



TOWARD A COLLABORATIVE PORTAGE

WALKING TOGETHER WITH FIRST PEOPLES



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MESSAGE FROM THE RECTOR

CONTINUING THE TRANSFORMATION

Reconciliation takes shape through encounters, attentive and mutual listening, and the actions we take together, which, little by little, chart a common path.

Over the years, the In Action with First Peoples plan has guided our steps, opening spaces for dialogue, sharing, and learning. It has enabled Université Laval to move forward alongside Indigenous communities, by welcoming their knowledge, perspectives, and realities as guideposts that direct and enrich our collective action.

The update to the action plan now marks an important milestone in this journey. It invites us to renew our commitment and continue the transformation we have begun. This plan reflects our vision of the university we aspire to become: one that recognizes and values Indigenous knowledge, anchors co-construction at the heart of teaching and research, supports Indigenous student success, and adapts its practices to fully welcome the voices, knowledge, and aspirations of First Peoples.

I invite each and every one of you to nourish this collective momentum. Together, let us continue to develop the conditions for success that will enable people from First Peoples communities to realize their full potential and pursue meaningful paths, with respect, humility, and determination.

Professor Sophie D'Amours

Rector



MESSAGE FROM MICHÈLE AUDETTE

STRENGTHENING BRIDGES

We have already built bridges, opened dialogues, and highlighted traditional knowledge. This plan confirms that reconciliation remains an ongoing process that aims to strengthen alliances. It encourages First Peoples and non-Indigenous people to walk together in building a university founded on mutual understanding and shared commitment.

I see a genuine desire to better understand Indigenous realities, in both teaching and research, and to value reciprocity in practices and partnerships. This is a courageous and respectful attitude, one that more and more members of the community are adopting in order to build more equitable relationships. Embracing our identity as Indigenous peoples is an important step toward a more inclusive institution. Recognizing the influence of Indigenous nations and their central role in building relationships strengthens partnerships and supports responsible governance, guided by courage and respect.

Michèle Audette, Senator
Senior Advisor, Reconciliation and
Indigenous Education





MESSAGE FROM THE VICE RECTOR OF ACADEMIC AFFAIRS

WALKING TOGETHER TOWARD SUCCESS

This plan places the well-being and success of Indigenous students at the heart of our priorities. It invites us to deepen the actions already taken, strengthen the ties that unite us, and continue building a learning environment enriched by Indigenous knowledge and perspectives.

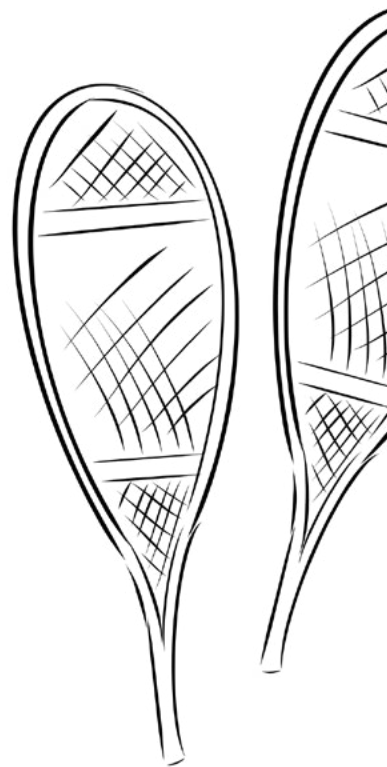
It calls on us to go further in offering Indigenous students learning conditions that recognize their realities, support their aspirations, and honour the diversity of their journeys.

This collective movement is also a call for mutual recognition, knowledge sharing, and renewed commitment. It reminds us that reconciliation is built over time, through concrete actions that help us better welcome and understand Indigenous students and walk alongside them.

Let us continue on this path with listening, openness, and commitment to make this plan a living approach that transforms the ways we learn, collaborate, and grow together.

Professor Cathia Bergeron

Vice Rector of Academic and Student Affairs





STATEMENT OF RECOGNITION

In a spirit of friendship and solidarity, Université Laval pays tribute to the First Peoples of these lands. Situated at the crossroads of Onyionhwentsiio' of the Wendat people, Ndakina of the W8banaki people, Nitassinan of the Innu people, Nitaskinan of the Atikamekw people and Wolastokuk of the Wolastoqey people, we honour our relationships with one another.

In this same spirit, Université Laval reaffirms its commitment to building authentic, respectful, and supportive relationships with all nations, wherever they may be, in keeping with their realities and aspirations. Reconciliation is a commitment to act, to listen, and to transform our relationships with First Peoples in a spirit of respect, justice, and collaboration.

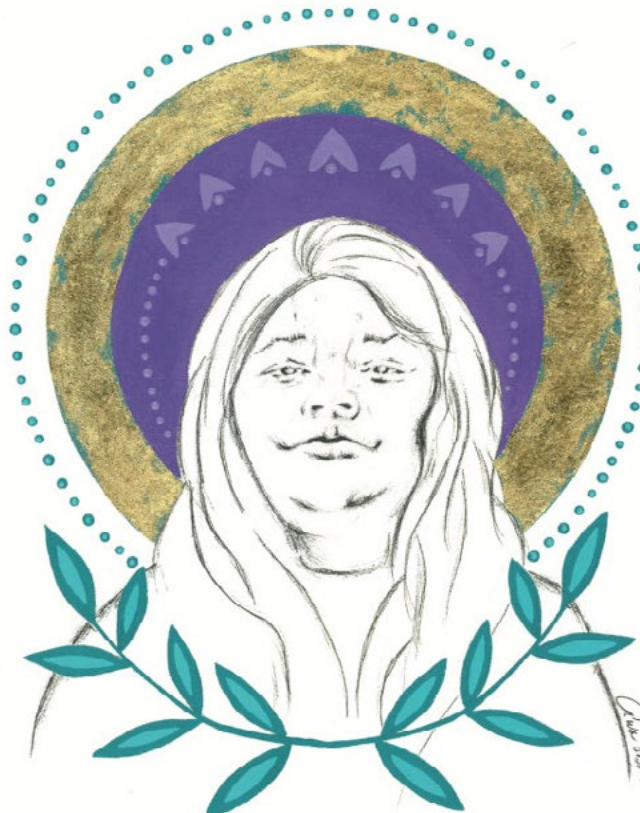


ENGAGEMENT AU PRINCIPE DE JOYCE

*“Joyce’s Principle aims to guarantee to all Indigenous people the right of equitable access, without any discrimination, to all social and health services, as well as the right to enjoy the best possible physical, mental, emotional and spiritual health. Joyce’s Principle requires the recognition and respect of Indigenous people’s traditional and living knowledge in all aspects of health.”*¹

Université Laval reiterates its commitment to fighting systemic racism and promoting culturally safe environments for First Peoples, in accordance with Joyce’s Principle. It continues to pursue a path of lasting reconciliation, grounded in listening, collaboration, and co-construction with Indigenous nations, in order to ensure equitable, respectful, and safe access to university services, knowledge, and spaces.

Joyce’s Principle was adopted by the Board of Directors on April 15, 2026.



¹ principedejoyce.com

AN ENDURING COMMITMENT TO RECONCILIATION

Université Laval has made it its mission to educate engaged and creative generations of students, leading citizens, scientists, and leaders who greatly influence the direction societies take. The reconciliation process undertaken with First Peoples gives this mission broader scope: it invites us to learn from one another, move forward together, and prepare generations who will contribute to a shared future guided by mutual respect and reciprocity.

This commitment has grown stronger in recent years, nurtured by dialogue with people from First Peoples communities and by calls to action,² while continuing the university's longstanding relationships with Indigenous communities. It was in this context that, in 2021, the university adopted the plan *In Action with First Peoples*. The plan aimed to establish a coherent and culturally safe support pathway for Indigenous students, while consolidating lasting partnerships and integrating Indigenous knowledge and perspectives into teaching and research.

TOWARD A RENEWED AND EXPANDED PLAN

Building on the progress made and the relationships strengthened in recent years, the university now wishes to take a new step forward. The updated plan reflects a desire to broaden the actions undertaken, respond to emerging needs expressed by communities through ongoing dialogue, and consolidate its role as an engaged partner in building a more just and inclusive future. This new, mobilizing plan is closely aligned with Université Laval's vision and values, so that reconciliation with First Peoples becomes an essential driver of its transformation.

² Royal Commission on Aboriginal Peoples; United Nations Declaration on the Rights of Indigenous Peoples; Truth and Reconciliation Commission of Canada; Universities Canada Principles on Indigenous Education; National Inquiry into Missing and Murdered Indigenous Women and Girls; Public Inquiry Commission on relations between Indigenous Peoples and certain public services in Québec: listening, reconciliation and progress (Viens Commission); Joyce's Principle.





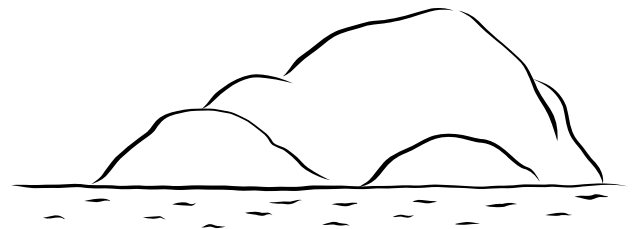
A STRUCTURED AND INCLUSIVE APPROACH

To develop this update, an extensive consultation and mobilization process was carried out with the invaluable support of the Ashukan Institute,³ a true partner in this collective portage. Grounded in listening, dialogue, and collaboration, the process aimed to provide an accurate picture of the actions already taken and to define the next steps in this shared work. An analysis of initiatives carried out in Canadian universities and at Université Laval enabled the identification of best practices and the development of a rigorous interview framework. Meetings with faculties and faculty members held in the spring and summer of 2025 then generated rich content and concrete avenues for action.

In recent months, sustained discussions with Indigenous organizations and nations, as well as with student associations, including the Indigenous Student Association of Université Laval, provided insightful feedback that enriched the work as a whole. The report and recommendations issued in 2018 by Université Laval's reflection committee on reconciliation⁴ also served as an important guidepost.

Finally, the university's biannual managers' meeting, held on November 5, 2025, and devoted entirely to the theme "Toward a Collaborative Portage: Engaging with First Peoples," was a significant moment of reflection and mobilization. This space for sharing and awareness has helped to better understand the realities of First Peoples and to lay the foundation for a renewed and coherent institutional commitment.

All these contributions informed the development of the action plan entitled *Toward a Collaborative Portage: Walking Together with First Peoples*. The plan was presented to the table of deans, the three standing commissions, and the Indigenous Student Association of Université Laval in order to gather their perspectives and recommendations. It was then submitted to the university bodies for approval.



³ institutashukan.com

⁴ This committee was created in winter 2018, at the initiative of Rector Sophie D'Amours. Co-chaired by Robert Beauregard and Prudence Hannis, it brought together equal numbers of members from the university and Indigenous communities. Tasked with identifying priorities in the education of Indigenous people in graduate studies, it produced a report in fall 2018 that presented recommendations concerning services, education, awareness-building, research, governance and partnerships.

A PORTAGE TOWARD A SHARED DESTINATION

This plan is deeply inspired by the spirit of collective portage. It is guided by its core principles: moving forward together, sharing responsibility, and joining forces. Organized around four axes—the student journey, education, research, and institutional engagement—it is grounded in concrete, living collaboration with First Peoples, in a relationship of reciprocity and co-construction.

From this perspective, success depends on collective engagement: as in a portage, each individual contributes according to their strengths, and this solidarity anchors reconciliation over the long term.

In First Peoples traditions, portaging refers to the practice of carrying essential items together—canoes, tents, food, and supplies—to travel to new territory and continue the journey. It symbolizes a collective effort where each person contributes their share to reach a common destination. Deeply rooted in Indigenous cultures, portaging reflects a shared path, mutual responsibility, and a commitment to moving forward together despite the challenges.



The circle, chosen as the visual representation, reflects a way of thinking deeply rooted in Indigenous cultures: a circular vision in which everything is connected, and each axis is part of a living continuum. The sacred character of the circle reminds us that every direction, every dimension of being and every cycle of life are interdependent.

The circle thus teaches us that nothing is accomplished alone: trust, dialogue and lasting alliances are the forces that support any social transformation.

Each action takes root in this relationship of reciprocity and co-construction that unites the university and First Peoples.

AXIS 4 – Living Reconciliation and Collective Engagement

The wampum unites and commits us: it reminds us of trust, enduring relationships, and the importance of dialogue that guides collective action.



AXIS 3 – Expanding Research Horizons

The eagle broadens our view: it takes in many elements, embraces all perspectives, and transforms that clear vision into action **research grounded** in reality.



AXIS 1 – A Safe and Supportive Student Journey

The canoe and paddle open the way: honouring ancestral knowledge, moving forward through effort, and progressing with clear direction and active commitment.



AXIS 2 – Learning Together

Beadwork connects knowledge systems: each bead contributes to a shared pattern, through a collaborative method in which we create together.



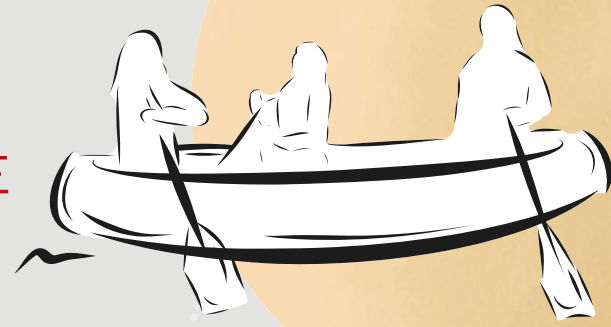
A FUTURE TO BUILD TOGETHER

This institutional plan opens the way to the university we want to become, marking another step toward living and enduring reconciliation. We envision a community that recognizes Indigenous knowledge and perspectives and makes space for them, embeds co-construction in research, supports Indigenous student success, and transforms its practices and policies in support of inclusive governance. Together, we are moving toward an equitable and shared future, guided by a relationship of reciprocity that is woven and strengthened along the way.



AXIS 1

A SAFE AND SUPPORTIVE STUDENT JOURNEY

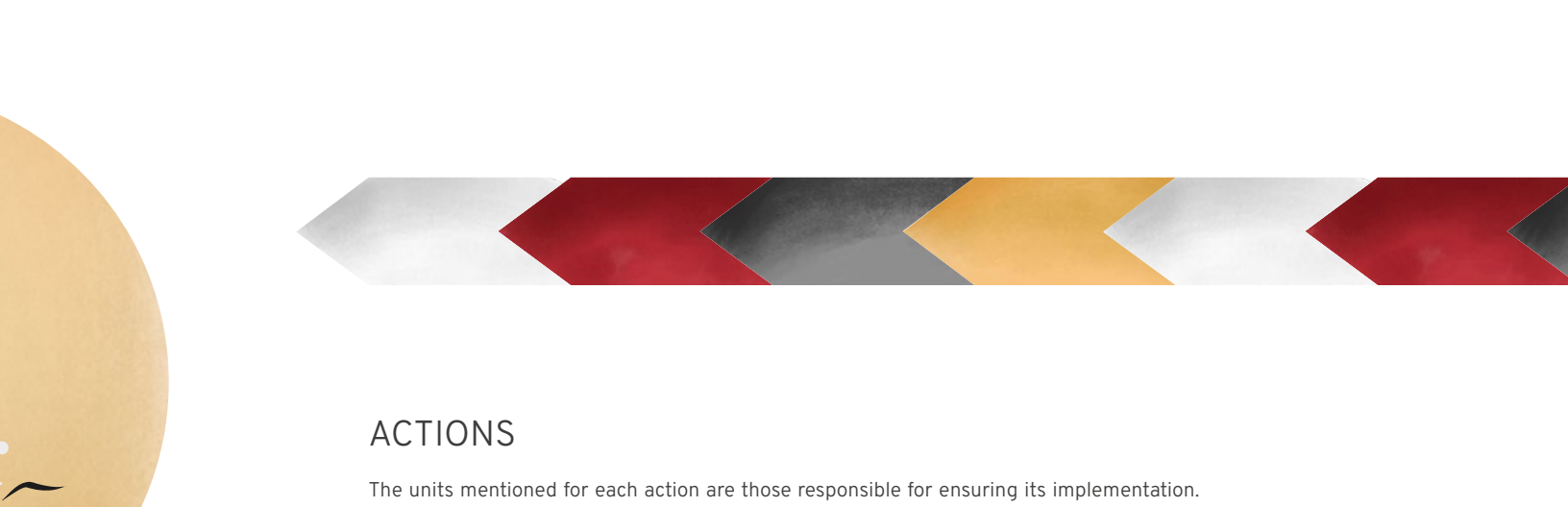


OBJECTIVE: PROMOTE ACCESS TO EDUCATION, SUPPORT AND SUCCESS FOR INDIGENOUS PEOPLE

The university seeks to offer Indigenous students a safe and supportive educational path on which they feel recognized, supported and valued, both academically and personally. By strengthening welcome, mentoring and support measures and creating an environment that fosters well-being, it aims to increase their presence and support their success at all levels of study.

This approach is grounded in a shared commitment where institutional support and the involvement of Indigenous students come together to support their journey.





ACTIONS

The units mentioned for each action are those responsible for ensuring its implementation. The list of acronyms and abbreviations is on page 26.

- 1.1** Continue developing a strategy to attract and retain students from First Peoples communities. (BPP, VREAE, ULC, Faculties)
- 1.2** Update certain admission criteria and procedures to take into account the realities and journeys of Indigenous students. (BPP, VREAE, BREG, FESP)
- 1.3** Further analyze and explore tools that facilitate the recognition of First Peoples members' experiential learning, valuing the skills, experiences and knowledge arising from their journeys and distinct realities. (BREG, BPP, Faculties)
- 1.4** Strengthen the welcome program for Indigenous students. (BPP, Faculties, DSCE)
- 1.5** Enhance the mentoring and support program for Indigenous people at all levels of study. (BPP, Faculties, FESP)
- 1.6** Expand the language support available to assist Indigenous people throughout their university journey. (BPP, ELUL, Faculties)
- 1.7** Develop interfaculty initiatives and pool services and activities to benefit Indigenous students, in order to optimize resources and ensure more coherent action. (Faculties, BPP, DSCE, CADEUL, AEA)
- 1.8** Offer adapted mental health and well-being services, as well as culturally safe spaces, to Indigenous students. (VREAE, CACE, BPP, DSCE, VRAIDD, Mon équilibre UL)
- 1.9** Offer scholarships that meet the needs of students from First Peoples communities in order to support their success and promote their access to all levels of study. (BBAF, DPRD, Faculties, FESP)
- 1.10** Continue holding events to celebrate the success of Indigenous students, including convocation, faculty activities and others. (BSG, Faculties, VRAIDD, VREAE)
- 1.11** Actively contribute to the service pathway for Indigenous living environments of the Société immobilière du Regroupement des centres d'amitié autochtones du Québec,⁵ by working with partners of Pôle Québec, the higher education hub for the Capitale-Nationale region, to support transitions and strengthen service synergy and complementarity. (BPP, DSCE, VREAE, BEDI)
- 1.12** Encourage the involvement of Indigenous students in university life in all its forms, including governing bodies, the Indigenous Student Association of Université Laval and community initiatives. (BPP, VREAE, VRRCI, VRAIDD, REC, AEA)

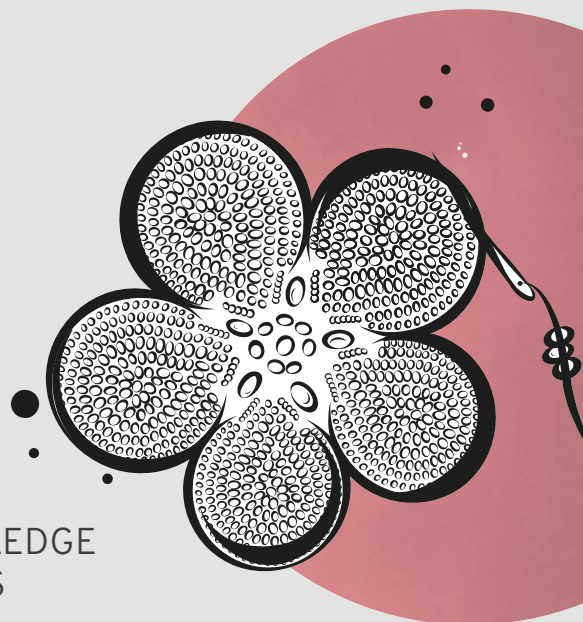
⁵ On its campus, Université Laval hosts residences and a community environment for students from Indigenous populations in Quebec, a project led by the Société immobilière du Regroupement des centres d'amitié autochtones du Québec.

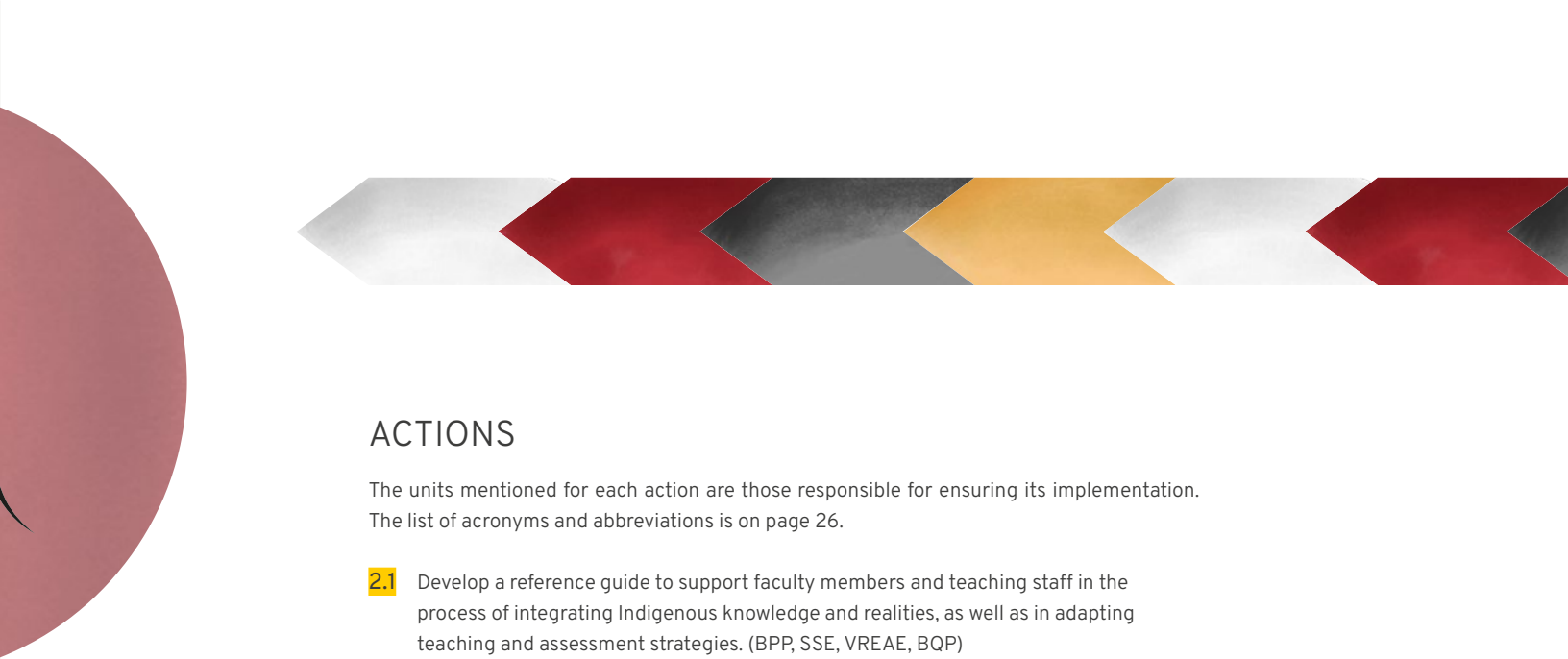
AXIS 2

LEARNING TOGETHER

OBJECTIVE: RETHINK UNIVERSITY
EDUCATION BY INCLUDING THE KNOWLEDGE
AND PERSPECTIVES OF FIRST PEOPLES

The university recognizes the fundamental value of Indigenous knowledge and perspectives and seeks to highlight their contribution to a shared future. By honouring this knowledge and fostering the co-construction of knowledge, it aims to create a space where different ways of learning come together in mutual respect. This approach is intended to enrich the educational experience, strengthen ties between communities, and support the development of a more inclusive and equitable environment.

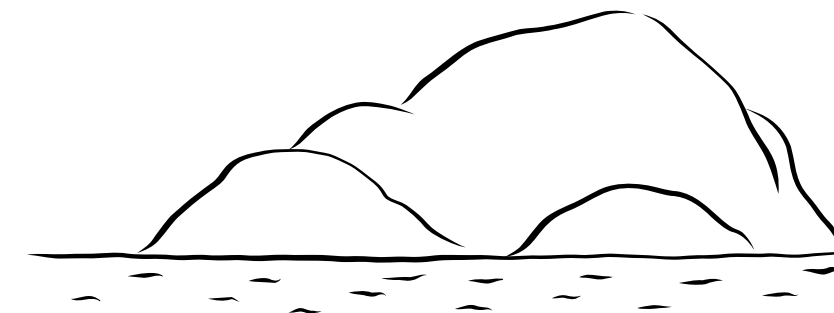




ACTIONS

The units mentioned for each action are those responsible for ensuring its implementation. The list of acronyms and abbreviations is on page 26.

- 2.1** Develop a reference guide to support faculty members and teaching staff in the process of integrating Indigenous knowledge and realities, as well as in adapting teaching and assessment strategies. (BPP, SSE, VREAE, BQP)
- 2.2** Create an Indigenous/non-Indigenous teaching collaboration circle, where members share their practices, support one another, and propose avenues for enriching programs, while engaging in deep reflection on teaching and assessment approaches that are respectful of First Peoples. (VREAE-BPP, SSE)
- 2.3** Promote and enrich the training available to faculty members and teaching staff in order to foster an in-depth understanding of Indigenous knowledge and realities and support teaching approaches grounded in respect and reciprocity. (VREAE, SSE, VRRHF, BPP)
- 2.4** Promote the inclusion of content related to First Peoples in academic programs in order to broaden the representation of their knowledge and perspectives. (Faculties, SSE, BQP, BPP)
- 2.5** Harmonize content related to First Peoples that is already included in programs in order to ensure respectful representation of their knowledge and realities. (Faculties, SSE, BQP, BPP)
- 2.6** Continue implementing professional internships in Indigenous contexts, along with preparatory training, to enable non-Indigenous students to better understand Indigenous realities and engage in respectful and collaborative practices. (Faculties, SDP, BPP)
- 2.7** Further develop programs or learning pathways for people from First Peoples communities, in co-construction with Indigenous organizations and communities. (Faculties, BQP)
- 2.8** Support and enrich the teaching of Indigenous languages in order to promote their transmission, recognition and long-term vitality. (BPP, ELUL)
- 2.9** Create an entrepreneurial pathway for Indigenous students. (BPP, Faculties, VREAE)
- 2.10** Continue updating and enriching the Library's Répertoire de vedettes-matière by integrating the knowledge, perspectives, and terminology specific to First Peoples, in order to promote fair and inclusive representation in university documentary systems. (BIBL)



AXIS 3.

EXPANDING RESEARCH HORIZONS

OBJECTIVE: PROMOTE RECIPROCITY WITH FIRST PEOPLES IN RESEARCH PRACTICES AND PARTNERSHIPS

The university seeks to make research a space grounded in reciprocity, mutual respect and collaboration with First Peoples, an approach that is essential to reconciliation. This approach recognizes and respects their cultural realities, values the transmission of knowledge, and encourages their full participation in research and consultation projects, in accordance with the First Nations principles of ownership, control, access and possession (OCAP®).⁶



⁶ fnigc.ca/fr/les-principes-de-pcap-des-premieres-nations

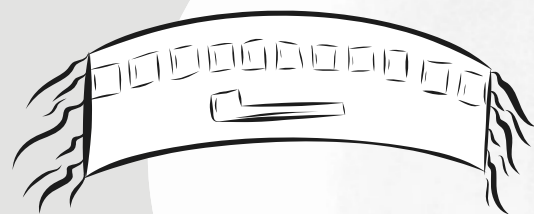


ACTIONS

The units mentioned for each action are those responsible for ensuring its implementation. The list of acronyms and abbreviations is on page 26.

- 3.1** Promote opportunities for relationship-building between Indigenous communities and the university to support research projects prioritized by the communities. (VRRCI, BPP)
- 3.2** Encourage the participation of Indigenous partners from the initial phase of research projects, ensuring that research results can be accessed by the communities involved and support their needs, knowledge and initiatives.
- 3.3** Facilitate collaboration between ethics committees and any competent body recognized by Indigenous nation authorities in the ethics approval process for research involving First Peoples, and provide training to ethics committee members (VRRCI, Faculties, BPP)
- 3.4** Develop research structures co-constructed with Indigenous communities to support the production of shared knowledge and benefits for all parties. (VRRCI, Faculties, DPRD)
- 3.5** Recognize and support the participation of Indigenous knowledge keepers in research projects and develop collaboration methods that ensure recognition of their contributions and foster the co-construction of knowledge. (VRRCI, Faculties, BPP)
- 3.6** Promote and enhance the training available to researchers in order to raise their awareness of Indigenous contexts, foster ethical practices and disseminate the OCAP principles as a reference framework. (VRRCI, VRRHF, SSE, BPP)
- 3.7** Establish a community of practice for researchers working in Indigenous contexts in order to support knowledge exchange. (VRRCI, Faculties, BPP)
- 3.8** Establish an information and resource bank, or toolbox, to disseminate and promote these practices. (VRRCI, BPP)
- 3.9** Offer research initiation opportunities for Indigenous students. (Faculties, VRRCI)

AXIS 4



LIVING RECONCILIATION AND COLLECTIVE ENGAGEMENT

OBJECTIVE: TRANSFORM PRACTICES
AND STRENGTHEN FIRST PEOPLES'
REPRESENTATION IN ORDER TO CO-CREATE
A MORE INCLUSIVE AND ENGAGED UNIVERSITY

Co-create a more inclusive and engaged university by transforming practices so that First Peoples are fully represented and valued. Reconciliation then becomes a guiding principle that shapes our actions and mobilizes the university community to act collectively, within a relationship of trust and reciprocity. By creating more spaces for dialogue, recognition and participation, Université Laval contributes to lasting and meaningful change.



ACTIONS

The units mentioned for each action are those responsible for ensuring its implementation. The list of acronyms and abbreviations is on page 26.

- 4.1 Take stock of initiatives led by, for and with First Peoples in order to document experiences, assess impacts and promote knowledge sharing from a perspective of institutional transformation. (VREAE, BPP)
- 4.2 Take an in-depth look at policies and practices in order to propose transformations aligned with Indigenous visions, knowledge and rights, as part of a structured inclusion process. (BPP, VREAE)
- 4.3 Create an institutional advisory committee with a mandate to support and guide the university in its reconciliation process with First Peoples. (REC, VREAE)
- 4.4 Simplify and harmonize administrative processes in order to reduce barriers and create an environment conducive to authentic, agile and lasting collaborations with First Peoples. (VRRHF, VREX, VRRCI, VREAE)
- 4.5 Encourage greater participation by the entire university community in training on Indigenous realities and knowledge in order to foster awareness, intercultural dialogue and a respectful welcome for Indigenous people. (VRRHF, BPP)
- 4.6 Encourage events and initiatives that promote Indigenous cultures and knowledge within faculties and units and highlight Indigenous art in university spaces. (BPP, Faculties, BIBL, ULC)
- 4.7 Encourage the nomination of Indigenous candidates for competitions, awards and honours in order to increase their institutional and public recognition. (REC, Faculties, CPDUL, ULC)
- 4.8 Increase the recruitment of people from First Peoples communities among administrative staff, teaching staff and faculty members in order to enrich perspectives and support structural transformations through their knowledge, visions and practices. (VRRHF, Faculties)
- 4.9 Strengthen the representation of people from First Peoples communities on the university's bodies, committees and other participation spaces. (REC, VREX, VREAE, VRRHF, VRRCI, VRAIDD, VRIT, Faculties)
- 4.10 Actively participate in the Maison des savoirs project led by the First Nations Education Council, in collaboration with Quebec universities. (BPP, VREAE, Faculties, VRRCI, BREG, BQP)



To ensure that each axis is implemented coherently and measurably, the university draws on concrete indicators to track progress and assess the impact of the actions undertaken. These indicators translate institutional engagement into observable and achievable results.

AXIS 1 – A SAFE AND SUPPORTIVE STUDENT JOURNEY

Progress will be tracked through:

- the number of self-identified Indigenous students enrolled in degree programs at all levels of study
- the implementation of a welcome and orientation program for Indigenous students
- the implementation of a mentoring and support program
- the number of people from First Peoples communities enrolled in a degree program who have received a scholarship
- the one-year retention rate of self-identified Indigenous students enrolled in an undergraduate program

These indicators will measure improvements in access to education, support provided and student success.

AXIS 2 – LEARNING TOGETHER

Expected results will be measured through:

- the number of required and elective courses that integrate Indigenous perspectives in degree programs
- the number of training programs for people from First Peoples communities developed in partnership with Indigenous organizations and communities
- the creation of a reference guide to support faculty members and teaching staff
- the number of Indigenous language courses offered
- the number of internships completed in Indigenous contexts

These indicators will track the progressive integration of Indigenous knowledge into university education.

AXIS 3 – EXPANDING RESEARCH HORIZONS

The impact of the actions will be assessed through:

- the implementation of training opportunities for researchers
- the number of research projects co-constructed with Indigenous communities
- the number of structuring teaching and research entities developed in partnership with these communities

These measures reflect the commitment to strengthening reciprocity and collaboration in research.

AXIS 4 – LIVING RECONCILIATION AND COLLECTIVE ENGAGEMENT

Results will be tracked through:

- the creation of the plan implementation committee
- the creation and establishment of the institutional advisory committee for First Peoples
- the number of members of the university community who have completed training on Indigenous perspectives
- the number of people from First Peoples communities employed at Université Laval among administrative staff, teaching staff and faculty members

These indicators will reflect the transformation of institutional practices and the strengthening of First Peoples' representation.



IMPLEMENTATION OF THE ACTION PLAN

The implementation of the action plan is part of an institutional approach that mobilizes the full strength of the university. With more than 42 actions to be implemented, all academic and administrative units are or will be called upon to contribute to this transformation.

Under the joint responsibility of the Office of the Vice Rector, Academic and Student Affairs, implementation will require identifying priorities, defining implementation strategies, establishing timelines and creating appropriate monitoring mechanisms.

The Office of First Peoples will be responsible for the overall monitoring of the plan and will create an implementation committee tasked with coordinating the work, ensuring its operational coherence and supporting units in implementing the actions.

The work will be informed by the institutional advisory committee for First Peoples, whose mandate will include monitoring the plan's progress. Together, these mechanisms will be used to present an annual progress report reflecting the evolution of the work to be presented to the university's various bodies.



SELECTED ACCOMPLISHMENTS

- Establishment of Université Laval's reflection committee on reconciliation and development of a report recommending actions related to services, education, awareness-building, research, governance and partnerships (2018)
- Organization of the National Building Reconciliation Forum jointly with Université du Québec, in collaboration with Universities Canada and developed in co-construction with various partners (2021)
- Adoption of the *In Action with First Peoples* plan (2021)
- Signing of a partnership with the Mastercard Foundation to help students from Quebec's Indigenous communities access and pursue university educations and achieve success in their studies (2021)
- Creation of a scholarship program for graduate students from First Peoples communities (2022)
- Inauguration of the Cercle des Premiers Peuples, a culturally safe space where Indigenous students can study, connect with others and reconnect with their culture (2023)
- Partnership agreement between Université Laval and the Aboriginal Financial Officers Association of Canada (AFOA Canada) to support French-language access to the Certified Aboriginal Financial Manager (CAFM) program (2023)
- Launch of the microprogram in management in an Indigenous context (2023)
- Activities to raise awareness of the realities and issues of First Peoples and to promote Indigenous knowledge and practices (ongoing)
- Creation of new training programs for First Peoples: microprogram in archaeology for First Peoples, Guardians of the Land nanoprogram, and Innu language and culture course (2022–2025)
- First gathering of elders held at Université Laval (2024)
- Creation of the Office of First Peoples to provide legitimate and enduring governance for the reconciliation process (2024)
- Partnership between Université Laval, the First Nations Education Council and all Quebec universities to create the Maison des savoirs (2025)
- Construction of the Yahndawa' community living environment for Indigenous students on the Université Laval campus, a project led by the Société immobilière du Regroupement des centres d'amitié autochtones du Québec (2025–2026)
- Development of the plan *Toward a Collaborative Portage: Walking Together with First Peoples* (2026)

LIST OF ACRONYMS AND ABBREVIATIONS

AEA	Indigenous Student Association of Université Laval
BBAF	Student Awards and Financial Aid Office
BEDI	Office of Equity, Diversity and Inclusion
BIBL	Library
BPP	Office of First Peoples
BQP	Office of Program Quality Assurance
BREG	Registrar's Office
BSG	Secretary General's Office
CACE	Student Assistance Centre
CADEUL	Confederation of Student Associations of Université Laval
CPDUL	Université Laval Awards and Distinctions Committee
DPRD	Philanthropy and Alumni Relations Department
DSCE	Student Services
ELUL	School of Languages of Université Laval
FESP	Faculty of Graduate and Postdoctoral Studies
REC	Rector's Office
SDP	Professional Development Service
SSE	Instructional Support Office
ULC	ULaval Communications
VRAIDD	Office of the Vice Rector, International Affairs and Sustainable Development
VREAE	Office of the Vice Rector, Academic and Student Affairs
VREX	Office of the Executive Vice Rector
VRIT	Office of the Vice Rector, Infrastructure and Transformation
VRRCI	Office of the Vice Rector, Research and Innovation
VRRHF	Office of the Vice Rector, Human Resources and Finance





