

# 2019/20 Indigenous Plan Report

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## Executive Summary

The University of Victoria's *Indigenous Plan (2017-2022)* was launched in September 2017. Since then, significant progress has been made in all areas within the five strands of the *Indigenous Plan*: Students, Faculty and Staff, Education, Research and Governance. The *2018 Indigenous Plan Auditor's Report* captured a broad overview of the work that was done and created a baseline understanding of the extent of UVic's efforts towards decolonization and Indigenization.

The *2019-20 Indigenous Plan Report* once again captures a broad overview of the work that is being done in response to UVic's *Indigenous Plan*. Building on the previous report, questionnaires were sent to Deans and administrative leads across campus asking them to report on how the goals within each strand of the *Indigenous Plan* were taken up in their respective areas in 2019-20. Seven faculties and eight divisions and departments provided a total of fifteen comprehensive reports, an increase from eleven reports the previous year. These reports were collated and edited to create the *2019-20 Indigenous Plan Report*, a comprehensive narrative report that seeks to accurately reflect the good work that is being done across campus. Highlights of the many initiatives that were reported in the *2019-20 Indigenous Plan Report* include:

### Strand 1 | Students

- The Elders-in-Residence Program expanded to add three new Elders, provide an extra day of service (from 4 days to 5) and to offer virtual meetings with Elders
- Through successful UVic/community partnerships, programming aimed at reaching out to Indigenous youth increased substantially, serving over 2800 youth, an increase from 1800 in 2018
- Scholarships, fellowships and bursaries for Indigenous students increased by more than \$300,000
- Fourteen faculties, departments and units began to develop processes to deal with racism and discrimination, including EDI committees, anti-racism training and workshops
- UVic Libraries celebrated the publication and acquisition of the *SENĆOŦEN Dictionary* - the language of the local WSÁNEĆ peoples

### Strand 2 | Faculty and Staff

- Twelve Indigenous faculty members and thirteen staff were hired in several new positions, with many departments pursuing limited and preferential hires in current and future searches
- Training opportunities were increased, including Indigenous Cultural Acumen Training (ICAT) which was delivered to seventeen faculties, departments, and divisions, up from fifteen last year and there was an increase in mentorship for newly hired Indigenous faculty.
- Six faculties now have mechanisms to recognize the work of faculty involved in Indigenous teaching, curriculum development and leadership and seven faculties and departments developed 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
- Support for the Centre for Indigenous Research and Community Led Engagement (CIRCLE) increased exponentially, including an alumni donation of \$50,000, resulting in CIRCLE hosting 38 events for Indigenous students and supporting five Indigenous graduate student defenses

### Strand 3 | Education

- Three undergraduate programs and four graduate programs added mandatory courses to support Indigenous cultural competency, and 28 courses in various faculties were either newly created, redesigned or expanded to centre Indigenous content, with some centring local Coast Salish culture
- Several faculties and divisions undertook program reviews and engaged in program development to identify and implement educational programming for Indigenous students and communities
- Five faculties, departments and divisions created extensive land- and water-based programming, courses and co-op opportunities, in partnership with local First Nations and community partners, including a land- and water-based writing retreat for Indigenous graduate students
- The Faculty of Humanities launched their Indigenous Studies major in March 2019 and hosted the symposium, “Keeping the Past, Future and Present Connected: Indigenous Women’s Leadership and Dismantling Gender Violence” in partnership with IACE, as part of the launch

### Strand 4 | Research

- Several faculties and departments developed culturally appropriate guiding principles and protocols for research with Indigenous participants and communities
- There was a substantial increase in funding for Indigenous research initiatives and engagement across fields and disciplines, with one project receiving \$3.5 million for research across five regional health authorities, five universities and several Indigenous community partners
- Six faculties and one department supported numerous Indigenous undergraduate and graduate students in various research projects, grant applications and through RA work
- There was a significant increase in local and international Indigenous research partnerships, including T’Sou-ke Nation, Colombia, Jordan, South Africa, Yukon, NWT, Nunavut, Nunatsiavut Northern Quebec, Peru, Tanzania, Ghana and Manoa

### Strand 5 | Governance

- The Indigenous Community Engagement Council (ICEC) was established and hosted two inaugural meetings that were well attended by local Indigenous leaders
- A protocol was developed for working with Elders and Knowledge Keepers, particularly in relation to managing their video and online presentations
- A Communications Officer was hired in the Office of Indigenous Academic and Community Engagement (IACE) and a communication strategy was developed

### Looking ahead

The most notable aspect of the *2019/20 Indigenous Plan Report* is the significant increase in actions being taken in response to every strand, and the accomplishment of several goals within each strand. This summary, and the report upon which it is based, as well the upcoming *2020/21 Indigenous Plan Report*, will play a central role in the process of planning for the creation of the university’s next Indigenous Plan.