

2018-19 Indigenous Plan Report

STRAND 1 | Students

GOAL AND ACTIONS:

1. **Increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university.**
 - a. *Enhance the role of Elders-in-Residence to build greater capacity for culturally appropriate teaching and learning*
 - The University of Victoria (UVic) launched the Elders' Engagement Fund to expand the role of Elders in the classroom and the Elders-in-Residence Program.
 - b. *Formalize Indigenous Knowledge Keeper programming to build greater capacity for culturally appropriate teaching and learning*
 - c. *Support pre-university as well as other outreach programs for Indigenous youth (e.g., Science Venture, a summer preparation term)*
 - The BC Association of Aboriginal Friendship Centres (BCAAFC) collaborated with the Gustavson School of Business and the National Consortium for Indigenous Economic Development (NCIED) to create the 3C Challenge, a joint initiative with the Faculties of Business and Law. This youth entrepreneurship training will be delivered to 1,000 Indigenous youth aged 15-25 starting in 2018 and continuing until 2020.
 - With support from the Faculties of Engineering, Science and Education, Science Venture's Indigenous STEM Program delivered programs to eight local Indigenous communities and organizations. They also offered 29 in-school science workshops reaching 499 Indigenous students from Victoria to Port Hardy; delivered summer science camps to six communities from Port Alberni to Zeballos; and offered eight workshops to 175 Indigenous youth at the annual Gathering Our Voices Conference.
 - d. *Further develop support and mentorship programs that connect current and future Indigenous students with other students, faculty or staff (e.g., Campus Cousins, Mini University)*
 - Indigenous Academic and Community Engagement Office (IACE) organized and delivered Mini-University to 22 Indigenous high school students from 14 Nations in August 2018. The Faculty of Science donated \$3,400, and the Faculties of Human and Social Development (HSD); Fine Arts; Engineering; Education, Exercise and Physical Health (EPHE); Law; Science; as well as CanAssist, Science Venture, Native Students Union (NSU) and several community partners, all helped to provide a week of workshops and activities.
 - IACE entered into a partnership with the Verna J. Kirkness Foundation to offer direct youth-faculty mentorship to grade 10 students in science and engineering in 2019.

- e. *Advise and mentor Indigenous students across points of contact, including recruitment, outreach, admission and/or pre-admission in order to consistently build connections and relationships*
- An in-depth analysis of points of contact with Indigenous students from recruitment to admission was evaluated through the Strategic Enrolment Management Process, and recommendations were put forward to improve accessibility to UVic.
 - The Office of the Registrar designated an Undergraduate Admission Officer to collaborate with IACE to provide support for prospective undergraduate students.
 - Student Recruitment and Global Engagement hired an Indigenous student recruitment officer (term position); advanced new and renewed partnership agreements with Australia and New Zealand; continued recruitment activities with Strengthening Connections; targeted recruitment in northern BC; and increased their focus on Vancouver Island.
 - The School of Health Information and CanAssist made a joint presentation to Indigenous high school students to inform them about health information science as a prospective career path.
- f. *Increase the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus*
- The Northwest Aboriginal Canadian Entrepreneurs program (NW-ACE), in partnership with the Gustavson School of Business, was expanded in 2018 to include Ace for Artists, a new program on Southern Vancouver Island that was delivered for the first time on the UVic campus.

2. Create a warm, welcoming and respectful learning environment and sense of place.

- a. *Support development of a community that is accepting of diversity, and inclusive of Indigenous ways of knowing and being*
- A video version of the territorial acknowledgment was created with Lekwungen speaking Songhees Elder Elmer George and UVic President Jamie Cassels.
 - Food Services' New Housing and Dining Buildings' staff are receiving guidance through an Indigenous consultation process to determine opportunities at the design stage of new facilities to incorporate elements relating to Indigenous traditions and history.
 - Territorial acknowledgements have become standard practice in the Faculties of Law, Human and Social Development (HSD), Education, Division of Continuing Studies and the Department of Linguistics, at major events, conferences, the first day of programs, the start of new classes, and as part of orientation packages and syllabi.
 - Child Care, a Division of Student Affairs, expanded on the territorial acknowledgment in the Parent Handbook and outlined their responsibilities as follows: "We are committed to continuing to learn about and take seriously the historical and ongoing legacies of colonization, and what this requires of us in terms of the pedagogical

actions that we take every day in our centres; participating in cultural acumen training; ensuring that our centre materials and spaces are culturally safe.”

- In HSD, over 20 Indigenous artists showcased their work in the Annual Indigenous Holiday Market in December 2018.
- The Faculty of Humanities, along with the Department of Writing and First Peoples House, hosted a reading and talk by Tanya Talaga, author of *Seven Fallen Feathers*.
- A Nuu-chah-nulth Elder, who is a registered clinical counselor, survivor of residential school, and a contributor to the work of the Truth and Reconciliation Commission of Canada, received an Honorary Doctor of Laws (LLD) in November 2017.
- The Faculty of Law’s Academic and Cultural Support Program, “Amicus Program,” was expanded in 2018-2019 to reflect the needs of the first cohort of students in the joint Law degree in Canadian Common Law (JD) and Indigenous Legal Orders (JID). This included funding for the Indigenous and Cultural Support Liaison. The JD/JID program provides direct support for Indigenous students through seminars and workshops on matters relating to intercultural competency, conflict resolution, human rights and anti-racism.

b. Provide opportunities for students to learn about the history of Indigenous peoples and the enduring impacts of colonization on individuals, families, and communities

- On Orange Shirt Day (September 28, 2018), approximately 400 faculty, staff and students gathered to show respect for residential school survivors and their families. This was followed by a presentation and talk, “Why art matters to reconciliation” with residential school survivors, whose art and stories were featured as part of the event.
- Several departments in the Faculty of Humanities organized “Colonial Realities” bus tours for faculty, staff and students.
- Faculty, staff and students in the Faculty of Law participated in the KAIROS blanket exercise that was adapted for law students and delivered as part of a mandatory course in 2017.
- The National Consortium on Indigenous Economic Development (NCIED) hosted a gathering on Orange Shirt Day 2018 in the Business and Economics Building featuring the coordinator of the Witness Blanket Project as the guest speaker.
- The School of Social Work hosted the Executive Director of the First Nations Child and Family Caring Society, who presented on the Indigenous child welfare crisis and advocacy work that is being done. UVic granted her an honorary PhD at the November 2018 convocation.
- The UVic Chancellor and the Dean of HSD hosted the *HSD Reads* event for UVic students, staff and faculty featuring two Indigenous-focused books: *Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City* by Tanya Talaga (2017) and *The Marrow Thieves* by Cherie Dimaline (2017).

c. Further develop and enhance processes to deal with racism and discrimination at the university to support Indigenous students to safely address such concerns

- IACE, in partnership with the Faculty of Social Science, hosted “IN/JUSTICE TEACH-IN: Confronting Canada’s Colonialism in the Wake of the Colten Boushie and Tina Fontaine Trials” in February 2018, to address concerns about racism and discrimination in the Canadian context.

3. Ensure stable institutional support for Indigenous student services.

- Continue to develop support for the LE, NONET program and work towards sustainability for this programming through the enhancement of funding, bursaries and support for community internships*
 - The LE, NONET Experiential Learning Coordinator became a permanent position (.5 FTE) and was filled in August 2018.
- Increase the number of student scholarships, fellowships and bursaries for Indigenous students*
 - The Dean of the Faculty of Graduate Studies developed 16 Indigenous-specific awards for graduate students in 2018.
 - The Faculty of Human and Social Development established three new scholarships: All Our Relations (established in honor of the Elders); the Hart Will Graduate Fellowship in Indigenous Governance and Leadership; and the Dr. Charlotte Loppie Award in Public Health and Social Policy.
- Expand availability of supports to Indigenous students, whether they are studying on campus, online, or in community*
 - In 2018, the Senate approved the use of hard copy scholarship, award and bursary applications for students who may not be able to apply online.
 - The Co-op Program hired an Indigenous Co-op Coordinator in 2018 (.5 FTE term) to support Indigenous Co-op Programs, including international work placements, and to expand offerings of Indigenous career fairs and mock interview services.
- In keeping with the Council for the Advancement of Standards in Higher Education (CAS) set standards for the development and delivery of services to Indigenous students*
- Map support services for Indigenous students across UVic to assess potential gaps or needs as a means of retaining Indigenous students*
 - Through the Strategic Enrolment Management Process, undertaken by UVic in 2018, existing gaps for Indigenous students were assessed and strategies to enhance support services were developed, with appropriate timelines for implementation.
 - The Faculty of Social Sciences launched their Indigenous Plan, to address its commitment to Indigenous students in 2018.

4. Provide opportunities to recognize Indigenous students' identity.

a. Enhance community and/or land-based educational experiences with the goal of providing Indigenous students the opportunity for experiential learning during their enrolment at UVic

- As part of the Faculty of Education Teacher Education Program's course, EL TELNIWT and Indigenous Education (IED 373), students worked with local Indigenous artists in partnership with the Art Gallery of Greater Victoria. They collaborated with Stelly's Secondary School on Project Reclaim, led by a member of the Tsartlip First Nation.
- The Faculties of Science, Law, HSD, Education and Humanities partnered with local Indigenous communities, students, Elders and various stakeholders in 2018-2019 on the Living Lab Project which focused on land and water restoration, mapping and planning of ecosystems, and youth engagement in traditional territories.
- The School of Nursing held a welcome-back land and water-based event in WSÁNEĆ territory in collaboration with local community members.
- Staff from HSD did presentations with various faculty, staff and students, some of which took place on the land in local Indigenous communities. Topics included exploring the territory, history and languages of local Indigenous peoples.
- The Office of Indigenous Academic and Community Engagement (IACE) coordinated community and land-based events throughout 2018 including: sweatlodge ceremonies; medicine plant walks; invasive plant removal; hiking; food fish preparation; carving; drum making; lahal games; ribbon skirt making; beading; and community feasts featuring traditional drumming, singing, dancing and languages.

b. Increase the involvement and support of Elders and Knowledge Keepers in student programming

- The Faculty of Fine Arts has allocated funding to support Elders' visits in the classroom.
- In the Department of Linguistics, Elders, knowledge keepers, and community linguists participated in the classroom in 2017-2018 to facilitate language learning, particularly in LING 461/500 and LING 401.
- A Hereditary Chief was an instructor in the Indigenous Community Development and Governance Diploma Program in fall 2018.
- The Faculty of Fine Arts hosted Indigenous artists, under the Orion program, in all areas of the faculty. The interest in the Orion Indigenous Artists series was so positive that the series has been embedded into existing programs including a faculty-wide course on creativity (FA 101) that benefits all incoming students.

c. Develop opportunities to bring international Indigenous perspectives into the curriculum and explore new international Indigenous education and research exchange opportunities

- Fourteen staff members from the Chisasibi Heritage and Cultural Centre in Quebec travelled to UVic in June 2018 to attend graduation ceremonies and receive their certificates from the Division of Continuing Studies.

- Through the Faculty of Education, Canadian and Danish students in the International Summer Institute received Indigenous Acumen Training (ICAT) in 2018.
- The Indigenous Co-op Program expanded their Indigenous International Exchange Program from one university exchange agreement in Australia to three: Newcastle, Macquarie and RMIT.
- The inaugural Victoria Forum, co-hosted by UVic and Global Affairs Canada in November 2017, generated ideas on diversity and inclusiveness in Canada and abroad. NCIED played a key role in the Indigenous stream of the forum.

d. Profile the success of Indigenous students on websites and in UVic publications

- UVic hosted the annual Building Reconciliation Forum in November 2018, which provided an opportunity to profile the success of Indigenous students, programs, and initiatives, across a multitude of platforms to a national audience.
- *UVic News*, *The Martlet* and *The Ring* featured several articles profiling the success of Indigenous students, and former students who are now faculty or staff. Articles included “Changing the narrative for Indigenous youth,”; “Finding self, reclaiming space through Indigenous social work,”; and “Inspired: scholar used the power of education to heal and renew.”

STRAND 2 | Faculty and Staff

GOAL AND ACTIONS:

1. Increase the recruitment, retention and success of Indigenous staff.

a. Support units and faculties to recruit and hire Indigenous staff, including members of Coast Salish and First Nations in our region, in accordance with the University of Victoria Employment Equity Plan 2015–2020

- The Faculty of Law hired three Indigenous staff (2 permanent, 1 term).
- The Faculty of Humanities hired an Indigenous Administrative Assistant for the Indigenous Studies Program.
- Child Care Services hired a Métis Infant Centre Supervisor.
- The Division of Continuing Studies hired an Indigenous staff member to oversee the CALR and FIFA programs.
- The Gustavson School of Business hired two Indigenous staff in the ACE for Artists Program, offered another Indigenous staff member a permanent position, and engaged several Indigenous facilitators to deliver EAGLE (Empowering Aboriginal Generation of Leaders and Entrepreneurs) workshops and 3C Challenges.
- The Office of Indigenous and Academic Engagement (IACE) hired four Indigenous staff in new positions (1 permanent full-time, 2 term full-time, 1 term .5FTE) and commenced a search for an Indigenous Communication Officer (term).
- Student Recruitment hired one Indigenous staff member (term).

- The Department of Indigenous Education hired an Indigenous Administrative Officer.
- b. *Ensure when hiring personnel in each faculty, department and school that policies and processes related to equity hiring are implemented, including the opportunity for Indigenous self-identification and, when appropriate, preferential and limited hiring*
- Several faculties and departments implemented equity hiring policies in 2017-2018, with limited and preferential hiring for Indigenous candidates and an option to self-identify in the application process.
 - The Faculty of Law hired two Indigenous faculty (one who is Coast Salish), and two limited term/sessional hires (one who is Coast Salish).
 - The School of Nursing hired an Indigenous faculty member.
 - The School Public Administration hired an Indigenous faculty member.
 - The Faculty of Humanities hired three Indigenous faculty members – one as the Director of the new Indigenous Studies Major, and commenced a search for an Indigenous historian.
 - The Department of Indigenous Education, in the Faculty of Education, was in the process of hiring a new full-time faculty member in 2018-19, bringing the faculty complement of Indigenous faculty to five.
 - The Faculty of Fine Arts recruited a well-known Indigenous artist (Coast Salish/Kwakwaka'wakw) for the Audain Professorship in Contemporary Art Practice of the Pacific Northwest (three year term).
- c. *Recognize Indigenous staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students*
- An Indigenous staff member, who worked with Indigenous communities to increase awareness of the newly funded ACE for Artists program, received the Gustavson Festival of Distinction Excellence in Innovation Award in May 2018.
- 2. Provide professional development opportunities and recognition to non-Indigenous staff to foster understanding of Indigenous history and culture.**
- a. *Extend access to Indigenous Cultural Acumen Training (ICAT) as a resource for front-line staff so they become more aware of the history of Indigenous peoples in Canada, including colonial policies and practices*
- Fifteen faculties, departments and divisions, including Education, Fine Arts, Human and Social Development (HSD), Humanities, Law and Student Affairs have had some or all of their staff and faculty complete ICAT training. More than sixty people from HSD took the training.
 - The New Faculty and Librarians Orientation was revised in 2018 to include and ICAT workshop for participants.

b. Recognize staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students

3. Increase the recruitment, retention and success of Indigenous faculty across the university.

a. Identify opportunities to employ Indigenous graduate students as Teaching Assistants (TA) or Research Assistants (RA) as well as for sessional work

- An Indigenous student in the Master of Arts in Indigenous Nationhood program at UVic, was hired under the MITACS internship program in the Gustavson School of Business, to explore “wise practices” in Indigenous entrepreneurship models in 2018.

b. Continue to provide an Indigenous mentor to newly hired Indigenous faculty

c. Encourage faculties and departments to consider how reappointment, tenure, promotion and merit can encourage and recognize the work of faculty involved in Indigenous teaching, curriculum development and leadership

- The first Indigenous faculty member in the School of Exercise, Physical and Health Education (EPHE), is the principal investigator on a 2-year SSHRC Insight Development grant focusing on developing an Indigenous Cultural Safety Training Impact Assessment Tool in collaboration with four post-secondary institutions on Vancouver Island. He was promoted to Associate Professor with tenure in January 2018.
- A Gustavson faculty member collaborated with the Toquaht Nation and prominent Indigenous leaders to create a new framework for assessing economic development possibilities using environment, economy, culture and community as the markers. He presented the project at Ideafest 2018. He was promoted to Associate Professor with tenure in May 2018.
- A Gustavson faculty member received the Gustavson Festival of Distinction, Excellence in Innovation and Excellence in Service award, for his collaboration with Indigenous leaders to create a range of educational programs, customized for and delivered in communities to build capacity among future Indigenous entrepreneurs and business leaders.

4. Support and recognize the research and scholarship of Indigenous faculty.

a. Encourage faculties and departments to develop criteria for merit, tenure and promotion to ensure that Indigenous faculty are recognized and valued for their unique contribution to community-engaged and community-based research.

b. Support and develop faculty-level and university-wide venues, such as the newly approved Centre for Indigenous Research and Community Led Engagement (CIRCLE), that support Indigenous and non-Indigenous faculty undertaking Indigenous research and scholarship.

- On the recommendation of an external review, CIRCLE was renewed as a university approved research centre for the period 2018-2023.

5. Support faculty to develop greater knowledge of Indigenous history and culture.

- a. *Work with the Division of Learning and Teaching Support and Innovation to develop mechanisms that support the indigenization and decolonization of our university curricula and pedagogy and new faculty orientation programming*
 - The Division of Learning and Teaching Support and Innovation now includes cultural protocol in their new faculty orientation programming, and in fall a new position to support the process of indigenization and decolonization of university curricula and pedagogy. The Division will initiate a limited hire recruitment process in spring 2019.
- b. *Continue development and delivery of the Indigenous Cultural Acumen Training (ICAT) programming for faculty*
 - ICAT is now offered up to four times per year through the employee learning calendar and was delivered 53 times to 1383 people from September 2017 to December 2018.
 - A pilot session of ICAT specific to racialization and privilege was offered to the chairs and directors in the Faculty of Social Sciences in 2018.
- c. *Encourage, and provide opportunities for, faculty to participate in professional development opportunities about decolonization*
 - The Faculty of Human and Social Development hosted the second annual acknowledgment and welcome - JEA'LNONETS - in 2018. All new faculty and staff were blanketed and welcomed to the territory by an Elder.
 - Several faculties and departments participated in various blanket exercises and Orange Shirt Day activities where they learned about the impacts of colonization and residential school. The 2018 orange shirts, which were designed by a local Indigenous artist, sold out across campus due to increased awareness.
 - For the first time, Learning and Teaching Support and Innovation (LTSI) offered a formal "Welcome to the Territory" by an Elder as part of the new faculty and librarian orientation.
 - The HSD Leadership Team received mentoring on Indigenous governance for health and cultural humility from Elders in the Elders-in-Residence Program and the CEO for the First Nations Health Authority of BC.
 - Two Faculty of Law professors presented their research on the role of the "sacred" in Indigenous law and reconciliation at Ideafest 2018.

STRAND 3 | Education

GOAL AND ACTIONS:

1. **Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.**
 - a. *Ensure that students in professional programs who will serve and interact with Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities*
 - The Faculty of Law approved LAW 388A - Indigenous Law Research, Method and Practice, as a permanent course in the 2018-2019 Calendar.
 - The Department of Linguistics added LING 301 - Topics in the Structure of an Indigenous Language, as a required course for a BA in Linguistics in 2018-2019.
 - The Division of Continuing Studies offered three professional development sessions to teachers in October 2018 - Braiding Indigenous and Western Science; Once Upon a Time: Indigenous Histories and Stories; and Testify: Indigenous Law and the Arts.
 - The School of Nursing created NURS 484 - Understanding Indigenous Health and Wellbeing, as a core-mandatory course for all students. They also delivered "the Village" experiential workshop within the N350 course, both as an embodiment of the residential school experience, and as a method of teaching about community and the interrelated and critical roles of family and social connectedness.
 - The School of Child and Youth Care's undergraduate curriculum now includes themes supporting a deepening understanding of colonization while supporting the development of critical approaches to decolonization. Core-mandatory courses include CYC 250 - Law, Indigenous People and the TRC Calls to Action.
 - Interdisciplinary research was conducted between 2016 and 2018 by Gustavson School of Business and the Faculty of Law. Entitled "Wise Practices in Indigenous Community-Based Economies," it focused on three fundamental aspects of Indigenous community-based economic development. The "Wise Practices" research project was presented at UVic's Ideafest 2017 and the presentation, "Brave Spirits on New Paths: The Road to Indigenous Economic Reconciliation," has since been shown across Canada. A book summarizing the research outcomes, *Wise Practices in Indigenous Law, Leadership and Governance*, was scheduled for publication in fall 2018.
 - b. *Continue to work with Indigenous students and communities to identify areas of educational programming that would be of interest and value to them, such as an Indigenous-focused Foundation Year through the Faculty of Continuing Studies*
 - The Gustavson School of Business has three Aboriginal Canadian Entrepreneurs (ACE) programs currently underway, including ACE for Artists, a partnership with the Faculty of Fine Arts that is designed to meet the entrepreneurial needs of local Indigenous artists.

- The Faculty of Humanities offered an English course on Indigenous Literature in 2018-2019 and will offer a course on Indigenous Peoples of Latin America in 2019-2020.
- Continuing Studies and Linguistics offered a Certificate in Indigenous Language Revitalization (CALR), in partnership with Nunavut Arctic College and Aurora College in 2018-19, and are planning to offer it to En'owkin Centre and the Tla'amin Nation in 2019-2020.

c. Review existing programs to ensure they are of high quality and they are meeting Indigenous student and community needs

- The Department of Linguistics is offering several Certificate in Aboriginal Language Revitalization courses on campus in 2018-2019 and 2019-2020 (LING 181 and 180A) and have incorporated language revitalization projects on ᑲᓴᑲᓴᑲᓴᑲᓴ in LING 505, 510, 431, and 401, as a result of community requests.
- The School of Health Information took an inventory of classes that contain Indigenous content, and subsequently expanded the list of courses related to Indigenous health and culture offered to undergraduate students that will fulfil elective requirements.
- In the School of Child and Youth Care (CYC), an Indigenous student working group, comprised of two Indigenous faculty and an undergraduate advisor, is working on year two of a three-year Indigenous work plan. It will include strategies for incorporating more Indigenous courses and content, building community, creating better linkages across existing initiatives, and developing a long-term retention strategy.
- The Faculty of Humanities formed a taskforce (supported by VPAC) on Knowledge and Place in the Humanities, which made specific recommendations for curriculum reform in light of UVic's International and Indigenous Plans.

d. Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability

- The Faculty of Law launched a Joint Degree Program in Canadian Common Law and Indigenous Legal Orders (JD/JID) in September 2018.
- The Indigenous Community Development and Governance Diploma Program, in the School of Public Administration, had its first cohort graduate in July 2018, and a ceremony was organized where the Minister of Advanced Education, Skills and Training, Melanie Mark, offered remarks to the students. The success of this program is being followed up by a second cohort that began in September 2018-2019.
- The Department of Linguistics is working with the Department of Continuing Studies, Department of Linguistics Curriculum committee, Indigenous Education, and the Associate Vice President Academic Planning, to create a Minor in Indigenous Language Revitalization to complement the Certificate in Aboriginal Language Revitalization.

- At the invitation of the Council of the Haida Nation, a Gustavson School of Business faculty member co-developed the Haida Leadership and Management Development Program that focuses on the fundamentals of community development, business management and leadership and social innovation. The program was delivered on Haida Gwaii beginning in October 2018.
- e. *Develop an Indigenous Studies Major to complement the existing Indigenous Studies Minor*
- The Faculty of Humanities launched the Indigenous Studies Major in September 2018.
2. **Develop opportunities for UVic students to gain a better understanding of Indigenous peoples, histories and cultures, and the impact of colonization.**
- a. *Develop opportunities for students to gain intercultural acumen competency related to Indigenous culture and history*
- In the Gustavson School of Business, the course MBA 500 - Kitimat Clean: Essentials of Business & Leadership, is a case study of a proposal to construct and operate an oil refinery in Kitimat, BC. It introduces students from many countries to BC's business, political and socio-economic framework. A panel held in August 2018 that included the NCIED Director, and other industry, government and academic representatives, and provided students with a deeper understanding of current BC business issues, Indigenous rights and law, and the importance of building respectful relationships.
- b. *Work with the Division of Learning and Teaching Support and Innovation and academic units to support a framework to indigenize curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories*
- c. *Offer faculty professional development opportunities about how to indigenize and decolonize pedagogy and curricula*
- Two faculty members in the Faculty of Law created a national blog to share reflections on implementing the Truth and Reconciliation Commission's Calls to Action in the classroom and in syllabi.
- d. *Highlight in campus publications and promotional materials opportunities for students to learn about Indigenous histories and issues*
- *The Ring, the Martlet and UVic News* published numerous articles in 2017-2018 that highlighted Indigenous issues and profiled Indigenous students and faculty.
 - The Department of Linguistics prioritized a work-study position to support the website and operations of the Research in Indigenous Languages and Linguistics (RILL) collective. This group includes students, instructors, researchers from local organizations and Indigenous community members, and featured well-known Indigenous guest speakers in 2017-2018.

- e. *Continue to develop, identify and promote opportunities for cultural learning through land- and water-based and community learning in a range of programs and courses at the undergraduate and graduate levels*
- The Division of Continuing Studies created land and water-based learning opportunities as part their program delivery.
 - The Faculty of Law piloted the WSÁNEĆ Field School from September to December 2018.

STRAND 4 | Research

GOAL AND ACTIONS:

1. **Establish and promote culturally appropriate and inclusive definitions, guiding principles and protocols for research with Indigenous participants, in Indigenous communities or on Indigenous lands to ensure respectful and appropriate conduct of research.**
2. **Identify and promote funding opportunities for Indigenous research initiatives, through workshops, training, and other support specific to Indigenous research, to engage faculty members across fields and disciplines.**
3. **Identify resources for Indigenous research chairs, graduate student scholarships and postdoctoral fellowships.**
 - HSD's graduate program was awarded grants from the UVic Foundation and the Canet Foundation, to support graduate level Indigenous land-based pedagogies, including land-based teaching and learning approaches for the 2018-2019 graduate cohort.
4. **Identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives.**
 - A Coast Salish student commenced a 4-year PhD program in September 2018 at the Gustavson School of Business, with a Gustavson faculty member serving as her mentor.
 - The Faculty of Humanities organized a team to support an Indigenous faculty member in the completion and defense of her PhD thesis, which was essential to her retaining her faculty position.
 - A faculty member in the Department of Indigenous Education at UVic, partnered with a faculty member in the Simon Fraser University Department of Linguistics, received a \$2.5 million SSHRC Partnership Development grant in 2018 to work with nine First Nations organizations across Canada to strengthen efforts to revive Indigenous languages amongst adult language learners.

- A faculty member in the School of Environmental Studies collaborated with the Central Coast Indigenous Resource Alliance to research the state of traditional food resources and to fill in data gaps that existed. She received funding for the project from several sources.
- A faculty member in CYC organized “Sisters Rising”, a two-day SSHRC-funded research conference focussed on the empowerment of young Indigenous women.
- A Coast Salish student completed her post-doctoral research fellow at the Gustavson School of Business in 2018, with her doctoral research entitled: “Feed the People and You Will Never Go Hungry: Illuminating Coast Salish Economy of Affection.” Her research explores the Coast Salish philosophy of freedom, unfreedom, wealth and reciprocity and how they shape Coast Salish philosophy of economy.
- The Faculty of Law’s Indigenous Research Unit offered training workshops to faculty, staff, students and communities on Indigenous research methodologies, revitalizing Indigenous law, human rights and Indigenous legal traditions. Researchers consulted with Indigenous communities to learn about their legal traditions to develop curricula for UVic’s Indigenous law program.
- The NCIED performed a literature review in 2017 for the BC Assembly of First Nations (BCAFN) to ensure that peer-reviewed scholarship supports the economic development work undertaken by the organization. The review offered valuable information that the BCAFN shared with BC Chiefs during seven regional roundtables.

5. Promote internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

- UVic’s Indigenous Co-op Program staff made a presentation on Decolonizing Work Integrated Learning (WIL) at the World Council and Assembly on Co-operative Education’s International Research Symposium in Stuttgart, Germany in June 2018.

STRAND 5 | Governance

GOAL AND ACTIONS:

1. Review and potentially revise the governance structure for Indigenous programming, initiatives, and engagement.

a. Review and potentially restructure the Office of Indigenous Affairs and its leadership positions to provide more clarity in roles and responsibilities including responsibilities in regard to the implementation of this Plan

- A new governance structure was established as the Office of Indigenous Academic and Community Engagement (IACE) in 2017. An Indigenous Initiatives Coordinator Position was created in 2018 to support the implementation of the Indigenous Plan.

b. Develop an Indigenous Community Engagement Council to provide a forum for discussion among UVic leadership, local Chiefs and community leaders

- The Terms of Reference were completed for the Indigenous Community Engagement Council in 2018. Its first meeting will be held in spring 2019.
- c. *Develop an Indigenous Plan Steering Group with Indigenous leadership to provide advice about this Plan's goals and ensure institutional accountability*
- The Terms of Reference for the Indigenous Plan Steering Group were established in 2018. Each of the five strands of the Indigenous Plan has Indigenous staff and faculty on a working group.
- d. *Promote shared accountability for the goals of the Indigenous Plan across the university by aligning its implementation into the processes of appropriate governance and planning mechanisms of the Senate, Board, and Integrated Planning*
- e. *Continue to use the Indigenous Academic Advisory Council (IAAC) as a venue to engage Indigenous and non-Indigenous faculty and academic leaders on matters related to the Indigenous Plan*
- IAAC continues to serve as an important group to engage Indigenous and non-Indigenous faculty and leaders in discussions about implementation of the Indigenous Plan and special initiatives, such as revising curricula and recruitment processes.
- f. *Consider establishing one or more academic positions or units to support Indigenous academic programs and provide clear lines of reporting and accountability*
- The Department of Indigenous Education was established within the Faculty of Education to house and develop Indigenous-focused academic programs.
- g. *Develop a protocol for working with Elders and Knowledge Keepers*
- IACE developed a protocol for engaging with and working with the Elders-in-residence, community Elders and Knowledge Keepers.
- h. *As appropriate, develop additional governing or advisory bodies that ensure representation of Indigenous students, local community members and Elders.*
- 2. Identify venues for communicating priorities and opportunities internally and with external partners, including Indigenous communities, government, and funding agencies.**
- a. *Develop an effective communication strategy (including a strong online presence) for ensuring the exchange of, and access to, information about Indigenous initiatives and events*
- A full-time term position was created for a Communications Officer in the Office of IACE in 2018.
 - The Edge Campaign presented high profile online stories on Indigenous faculty and their research.

- b. *Develop a coordinated approach and commitment to fundraising to support Indigenous students, programming and initiatives*
- c. *Develop an Indigenous community communication strategy that helps keep local communities updated on current initiatives, events, programs, and activities*
 - The development of an IACE Facebook page, an Indigenous Community Engagement Council, and the creation of a Communication Officer position in IACE, were all part of the Indigenous community communication strategy developed in 2018.
- d. *Collaborate with faculty to identify important research or project outcomes that should be profiled for community, non-governmental agencies, or funders*

APPENDIX – Continuing and Future/Proposed Programs and Services

STRAND 1 | Students

- The Bookstore (Customer Service and Finance Department) works closely with First Nations across Canada to provide sponsored students with funding for course materials. They work with over 215 communities that sponsor 300-350 students per year.
- The Division of Continuing Studies offers culturally relevant programs that are delivered to adult learners in the community in a flexible format, can be taken for credit, and later transferred to degree programs at UVic.
- The Office of the Registrar continues to promote and administer the *Special Access – First Nations, Métis and Inuit* admission category for new undergraduate applicants.
- In the Faculty of Law, a third of all first-year students participate in the Aboriginal Cultural Awareness Camp, a three to four day land-based camp hosted each year in collaboration with a local First Nation.
- The Indigenous Law Students' Association hosts an annual Indigenous Graduation Ceremony, hosted by the Songhees Nation, for all convocating Indigenous law students.
- The Gustavson School of Business offers credit-laddering programming in Indigenous entrepreneurship that is managed within Gustavson's Executive Programs. It also delivers culturally sensitive, community-tailored education directly to Indigenous communities.
- An Athletics and Recreational Services (ATRS) donor purchases a table at the Vikes Championship Breakfast each year and invites Indigenous youth from a local Indigenous community to attend, giving them the opportunity to connect with the University community.

- A men's rugby scholarship has been established with preference to an Indigenous student-athlete.
- In the School of Child and Youth Care, individual faculty members make retention of diverse students a priority by personally recruiting and mentoring underrepresented students.
- In the Faculty of Human and Social Development, most faculty and sessional instructors include activities for students to learn about the Indigenous territories where they live. Several faculty members consult with Elders to learn how colonization affects Indigenous people and how settlers can support decolonization.
- In the Faculty of Education, Indigenous principles are included in the student orientation. Pre-service teachers are required to practice a territorial acknowledgement as part of class work. Staff provide advocacy for students to receive academic concession for cultural reasons and Indigenous languages are used in some classes.
- In the School of Nursing, a talk entitled *Racism as a Critical Incident* is presented at student orientation to help students include critical analysis of potential harm/injury related to racism. Critical conversations are held in Council meetings that include the readers' theatre followed by discussion of racism.
- The Indigenous Student Support Centre (ISSC) is actively involved with students in all of the Schools in the Faculty of Human and Social Development.
- HSD's Indigenous Student Emergency fund received funding from a private donor to support students through the HSD Indigenous Student Support Centre.
- In the Faculty of Law, students are welcomed to the territory by local Elders at the beginning of each academic year.
- The Faculty of Human and Social Development engage with Elders as part of their cultural and land-based programs, and to provide orientation events at the beginning of each semester.

STRAND 2 | Faculty and Staff

- The Faculty of Law has several Indigenous faculty and staff hires planned for 2019: one faculty-limited hire for Indigenous peoples; one faculty-limited hire for Indigenous peoples, persons with disabilities and members of visible minorities; and two preferential hires for Indigenous staff.
- The Faculty of Fine Arts has a faculty recruitment for an Indigenous Writer, Department of Writing to start July 1, 2019, and a position for an Indigenous Resurgence Coordinator to start January 1, 2019.
- The Division of Continuing Studies hires Elders, community leaders and Indigenous sessional instructors for language instruction.
- In the Gustavson School of Business, the Program Manager of the NW-ACE program is mentoring the new Program Manager of the ACE for Artists program.
- The School of Social Work hired a new Assistant Professor, tenure track, starting on January 1, 2019.

- The School of Child and Youth Care hired two new Assistant Professors, tenure track, both to start January 1, 2019.
- The HSD Faculty Lead – Research, and the Dean of HSD, will attend FNHA training on Indigenous research ethics in January 2019.

STRAND 3 | Education

- The Faculty of Law includes Indigenous content in all compulsory courses and a two-week introductory class, including such topics as Indigenous legal traditions, history of residential schools, Treaty Rights, Aboriginal Rights, and Aboriginal-Crown relations. Its compulsory two-week introductory Legal Process class includes a half-day introduction to Indigenous legal traditions; two mornings devoted to the history and legacy of residential schools and the TRC Calls to Action; and a one-day land-based teaching day on PKOLS with local Elders and Knowledge Keepers.
- The Faculty of Education is developing an undergraduate Indigenous cohort for a Bachelor of Science in Kinesiology for 2020 and creating an Indigenized post-degree professional program for elementary school teachers.
- The Faculty of Education has Elders and Knowledge Keepers involved in teaching and advising.
- The Division of Continuing Studies is exploring ways to respectfully integrate Indigenous content into curriculum for international students.
- The Gustavson School of Business offers professional development opportunities to faculty on how to indigenize and decolonize pedagogy and curricula.
- The NCIED Visiting Indigenous Leaders meet formally and informally with UVic students, staff and faculty to share their experience and knowledge, and to ensure that NCIED research and educational programs address relevant Indigenous business issues and maximize conditions for Indigenous economic strength and resilience.

STRAND 4 | Research

STRAND 5 | Governance