be evaluated in accordance with the research guidelines to determine their effectiveness in supporting the success of Aboriginal students and the impact on retention rates.

The LE,NONET Project is directly in line with the University of Victoria Strategic Plan (A Vision for the Future, 2002) which recognizes that, based on geographical and historical realities, the University has a “unique relationship with First Nations communities.” The University has made a firm commitment to “enhance the recruitment, retention and graduation of Aboriginal students in all Faculties” and to “enhance support services for Aboriginal students.” The LE,NONET project would enable the University to build on this commitment and to significantly improve the learning environment for all Aboriginal students in order to promote student success.

Our Project Name and Logo

The LE,NONET Project name and logo came to us as gifts. The word LE,NONET (pronounced le-non-git) is a Sencoten or Straits Salish word provided by John Elliot Sr. of the Tsartlip First Nation which refers to achieving success after enduring many hardships. Throughout Coast Salish and Straits Salish traditional territories the old people have always asked the young of their nations, “to make their minds strong, and to use the best of both worlds.” This teaching has been captured in the name for the project.

Straits Salish Master Carver Charles Elliott has translated a classic spindle whorl design into a form for our project logo depicting a human surrounded by a pair of wolves

which speaks to the capacity of students to use the best of both worlds, in this case the traditions from First Nations on one hand, and on the other, academic preparation for a new world.

The spindle whorl was originally a tool used by women to weave wool for nobility blankets, clothing, and ceremonial items. Spindle whorls were carved by men and thus, in the strictest spiritual sense, the end product contained the focus and training of both men and women.

Charles Elliott is a member of the Tsartlip First Nation, located on the Saanich Peninsula just north of Victoria, BC, on the shores of Saanich Inlet. Salish art and wood carving have been his main focus over the last 35 years. In recognition of his work to bring “the visual language of the Coast Salish Nation to life, when it was in danger of being lost” and to “rediscover the symbolic imagery of the Coast Salish people,” Mr. Elliott was awarded The Order of British Columbia by the Lieutenant Governor Iona Campagnolo in June of 2005.

The LE,NONET Project logo, by artist Charles Elliot, is entitled SUL SUL TUN. The logo is presented on the cover page of this handbook.

The Goal of the LE,NONET Peer Mentor Program

Making the transition into university can be difficult for many students, and for Indigenous students the transition can include experiences of isolation, alienation, culture shock and systemic and overt racism. The goal of the LE,NONET Peer Mentor program is to make this transition easier through the direct support and relationship building that happens between students and Indigenous peer mentors, and the connection a peer mentor can help students to make to the larger Indigenous student community at UVic. Ultimately the LE,NONET Peer Mentor program aims to enhance the experience of Indigenous students at UVic, to contribute to the well being of individuals and the larger on campus community, and support the success of Indigenous students.

What is Mentoring?

Mentoring is a relationship and a process wherein one person helps another person in a variety of ways often to achieve a particular goal. The task of the LE,NONET Peer Mentor will be to encourage the development of a relationship that will help their students adjust to life on campus and in Victoria. In more practical terms this means that mentors might take their student for a campus tour, make referrals to resources and services on campus, listen and offer support in problem-solving, share information about cultural and social events the student might enjoy, and be a point of contact for students in times of distress.

What makes a good peer mentor?

Successful mentors typically have the same core characteristics:

- A desire to be involved with other people
- A respectful attitude towards others regardless of differences
- Active listeners

- Able to balance empathy, and objectivity
- Able to be flexible and open
- A willingness to help seek solutions and resources that may resolve a problem or reduce another person's anxiety about a situation
- An honest and trustworthy person who is able to keep a confidence

Who can get a LE,NONET Peer Mentor?

In order to be paired with a LE,NONET Peer Mentor students must:

- Be an Aboriginal (First Nation, Status/Non-Status, Métis or Inuit) undergraduate student at UVic
- Demonstrate a desire to participate in the program and be willing to abide by all LE,NONET Mentoring Program policies and procedures
- Be willing to communicate with their mentor weekly
- Participate in an interview with the mentor program coordinator to learn about the program, talk about the students' interests to make a good mentor match
- Be willing to communicate regularly with the program coordinator and share any concerns or issues that arise from their mentoring relationship

Students interested in connecting a peer mentor first meet the program coordinator. Together they talk about the student's interests, area of study, what they hope to get out of a mentor relationship etc. The student also completes a mentor request form, on which they identify their cultural affiliation, and rate in order of importance 5 factors they'd like in a mentor; gender, age, area of study, hobbies, and cultural affiliation. Based on the interview and information the student provides the mentor program coordinator will suggest 2 or 3 mentors who might be a good fit, and allows the student to select one.

The program coordinator will then invite the mentor and student to a meeting in order to make introductions, and review together the guidelines of the mentor program for both mentor and student. Afterwards it is the responsibility of the mentor to initiate further contact with their student on a weekly basis, and the student may contact their mentor also.

The program coordinator will contact both mentor and student early into the match to check in and find out how well the match is working, and will routinely check in on a regular basis thereafter.

What if the match doesn't work?

Mentoring is about relationship; ideally, all mentor/student pairs will find connections that make the relationship work, but what happens if you and your student just don't fit? If a relationship is not working there is a procedure to address that, but first of all consider these points:

- If your student doesn't disclose much information to you don't take it personally – it is not easy to trust a stranger and it may take time to build trust

- If a mentoring match doesn't work, don't think you have done something wrong – as long as you have treated your student respectfully you will be doing your 'job' – sometimes personalities just don't match

If a mentor or a student decides that they do not want to continue with a particular match they need to speak to the mentor program coordinator, who will work with them individually and/or together to try to resolve any possible conflicts, discuss the roadblocks in the connection and decide together whether the mentor and student want to keep the match going, or reassign the student to another mentor

It is anticipated that most matches will work out, but if not, that is okay. The important thing is to do whatever can be done to conclude the match in a good and respectful way.

Will the program coordinator ever intervene in a match without being asked to?

The mentor program coordinator may intervene and possibly end a mentoring match if they learn that a mentor or a student has violated any of the policies. In particular mentors or students may be dismissed from the mentor program for any instance of sexual harassment, sexual abuse, physical violence, use of illegal drugs during mentoring activities, participation in any illegal activities, or frequent and excessive use of alcohol.

All mentor matches will conclude at the end of the academic year, approximately mid-April. At that time, the program coordinator will invite mentor and student to attend a meeting primarily to recognize that the formal mentor match is ending, and to review what that means for both mentor and student. For the mentor it means they no longer have a formal commitment to maintain contact with their student, or to be available to the student as a resource. For the student it means that the mentor will no longer be in regular contact with them, however if the student still feels they would benefit from the support of a mentor, either if they are continuing with summer studies, or in the new academic year, the program coordinator will explore the possibilities with the student.

For both mentor and student, the end of the mentor match doesn't have to mean the end of their relationship. They may choose to stay in touch as friends or acquaintances with the awareness that the relationship is no longer under the supervision and/or guidance of the LE, NONET Peer Mentor Program, nor bound by any of the program policies, and any issues arising between the former mentor and student are to be resolved without the intervention of any LE, NONET program staff. While it is not expected that all mentor matches will result in the development of long term friendships or mutually beneficial relationships, that would be a wonderful outcome.

BOUNDARIES

Adapted From Boundaries Where You End and I Begin, Anne Katherine
By Anne Marshall

A BOUNDARY IS LIMIT OR EDGE THAT DEFINES YOU AS SEPARATE FROM OTHERS

Our skin is a boundary that makes the limit of our physical selves, but we have another boundary that extends beyond our skin. We become aware of this when someone stands too close. We have other boundaries as well- emotional, spiritual, sexual and relational. You have a limit to what is safe and appropriate within this border if your youth.

Boundaries bring order to our lives. As we learn to strengthen our boundaries, we gain a clearer sense of ourselves and our relationship to others. Boundaries empower us to determine how we'll be treated by others. With good boundaries, we have the wonderful assurance that comes from knowing we can and will protect ourselves from the ignorance, meanness, or thoughtfulness of others.

Boundaries require maintenance. Our emotional health is related to the health of our boundaries. Setting emotional boundaries includes deciding what relationship I'll foster and continue and what people I'll back away from because I can't trust them.

Boundary violations may be violations of distance or violation of intrusion.

When you share your self honestly, when you reveal your own thoughts and reactions, you define yourself emotionally both to yourself and to others.

Here are some other ways you can deny your true self and weaken your emotional boundaries:

- Pretending to agree when you disagree.
- Concealing your true feelings.
- Going along with an activity that you really don't want to do and stating your preference.
- Declining to join an activity you really want to do.
- Pushing yourself beyond your limits.
- Working too long.
- Working too hard. Doing too much for others.
- Not resting when tired.
- Ignoring your needs.
- Not eating regular healthy meals.
- Insufficient sleep.
- Too little or too much time alone.
- Too much or too little exercise.
- Insufficient contacts with people who truly care about you.
- Using chemicals to avoid yourself
- Using compulsions to avoid yourself.

It's never too late to build boundaries for yourself. No matter what kind of mess your life is in, healthy boundaries will improve it.

DOING THE FOLLING THINGS CAN'T HELP BUT IMPROVE YOUR BOUNDARIES:

Increase your self-awareness. **Identify** your childhood violations and the offenders, how you feel about them, and get care for that damage. **Examine** the state of your boundaries in your present relationships, and clean them up.

Good boundaries yield healthy relationships. Good boundaries enable us to define ourselves. They enhance our physical and emotional health and promote recovery.

True intimacy is possible only between two whole, distinct people who both have good boundaries. Enmeshment feels like intimacy, but it's not. How can you be intimate with someone who blends into you? Intimacy grows as you become known by other and as you know the other. If the other's individuality shifts and fades, how can you know that person? If your sense of yourself is wobbly, how can you be known?

As your boundaries get clearer you'll reap riches. If you know what you want, you can get it. If you know yourself, you can get involved in what's important to you. The friends who respect your limits are the friendships that will be strengthened. True intimacy with a special person becomes possible.

TIPS FOR SETTING BOUDARIES

We don't have to construct a blockade to protect our territory; we don't have to become hyper vigilant. We need to learn to pay attention. Here are some tips for strengthening boundary setting skills.

When we identify we need to set a limit with someone, do it clearly, preferably without anger, and in as few words as possible. Avoid justifying, rationalizing or apologizing. Offer brief explanation, if it makes sense to do that. We will not be able to maintain intimate relationships until we can tell people what hurts and what feels good. The most important person to notify of our boundary is ourselves.

We cannot simultaneously set as boundary (limit) and take care of another person's feelings. The two acts are mutually exclusive.

We'll probably feel ashamed and afraid when we set boundaries. Do it anyway. People may not know they're trespassing. And people don't respect people they can use. People use people they can use, and respect people they can't use. Healthy limits benefit everyone. Children and adults will feel more comfortable around us.

Anger, rage, complaining and whining are clues to boundaries we need to set. The things we say can't stand, don't like, feel angry about, and hate may be areas screaming for boundaries. Recovery doesn't mean an absence of feeling angry, whining, or complaining. Recovery means we learn to listen closely to ourselves to hear what we're saying. These things are indicators of problems, like a flashing red light on the dashboard. Shame and fear may be the barrier we need to break through to take

care of ourselves. Other clues that we may need to set a boundary are feeling threatened, “suffocated” or victimized by someone. We need to pay attention to what our bodies are telling us too. And, as I said before, we may need to get angry to set a boundary, but we don’t need to stay resentful to enforce it.

We’ll be tested when we set boundaries. Plan on it. It doesn’t do any good to set a boundary until we’re ready to enforce it. Often, the key to boundaries isn’t convincing other people we have limits-it’s convincing ourselves. Once we know, really know, what our limits are, it won’t be difficult to convince others. In fact, people often sense when we’ve reached our limit. We’ll stop attracting so many boundary invaders. Things will change. A woman went to her counselor and recited her usual regular tirade of complaints about her husband. “When will this stop?” The woman finally asked her counselor. “When you want it to,” the counselor said.

Be prepared to follow through by acting in congruence with boundaries. Our boundaries need to match our behaviour. What we do needs to match what we say. If you say your boundary is not to let other people driver your car, but you continue to let people take your car, then whine about it, it’s not a boundary yet. Consequences and ultimatums are one way to enforce boundaries. For instance, if your boundary is you won’t live with active alcoholism and a drinking alcoholic is living with you, you can give him or her an ultimatum – an either/or. Either that person stops drinking and starts recovering or you move. I’ve often heard people complain, “I’ve sent a boundary, but Henry won’t respect it.” Boundaries are to take care of ourselves, not to control others. If we set a boundary not to be around practicing alcoholics, it isn’t to force Harvey to stop drinking. Harvey can choose to drink or not drink. Our boundary gives us a guideline to make our choice-whether we want to be around Harvey.

Some people are happy to respect our boundaries. The problem hasn’t been what they’ve been doing to us; it’s what we’ve been doing to ourselves. Some people may get angry at us for setting boundaries, particularly if we’re changing a system by setting a boundary where we previously had none. People especially become angry if we’ve been caretaking them, or allowing them to use or control us, and we decide it’s time to change that.

We’ll set boundaries when we’re ready, and not a minute sooner. We do it on our own time, not someone else’s – not our sponsor’s timing, our group’s timing, not our counselor’s timing. That’s because it’s connected to our growth.

A support system can be helpful as we strive to establish and enforce boundaries. It can be valuable to have feedback about what’s normal and what’s not, what our rights are and aren’t. A cheering squad is very helpful as we strive to assert these rights.

There’s a fun side to boundary setting too. Besides learning to identify what hurts and what we don’t like, we learn to identify what we like, what feels good, what we want, and what brings us pleasure. That’s when we begin to enhance the quality of our lives. If we’re not certain who we are and what we like and want, we have a right to those exciting discoveries.

Strive for balance. Strive for flexibility. Strive for a healthy sense of self and how you deserve to be treated. Healthy living means you give to people from time to time, but there's a big difference between giving and being robbed.

I've listed some "tips", but there isn't a guidebook for setting boundaries. Each of us has our own guide inside ourselves. If we continue to work at recovery, our boundaries will develop. They will get healthy and sensitive. Our selves will tell us what we need to know, and we'll love ourselves enough to listen.

Ask yourself, *What hurts?* If it feels good, you've got a winner. Ask yourself, *What's mine?* If it's yours, you can have it; if it isn't don't put in your pocket. Ask yourself, "What am I willing to lose? You may have no ground to give.

Some useful resources on Campus

Campus Security (<http://web.uvic.ca/security>)

Campus Security Services exist on campus to promote the safety and well being of students, staff, faculty and visitors, to protect university property and to monitor campus parking. Some additional services provided by Campus Security include emergency medical/first aid, a Safewalk program, on campus patrols, campus crime alerts, bike locker rental etc.

Campus emergency services along with the Safewalk program are available 24/7 and can be contacted at 721-7599, or from 11 direct dial phones marked SECURITY located across the campus.

For non-emergency issues and questions contact Campus Security between 8 am and 4:30 pm at 721-6683.

Personal safety coordinators are available on campus to answer your questions. You can contact them by email at pssc@uvic.ca, or by calling 721-8981.

Dial 911 for any **emergencies** such as fire, accident, etc. 911 Operators are equipped to dispatch any emergency response required. For campus emergencies you can also call 721-7599.

STUDENT SERVICES

Ombudsperson

The Ombudsperson provides confidential, impartial and independent advice and assistance to students who feel treated unfairly within the University system. The Ombudsperson can help students identify their options for resolving difficulties and may investigate complex situations. Problems commonly dealt with by the Ombudsman include:

- Academic concessions
- Accusations of cheating and plagiarism
- Admission and re-registration appeals
- Breakdowns in communication
- Grade appeals
- Housing difficulties
- Requirements to withdraw

The Office of the Ombudsperson is open Monday to Friday, students are asked to call and make an appointment at 721-8357 or email at ombuddy@uvic.ca. Drop in hours are Monday and Tuesday from 9:30 to noon, and Monday and Wednesday from 1 – 4 pm. Martine Conway is the Ombudsperson at UVic, and her office is in the Student Union Building, SUBB205 (Upper level, the stairs are beside the Cinecenta ticket booth and there is an elevator behind Access UVic).

Check out the Ombudsperson website at www.uvss.uvic.ca/ombudsperson

Student Awards and Financial Aid Services

Assistance with general information on funding sources for full and part time students is available through Student Awards and Financial Aid Services. A complete list of all UVic and UVSS scholarships and bursaries, along with application forms is available at the Financial Aid office located in the University Centre. Staff members also provide assistance to students with budgeting, confirmation of student status, debt counseling, federal and provincial student loan programs and inquiries to government agencies. Contact Student Awards and Financial Aid Services at 721-8423, or email at finaid@uvic.ca.

UVic Accounting

UVic accounting is located upstairs in the University Centre and is where you go to pay tuition fees and pick up tax forms. Payments can be made by cheque, debit or online payment through your bank. *Credit cards are **not** accepted.*

Anti-violence Project

The Anti-violence Project is a student based service for anyone at UVic who is affected by sexual assault and/or abuse. It provides support, information and referrals to people of all genders who have experienced violence and their supporters. In addition to support work AVP volunteers engage in education outreach and awareness initiatives. AVP is located in the Student Union Building, SUB B027 and you can call them at 472-4388 or email to avp@uvss.uvic.ca

Student Counseling Services

Counselors at the Student Counseling Service provide a strictly confidential atmosphere where students can explore any topic or situation and discuss concerns they may have. Experienced counselors are available to help determine your educational and career goals as well and to help you develop learning skills in areas such as note taking, essay preparation and exam writing.

Counselors and registered psychologists are available to help you with personal problems you may be having on or off campus. A number of group programs are also offered in areas such as learning skills courses, time and stress management, depression support, eating disorders, improving self esteem, anger management, relaxation, career exploration and public speaking. You can contact Student Counseling Services at 721-8341, or visit them in the Campus Services Building rm135, or visit www.coun.uvic.ca

Health Services

The Jack Petersen Health Centre is a drop-in clinic located behind the UVic Residences on the south-east corner of Parking lot 5. Services are available to all students and families of students living in residence. Students can receive general medical treatment as well as sports medicine, psychiatric service and orthopedics. Physiotherapy is also available at the Ian H. Stewart Complex by appointment. You may also access travel and flu immunizations, birth control and tests for sexually transmitted diseases. Health services can also refer you to a specialist when necessary. You need a valid health care card to access Health care services, and they accept all Canadian provincial health plans.

To contact Health Services call 721-8492, or email at heal@uvic.ca.

Peoples Pharmacy

Peoples Pharmacy is located in the Student Union Building, and you can get prescriptions filled her, transfer prescriptions filled at other pharmacies as well as purchase vitamins, herbals and health and beauty supplies. You can contact the pharmacy at 721-3400.

Resource Centre for Students with a Disability

Services for students with disabilities are coordinated by the Resource Centre for Students with a Disability, which is located in the Campus Services Building. The resource centre offers a wide range of modern adaptive equipment and software for students. Students in need of alternate format material such as audio books and Braille documents should contact the resource centre. Public pay phones with TTY units are available in various locations around campus. To contact the Resource Centre for Students with a Disability call 472-4947 or email inforcsd@uvic.ca Services are also available for students with learning disabilities, ADD/HD etc.

Interfaith Chaplain Services

Interfaith Chaplain Services offers information and perspectives from diverse religious traditions to assist student in exploring spirituality. The team consists of Baha'i, Buddhist, Christian, Jewish, Muslim and Wiccan faith communities. You can contact the Interfaith Chaplain Services at 721-8338, or email to chaplain@uvic.ca

Indigenous Student Services

Indigenous Counseling Services

Counseling is available specifically for Aboriginal students, staff and faculty. The Aboriginal counselor is trained at the doctoral level in counseling psychology, with extensive experience working with Aboriginal people. The focus is to provide personal, academic and career counseling that is sensitive to Aboriginal peoples, in an environment that knows and celebrates life ways of the people, the elders and ancestors. Dr. William McGhee serves as the Aboriginal counselor on campus and can be reached at 472-5119.

Native Students' Union

The Native Students' Union (NSU) works towards empowering Aboriginal students to benefit from the technical and academic learning available at UVic while at the same time providing a venue to maintain strong cultural and spiritual ties with other Aboriginal students. The NSU offers support and encouragement in the form of regular meetings and social events. If you are interested in participating call 472-4394, or drop by at SUB B023 or you can visit – www.uvss.uvic.ca/nsu

Indigenous Student Advisor, Faculty of Human and Social Development (HSD)

The Indigenous Student Advisor provides advising and other support services to Indigenous students in the Faculty of Human and Social Development. The Indigenous Student Advisor is Roger John. Email to rogerj@uvic.ca.

Office of Indigenous Affairs (INAF)

The Office of Indigenous Affairs has been created to provide leadership in promoting and supporting UVic's many and growing Indigenous initiatives, including academic programs, student support services, protocol activities and the First Peoples House scheduled for completion in 2009. Contact Veronica Lefebvre, Director's Assistant for more information 472-4952 or email inafadm@uvic.ca

COMPUTER LABS

Clearihue Building Student Computing Facilities

- Located centrally on campus in the Clearihue building, Room 112 this lab offers a mix of over 250 Windows XP, MacOS 9 and MacOS X workstations spread out over two floors (basement and main floor A-wing).
- Seven bookable computer-equipped classrooms of varying sizes are laid out in a 'Humanities' style, perfect for group projects
- Extended hours each November and March are designed for night owls who like to work late into the night and early morning
- All students, staff and faculty are welcome to use this facility

Student Computing Facility in the Business and Economics Building

- Located on the lower floor of the Business and Economics Building Room 165 this lab offers three lecture style classrooms ranging in capacity from 32 to 54 Windows XP workstations
- A drop-in area offers an additional 33 Windows XP and a few MacOS 9 workstations.
- All students, staff and faculty are welcome to use this facility.

Student Computing Facility in the Human and Social Development Building

- Located on the lower floor of the Human and Social Development Building, Room 131 offers three lecture style classrooms which have a tiered arrangement and contain Windows XP workstations.
- A large drop-in area contains Windows XP workstations and a few MacOS 9 workstations.
- All students, faculty and staff are welcome to use this facility.

What do I need to use these labs?

You will need a Uvic netlink ID – this provides you access to all computing services authorized for you as well as a uvic.ca email address for your use. For help with your Netlink ID contact computer help – 721-7687 or email to helpdesk@uvic.ca. You can also contact the computer help desk for technical support.

WRITING HELP & TUTORING SERVICES



No matter what your area of study – writing is a valuable skill. If you have great ideas but get stumped facing that blank page or computer screen – check out these services:

Department of English – Writing Centre (Available to all students)

The Centre is open from May 6 to August 12, and offers individual tutoring on specific writing needs. Tutors are available on Mondays and Tuesdays from 1:00 p.m. to 5:00 p.m., and on Wednesdays and Fridays from 9:00 a.m. to 1:00 p.m. Sessions usually last 25 to 50 minutes.

The Centre offers practical instruction in all aspects of writing to **ALL** students registered in credit courses at UVic. Some tutors specialize in working with ESL students. Graduate and undergraduate students are welcome.

Because of the high demand, it is recommended that students book an appointment in advance by e-mail (writers@uvic.ca) or by phone -721-7276. Please feel free to drop in at CLE C150.

Tutors available through Career Services

Career Services maintains a list of current UVic students who are willing to tutor a variety of subjects. This list is available for students, parents and school counselors to find a student to assist them on a casual/part-time basis.

To find out how to hook up with a tutor (or to become a tutor yourself) contact Career Services at 721-8421 or careers@uvic.ca

THE LIBRARY



Some students never visit the library throughout their whole academic career while others practically live there and might as well just have their mail forwarded. Get to know the services of Uvic libraries and use them as much or as little as you need.

McPherson is the main Uvic library, but there is also the Curriculum Library for students in the Faculty of Education, the Diana M. Priestly Law Library, and the virtual Business Library. Besides the obvious texts and research sources, you can access copying & printing services, media services, book study rooms and library staff who specialize in particular subjects who can help you track down the resources and information you need. You can also seek out books, articles etc. online via Library Gateway service at <http://gateway.uvic.ca/index.html> .

The McPherson library hours during the academic year:

Monday – Thursday 8 am – 11 pm

Friday – 8 am – 6 pm

Saturday – 10 am – 6 pm

Sunday – 10 am – 11 pm

Contact the McPherson Library at 721-8235

ALL THE OTHER ON-CAMPUS STUFF:
SHOP, EAT, WORK OUT, PLAY...

RecPlus - Sport and Recreation Facility on Campus



All students have access to the fitness facilities in the McKinnon Building and the Ian H. Stewart Complex - your validated Student Card is your RecPlus membership card. In most cases, you paid Athletics & Recreation (RecPlus) fees included in your tuition fee payment. Please check your fee statement. If RecPlus fees were not charged with your tuition fees, you may purchase your membership directly from Athletics and Recreational Services.

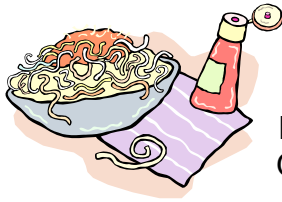
McKinnon Building Facilities – 721-8484:

- Triple Gymnasium (badminton, basketball, volleyball)
- 6 North American Squash courts
- Dance Studio
- 25 metre L-Shaped pool
- 5 Outdoor Tennis Courts
- 400 Metre outdoor jogging track
- Exercise Room (universal equipment, rowing ergometer, stair climbers, stationary bicycles, stretching area)
- Equipment Rentals

Ian H. Stewart Complex Facilities – 472-4000:

- Field House (4 indoor tennis courts, and one basketball court)
- 18,200 sq. ft Fitness/Weight Centre (Over 10,000 lbs of free weights, stationary and recumbent bicycles, rowing ergometers, elliptical trainers, Nordic Tracks, stair climbers, selectorized resistance machines, Hammer Strength equipment, treadmills, stabilization balls, wobble boards, medicine balls, Reebok Core Boards, stretching area, Keiser bike classes)
- Dance studio
- Gymnasium (badminton, basketball, and volleyball)
- 7 Outdoor Tennis Courts
- 8 Squash Courts (3 international)
- 2 Sand Volleyball Courts
- 2 Racquetball Courts
- 3 Badminton Courts
- Ice Rink
- 25 Metre outdoor pool (open mid-May to mid-October)
- Equipment Rentals
- Outdoor Recreation Resource Centre

Meals on Campus – Places to eat



There are a few good options if you are looking for a place to eat on campus – these include:

Residence Dining Room Cadboro Commons Building
Open 7 days/week from 7:15am - 7:00pm

Village Greens (VG's) Vegetarian/Vegan menu Cadboro Commons Building
Mon – Friday 11:00am - 2:00pm
Offers Vegan menu Sun- Thursday 4:00 pm – 6:45 pm

University Centre University Centre
Mon – Thursday 8:00am - 7:00pm
Friday - 8:00am - 3:00pm

Sweet Greens University Centre
Mon – Friday 10:00am - 2:30pm

McPherson Library – Biblio Café
8am - 9pm (Mon-Thu)
8am - 6:30pm (Fri)
10am - 6:30pm (Sat)
10am - 9pm (Sun)

Mac's Bistro MacLaurin Building
Mon – Thursday 7:30am - 8:00pm
Friday 9:00am – 2:00 pm

Fraser Snack Bar Fraser Law Building
Mon – Friday 8:30am - 2:30pm

Nibbles & Bytes Cafe Engineering Lab Wing
9:30am - 6pm (Mon - Thu)
9:30am - 3:30pm (Fri)

Services in the Student Union Building (SUB)

There are also a number of restaurants in the Student Union Building (SUB) including Felicita's, Bean There, Health Food Bar, International Grill and Munchie Bar which are open throughout the week.

Inside the SUB, you will also find a full movie theatre, showing current films of all varieties – call 721-8364 for movie listings and prices.

Shopping services in the SUB include People's Pharmacy, SubText where you can buy and sell used textbooks, Zap Copy which provides print, copying and fax services, Travel Cuts and 2 banking machines.

Making it Through First Year **Tips for Academic Success**

Think back to high school for a moment, remember those teachers who knew your name, recognized you in the hall and would say helpful things like ‘Have you done your reading?’ or “Don’t forget your essay is due Tuesday.” As annoying as those reminders might have been – they did help keep you on track. But University is not high school.

Professors may not ever learn student’s names, never mind recognize them in the hall, and there likely won’t be anyone around prompting new students to get their assignments done.

Here are some very simple and sensible tips for mentors and mentees alike to help you make it through first year and beyond:

- **GO TO CLASS** This seems pretty obvious, but sometimes skipping a class here or there even for really good sounding reasons, like to finish an assignment can become a bad habit. You can’t earn credit if you don’t do the work, and if you are not in class you can’t learn what you need to do the work. With no one watching it is easy to skip class...so easy...very easy... Don’t do it.
- **KNOW YOUR CAMPUS** So many buildings, so little time. It can be easy to get lost in the dark underbelly of Uvic – but there are maps (both online and at the back of this handbook) to help you find your way around. Carry a map with you and pick a few reference points to help you orient yourself...and then one day you just won’t need that map anymore! If you are really keen, take a walk on campus and check out your surroundings before classes start to avoid getting lost.
- **TIME IS EVERYTHING** Okay maybe not everything, but it matters. Be sure you have a good grasp of how much time you have and what you need to do in that amount of time. Set your priorities – your real priorities, while pub time is an important part of student life – it is not the most important part. Be sure that whatever else you do – part time work, or social events – does not interfere with your academic career.
- **KNOW YOUR RESOURCES** There are many services on and off campus, for students and if you can’t find them on your own ask someone, ask everyone until you find what you need. Never think that what you need is unimportant – no one can help you with a need you don’t express.
- **DON’T ISOLATE YOURSELF** Get involved. Whether your thing is sports, movies or dressing up like Gandalf for a little fantasy role playing (and who can resist role-playing!!) – there are others who share your interests. Find them and join in. If hobbies are not your thing then volunteer, join a club – getting involved will be beneficial for you, trust me.
- **DON’T BE AFRAID** University can be intimidating especially if it is the first time away from your home. Understand that many, many people have come this way

before and that the path is well trod. Talk to your mentors, talk to other students, talk to your professors and trust yourself – you can do this!

- **COMMUNICATE** Re-read the previous tab – especially the last sentence, the one about talking to everyone... Ask questions, express concerns, and share ideas with your mentor, with other students and your professors – as much as you can and take time to listen as well.
- **FORM STUDY GROUPS/PAIRS** Study groups can be excellent for alleviating stress and discussing course material until it completely soaks into your brain. Whether in pairs or groups students can lean on one another and fuel each other's motivational fires. Find a space suitable for studying, stay focused and don't get sidetracked.