

# 2019/20 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*

- Three new Elders were brought on to expand the Elders-in-Residence program from four to five days of direct service to students; Elders were provided with ipads to connect with students online; and various traditional welcomings and teachings were recorded to support cultural protocols in online delivery settings.

##### 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 Digital Scholarship Commons at UVic Libraries delivered four workshops to Indigenous high school students from the WSÁNEĆ Leadership Secondary School covering topics like 3D design, 3D printing, and Twine interactive storytelling.
- The Gustavson School of Business, in partnership with Tribal Resources Investment Corporation (TRICORP), initiated the Opening My World of Learning (OWL) program on the UVIC campus, to provide recent Indigenous high school graduates with an immersive academic and cultural UVic experience. The Faculty of Humanities supported the OWL program with the provision of an ENGL 101 course.
- UVic Co-op Program and Career Services promoted Spring and Fall Indigenous Career Fairs to the Saanich Adult Education Centre, Victoria Native Friendship Centre and Camosun College with 50+ Indigenous students and youth in attendance at each.
- Science Venture, in partnership with departments such as the School of Exercise Science, Physical and Health Education, delivered programming to 16 Indigenous Nations and communities in various formats including: 9 week-long camps, 107 individual afterschool InSTEM Club sessions, 49 workshops, and 4 community events, for a total of 169 program that served 1721 Indigenous children and youth.
- The UVic-Community Living Lab Project partnered with several faculties and departments, including Science, Social Sciences Human and Social Development and Indigenous Academic and Community Engagement, to deliver environmental and eco-restoration programming in collaboration with several community partners, including Songhees First Nation, the WSÁNEĆ School Board, School District 61 and the Victoria Native Friendship Centre to 645 children, youth and community members.
- The UVic Vikes Ultimate Sport initiative supported Indigenous student outreach and recruitment through several ultimate frisbee events hosted at UVic and in community, reaching over 100 Indigenous youth.
- The Office of Indigenous Academic and Community Engagement (IACE) partnered with the Indigenous Sport, Physical Activity & Recreation Council (ISPARC) to provide a week-long multi-sport camp for 30 local Indigenous youth who had the opportunity to experience the

UVic campus and services. The camp culminated in a community engagement event with the youth and their families.

- 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)*
- Faculty and staff from the Gustavson School of Business, Learning and Teaching Support and Innovation, Human and Social Development, Humanities and Social Sciences, supported Mini University for Indigenous students and the Mini U Career Fair.
  - In the Faculty of Education, Exercise Science, Physical and Health Education worked on developing a mentorship program for Indigenous students.
  - The Principal Investigator for the CHIR funded Indigenous Mentorship Network of the Pacific Northwest (IMN-PN) led a collaborative effort to create a special issue of UVic's *Arbutus Review* to showcase the work of Indigenous undergraduate students, mentor an Indigenous PhD student as the special editor for the issue and coach Indigenous graduate students to peer review the submissions.
  - UVic partnered with the Verna J. Kirkness Foundation to deliver their week-long Science and Engineering Education (STEM) Program to ten Indigenous youth who participated in cultural events, and were mentored by faculty members from the Departments of Computer Science, Physics and Astronomy, and Biochemistry.
- 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*
- In the Division of Student Affairs, the Indigenous Recruiter visited 80 First Nations, schools, learning centres and career fairs, provided 15 tours of the First Peoples House and met with 45 students one-on-one; and the Office of the Registrar units prioritized administrative support to process applications for admission and re-admission, program progression and graduation for Indigenous students.
  - The Indigenous Co-op Coordinator connected with students across multiple access points, such as Co-op and Career Services, Campus Services and Student Affairs, to build connections and relationships.
  - The Engineering Student Recruitment Officer worked with the Indigenous Recruiter to support Indigenous students interested in studying Engineering and Computer Science.
  - In Human and Social Development, Health Information Science (HINS) worked with the Indigenous Recruitment Officer to develop strategies for recruiting Indigenous students into the BSc-HINS, including several large projects that will support the recruitment of Indigenous graduate students.
  - In the Faculty of Education, the Indigenous Language Programs staff extensively advised Indigenous students and connected them with staff across campus and in Indigenous communities to build and strengthen relationships.
  - The Faculty of Social Sciences, in conjunction with Academic Advising and an Indigenous student volunteer, held two drop-in sessions for new Indigenous students.
- f. *Increase the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus*

- Through the Gustavson School of Business, twelve Aboriginal Canadian Entrepreneurs (ACE) programs and two Management Development programs were delivered to Indigenous students in various communities around B.C.
- In the Faculty of Human and Social Development, the School of Public Administration redesigned the Indigenous Community Development and Governance Diploma Program to create a pathway to UVic degree programs; the School of Social Work implemented an equity-based admissions process for their BSW and MSW programs; in the Nursing Department the Camosun College/UVic nursing program doubled the dedicated seats for Indigenous students and designated ten percent of total admissions as preferred seats for the BSN, MN and PhD programs; and the renewed MA in Indigenous Governance will open for applications in September 2020
- In the Faculty of Education, special access programs and admissions processes have been established to ensure Indigenous people are able to access language programs; five percent of kinesiology admissions were dedicated to Indigenous students; and a plan is being developed for an Indigenous kinesiology cohort.
- The Island Medical Program, delivered in partnership with UBC and Island Health, includes an Indigenous admissions pathway that aims to fill five percent of seats with qualified Indigenous applicants and has nine Indigenous students currently enrolled.

## 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*
  - UVic Libraries established an Equity, Diversity and Inclusion (EDI) Committee with terms of reference that include Indigenous Plan Working Group recommendations, and the Committee supported a poetry reading by a renowned Mi'kmaq author. A forthcoming special issue of UVic Libraries open access peer reviewed journal, *KULA*, was written on Indigenous Knowledges with several well-known Indigenous editors. The Law Library created a Diversity and Inclusion book display and Library Guide in collaboration with the Faculty of Law's Indigenous and Cultural Liaison and worked with the Indigenous Law Research Unit (ILRU) to create a citation style for ILRU publications, to ensure visibility of contributing Indigenous Nations.
  - In the Gustavson School of Business, a revised and culturally sensitive workbook was created for the participants of the BC Indigenous Youth 3C Challenge. The National Consortium on Indigenous Economic Development (NCIED) also hosted several events (e.g. Peter Lantin, Orange Shirt Day) at the Gustavson School of Business.
  - The Faculty of Engineering committed ongoing funding for a proposed student group for Indigenous engineering and computer science students.
  - In the Faculty of Human and Social Development (HSD), the 2019 – 2022 Decolonizing Praxis Project, co-led by two Indigenous faculty members in collaboration with all HSD units, Indigenous Education, Indigenous Studies, CIRCLE and First Nations partners, began development of an academic community focused on Indigenous ways of knowing and being, and the School of Child and Youth Care initiated a School Welcome Ceremony.

- In the Faculty of Humanities, a territorial acknowledgement began each key meeting and many instructors included the land acknowledgement on their course outlines; two Indigenous noon networking sessions were co-hosted; and the Dean and Associate Deans regularly attended the Indigenous Recognition Ceremonies.
- In the Faculty of Education, the Educational Psychology and Leadership Studies Department (EPLS) installed the Indigenous Communities Counselling Psychology (ICCP) Program framed drum print and logo, representing First Nations, Métis, and Inuit Communities, created by a Tsartlip artist, along with an artist picture and bio providing the name of the program, A'tola'nw, which was also gifted to the program. A departmental motion for standardized course outlines including both the Territory Acknowledgement and Diversity Policy was also approved.
- In the Division of Students Affairs, Child Care Services integrated Indigenous history, worldviews and pedagogies in their professional development; the Office of the Registrar units prioritized administrative support and development of new programs that align with the Indigenous Plan; Student Services continued to work on the indigenization of the Student Housing & Dining Capital Project, including culturally appropriate ceremonies, community engagement, and consultation; the Student Affairs Council attended a two-day workshop entitled "Pulling Together: A Guide for Indigenization of Post-Secondary Institutions;" and \$6,000 in supportive funding was provided for the First Peoples House Totem Pole.
- The university updated policies and practices related to naming and renaming buildings, making it possible to give new and existing buildings names from local Indigenous languages; IACE consulted Elders and Knowledge Keepers to request text for signage in the local languages; and planning and construction processes for new building construction have been revised to ensure community consultation regarding respect for the land (use of trees) and inclusion of Coast Salish design elements.
- The Legacy Maltwood Gallery in the library had an exhibition, Object Biographies: Artists' Lives through their Archives, which included Coast Salish baskets and archival material from a master printer who produced prints by B.C. First Nations artists. The exhibition was organized as part of the launch of the libraries' most recent publication, [untitled]: *The Artists' Archives at the University of Victoria Libraries*.

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

- UVic Libraries created Indigenous specific Library Guides on various topics; they held an event celebrating the publication and acquisition of the *SENĆOŦEN Dictionary*, the language of the local W̱SÁNEĆ peoples; their EDI Committee supported a library display on Central American Indigenous Art; and librarians created an International Commons book display on Indigenous Themes. Libraries also organized and supported Indigenous focused Science Literacy Week public events: a panel presentation with Dr. Nick Claxton and Dr. John Taylor entitled, *The Living Lab Project: Connecting eco-cultural restoration, science education, and Indigenous knowledge* and, in collaboration with the Anthropology Department's Zooarchaeology Lab, a feature display of a 3D model of a Coast Salish Wool Dog Skull.
- A UVic librarian led the BC Historical Textbooks digitization project highlighting the changing curriculum since 1871, including historical representations of Indigenous Peoples.
- UVic Special Collections & University Archives digitized documentary footage about an Indigenous UVic professor emeritus from the film, "Mind of The Child."

- The Diana Priestly Law Library and Mearns-McPherson Metadata unit completed the first phase of the KI reclassification project, whose purpose is to reclassify appropriate material to the KI-KIL Library of Congress Classification, for Indigenous Law materials.
  - The Mearns-McPherson Metadata unit worked with staff and volunteers at the Victoria Native Friendship Centre (VNFC) to establish a dedicated online catalogue for the Centre's Bruce Parisian Library. UVic's Summon now shows results of books and materials housed at the VNFC; 70% of the 5500 materials include Indigenous content.
  - Libraries Scholarly Communications Office created three "collections" in the UVicSpace institutional repository that provide stable archival spaces to house the research output of Indigenous campus organizations: NE7OLNEW 'one mind, one people': Indigenous Language Research Network; Centre for Indigenous Research and Community-Led Engagement (CIRCLE); and the Indigenous Law Research Unit (ILRU).
  - UVic hosted the University Librarian's Lecture, "Building Reconciliation through the Archive: The Past, Present, and Future of Indigenous Documentary Heritage."
  - The National Consortium on Indigenous Economic Development (NCIED) hosted two members of the Kwakwaka'wakw Nation to share about the personal impact of the residential school system on their lives and communities with all of the BCom, MBA and MGB students in the Gustavson School of Business, to honour Orange Shirt Day. The presentation also wove in sharing about the cultural significance of the articles and regalia that they brought, singing, drumming and a Q & A session.
  - In the Faculty of Fine Arts, the Indigenous Resurgence Coordinator hosted monthly Student Circles and led the KAIROS Blanket Exercise.
- c. *Further develop and enhance processes to deal with racism and discrimination at the university to support Indigenous students to safely address such concerns*
- UVic Libraries created an Equity, Diversity and Inclusion Committee which shares information and training opportunities related to these issues.
  - An Environmental Studies UG Committee developed an inclusiveness and diversity survey to advise on initiatives to address racism, decolonization and indigenization.
  - The Faculty of Engineering's Equity Diversity and Inclusion Advisory Committee worked with the Dean and Faculty Executive to survey students, faculty and staff to identify concerns about racism and discrimination.
  - In Human and Social Development, six (of seven) academic units held Equity and Human Rights Racism Awareness Workshops.
  - In the Faculty of Humanities, unit-level and faculty efforts to address racism and discrimination, including systemic racism against Indigenous students, continued with a focus on the creation of safe spaces, particularly an Indigenous student lounge.
  - Child Care Services worked on a written anti-racism statement to share with students, staff and enrolled families.
  - After extensive consultation with Elders and Knowledge Keepers, the university developed and implemented a comprehensive smudging policy covering residences, classrooms and offices to ensure that students and staff can practice ceremonial smudging without facing discrimination.
  - Indigenous Academic and Community Engagement hosted the presentation, "Engaging in Courageous Conversation: Impacts of Racism and Strategies for Healing" featuring: *Traditional ways of healing and helping; Working with colonial trauma: Decolonizing trauma,*

*mental health and well-being; Engaging racism and its intersections*, as part of a Healing and Wellness Day open to staff and students.

- Learning and Teaching Support and Innovation staff participated in an Anti-Racism Workshop.
- The Bookstore added cultural sensitivity training, and *White Privilege – Unpacking the Invisible Knapsack* as required reading for all new staff and student staff.

### 3. Ensure stable institutional support for Indigenous student services.

a. *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 program was successful in ongoing partnership development for community internships with Indigenous organizations and departments and placed three co-op students in LE, NONET Community Internships with Mini University.
- In the Faculty of Humanities, Indigenous Studies includes LE, NONET in all breadth areas of Indigenous Studies curriculum and the Associate Dean Academic worked with International Co-op to support enhanced LE, NONET programming for incoming co-op students who will undertake community positions.

b. *Increase the number of student scholarships, fellowships and bursaries for Indigenous students*

- An endowment of \$25,000 was initiated for Certificate in Indigenous Language Revitalization (CILR) learners, which will provide an award of \$1000 annually for CILR learners to support course-related expenses.
- The Faculty of Social Sciences developed two new Indigenous scholarships, one for an undergraduate or graduate student interested in issues related to social justice and racism, and the other one for women graduate students in Environmental Studies.
- Strategic Framework Experiential Learning Funds supported Co-op Education Travel Awards for the Indigenous International Work-Integrated Learning Exchange Program and the Indigenous Student Co-op Education Wage Subsidy Program.
- In the Faculty of Engineering, a new entrance scholarship was created for Indigenous students, the Indigenous Engineering and Computer Science Entrance Scholarship.
- In the Faculty of Human and Social Development, funding for Indigenous students was increased by \$94,000, with three new award and bursary funds valued at \$42,000, a \$12,000 increase to two existing awards and \$40,000 for two projects supporting several Indigenous student Research Assistants.
- In the Faculty of Humanities, fundraising took place so that the Christine Welsh Scholarship for Indigenous Gender Studies Students could be endowed.
- The Indigenous Education Department supported the development of the T'fat'laḡuḡ Dr. Trish Rosborough Memorial Award in Indigenous Language Revitalization.
- The Division of Student Affairs, Student Awards and Financial Aid (SAFA) created ten new scholarships and awards for Indigenous students totalling \$189,200 and a \$1500 donation was given to support the IACE emergency bursary.

c. *Expand availability of supports to Indigenous students, whether they are studying on campus, online, or in community*

- The Continuing Studies Student Support Coordinator made counselling services available to learners in remote communities.

- UVic Libraries provided instruction and research support for distance education students in all disciplines.
- The Gustavson School of Business Executive Education programs delivered in Indigenous communities had a mentorship component wherein community members provided one-on-one mentorship and team mentorship for the participants.
- The Indigenous Co-op Coordinator promoted and provided service to Indigenous students in Co-op and Career programming, with 687 touch points online, on campus, in community and through several organized events that attracted 50+ students.
- The Faculty of Engineering began the process of creating a program to match Indigenous students with tutors based on specific needs.
- The Faculty of Fine Arts created an Indigenous Resurgence Coordinator position.
- The Learning and Teaching Support and Innovation Math and Stats Assistance Centre and Centre for Academic Communication committed to providing regular tutoring and workshop sessions at the First Peoples House.
- In the Faculty of Human and Social Development, the Faculty Lead worked with the Decolonizing Praxis Project Co-Lead and faculty members to provide student, faculty and staff forums with an Elder who facilitated Talking Circles and Brushing Off events.
- In the Faculty of Humanities, Indigenous Studies hired an Indigenous staff person to support both faculty and students in the program.
- In the Division of Student Affairs, Student Services began developing an on-line/app based 24x7 student mental health support resource with customized supports for Indigenous students based on a response model that includes culturally appropriate practices and staffing. The Bookstore's Customer Service and Finance Department also worked closely with over 215 First Nations bands and communities across Canada to provide sponsored students with funding for course materials.

*d. 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*

- UVic Co-op programs that Indigenous students participated in, received Co-operative Education and Work Integrated Learning (CEWIL) Canada re-accreditation in 2019.

*e. Map support services for Indigenous students across UVic to assess potential gaps or needs as a means of retaining Indigenous students*

- Student Services partnered with Indigenous Academic and Community Engagement (IACE) to bring together non-academic front-line staff from across the campus to support IACE in making timely referrals and identifying appropriate, safe, and culturally relevant supports across campus units/departments.

**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*

- The Department of Continuing Studies offered new land-based courses in partnership with the Tłıchq Government and Nunavut Arctic College and developed a new partnership with Pirurvic Centre in Iqaluit to deliver the CILR program.
- The Gustavson School of Business Executive Education combined cutting-edge business concepts with experiential learning, allowing participants to apply these new skills to make a difference in their community, business and/or workplace.

- The Environmental Studies course, ES 481 - Ethnoecology Field Methods, took place on T'Ichēs (Chatham Island) and was developed in partnership with Songhees Nation
- The Indigenous Co-op Coordinator/LE, NONET Experiential Learning Coordinator organized a community hike at SNIDZEE park with a Knowledge Keeper, for local Indigenous students and students from Australia participating in the Indigenous International Exchange Program.
- Indigenous students completed 73 co-op work terms in community placements.
- The Faculty of Fine Arts offered land-based courses in Fine Arts, Visual Arts and Writing.
- In the Faculty of Human and Social Development, an Indigenous faculty member in the School of Nursing initiated a community based collaborative learning unit in partnership with Tsartlip and Tsawout First Nations as a 4<sup>th</sup> year nursing practice experience, and the School of Social Work initiated a land-based welcome with local storytellers for BSW students and a one-week intensive for distance BSW students that included a panel with Elders.
- In the Faculty of Humanities, the recently developed Indigenous Studies Major now offers land-based educational experiences and curriculum.
- The Indigenous Education Department's Diploma, Masters and PhD in Indigenous Language Revitalization, and Summer Institute courses all included community and land-based educational experiences and opportunities for experiential learning.
- Child Care Services offered practicum placements at the UVic Family Centre and child-care centres to Indigenous students in the CYC program as well as the Camosun Early Learning and Care Program and provided the students group tours of the facilities.

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

- The Gustavson School of Business Executive Education programs and the BC Indigenous Youth 3C Challenge included Elder participation and support throughout.
- In the Faculty of Social Sciences, the Indigenous Resurgence Fund supported numerous instructors requesting Elder involvement in various classes and a Songhees Knowledge Keeper supported the delivery of the course, ES 321 - Camas Planting.
- The Co-op Program engaged Elders in welcoming and farewell ceremonies for co-op students participating in the Indigenous International Work Integrated Learning Exchange Program and consulted with them in the development of Cultural Intelligence training for employers.
- In the Faculty of Humanities, Indigenous Knowledge Keepers were involved in several courses, particularly in Indigenous Studies, Gender Studies and Linguistics.
- In the Faculty of Education, Elders and Knowledge Keepers were involved in the Diploma, Masters and PhD in Indigenous Language Revitalization Programs and the Community Supervisor's Appreciation Dinner (EPLS) included opening and closing by Elders and was attended by graduate students, community supervisors and faculty.
- Student Services has been working on strategically situating Elders in all in-person/on-line orientation and transition programming, the New Student Engagement Team Project, special high-profile events including the Student Housing & Dining land blessing and training/orientation for student leadership programs.

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

- In the Division of Continuing Studies, International Education organized a successful arts-based workshop for a group of Mexican Indigenous educators from COVEICyDET (a government branch of education in Mexican State of Veracruz) to explore the history of local Indigenous people. Discussion is underway to expand this program.



- The Geography Department organized a cross-cultural exchange with three Maasai people, who are Indigenous to Tanzania, who visited several First Nations' communities on Vancouver Island and in the Yukon Territories.
- The Indigenous International WIL Exchange Program received three Aboriginal Australian Students for academic terms and community internships and sent two UVic Indigenous students to conduct co-op work terms at two partner Universities in Australia, one of which was a new partnership (RMIT).
- Co-op & Career developed the opportunity for UVic Indigenous students and IACE staff to participate in the first ever BC-Aotearoa Indigenous Student Mobility Project.
- Faculty from Human and Social Development worked with Indigenous scholars from New Zealand, Australia, Malawi, South Africa, and Hawai'i. A UVic VPR Building Connections grant focused on formalizing a partnership with the University of Hawai'i at Manoa with a long-term goal to expand the partnership to the Faculty of Social Sciences, Indigenous Studies and other programs.
- The Faculty of Humanities hired a faculty member with expertise in Latin American Indigenous cultures who teaches SPAN 304 - Indigenous Latin America, Social Justice, and Environment, and supported an Indigenous student exchange with Macquarie University in Sydney, Australia.
- The Indigenous Education Department's Diploma, Masters and PhD in Indigenous Language Revitalization, and Summer Institute courses all included international Indigenous perspectives in the curriculum. International students participated in the graduate programming and guests from many different nations and territories presented work in the courses and speaker series, as well as research projects.

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

- In the Gustavson School of Business, the website for the Aboriginal Canadian Entrepreneurs (ACE) program profiled recent ACE graduates and the website for the BC Indigenous Youth 3C Challenge profiled the teams that completed the Challenge.
- The Faculty of Social Sciences had two news stories featuring the International Indigenous Co-op Exchange Program and the Work Integrated Learning Exchange, one of them profiling an Indigenous student who was Co-op Student of the Year, and the Environmental Studies Department contributed to a short film highlighting an Indigenous PhD student.
- An Indigenous Co-op student was featured in a Co-op story on BCCIE Award for the Indigenous International WIL Exchange program.
- Several Indigenous students were featured in the Faculty of Human and Social Development Annual Review and two Indigenous Governance graduates were featured in the UVic News, one for her SSHRC Storyteller Award and the other for her Trudeau scholarship.
- The Faculty of Humanities profiled the success of two Indigenous students, one who is the national youth ambassador for the Moosehide Campaign, and a Métis student who worked as a tour guide for Explore UVic.
- In the Faculty of Education, the Indigenous Education Department's Newsletter featured several articles profiling the success of Indigenous students.

## 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*
  - In the Gustavson School of Business, nine Indigenous facilitators/instructors were hired to coordinate and manage ACE programs and the BC Indigenous Youth 3C Challenge. Training and mentoring were provided by the Senior Program Manager who is an Indigenous business leader and Gustavson graduate.
  - The Faculty of Fine Arts hired an Indigenous Resurgence Coordinator, and the Faculties of Humanities, Social Sciences, and Science finalized the job description for a similar position.
  - In the Faculty of Humanities, Indigenous Studies hired an Indigenous staff person.
  - In the Faculty of Education, the Indigenous Education Department (IED) hired a Kwakwaka'wakw woman as a Program Assistant.
  - Learning and Teaching Support and Innovation established the Indigenous Learning Specialist position and proceeded with a limited hire for this role.
  
- 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*
  - In the Faculty of Social Sciences, four departments recruited Indigenous faculty members and three forwarded proposals to the Indigenous Recruitment Fund (IRF) .
  - In the Faculty of Fine Arts, two Indigenous faculty were hired, and seven of eight recruitments have been preferential hires, and/or limited to Indigenous peoples.
  - In the Faculty of Human and Social Development, five tenure track and one limited term Indigenous faculty members were recruited; two limited hire tenure track Indigenous faculty positions are under recruitment; and the School of Social Work is recruiting for their next Director on a preferential hire basis.
  - The Faculty of Humanities implemented equity processes for all new hires and the Acting Dean is serving on the Equity and Human Resources Implementation Committee.
  - In the Faculty of Education, Educational Psychology and Leadership Studies (EPLS) have begun preferential searches for two Assistant Teaching Professors and dedicated searches for two Assistant Professors in Counselling Psychology, with a commitment that all future hires in EPLS be either preferential or dedicated to increase diversity. The Department of Curriculum and Instruction made evidence of the integration of the First Peoples Principles of Learning one of the main criteria in the limited term Science hire and ensured that the Indigenous Education Department was represented on the hiring committee.
  
- c. *Recognize Indigenous staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students*
  - In the Faculty of Fine Arts, recognition of the considerable contributions of Indigenous staff will be noted in the performance evaluation.

- In the Department of Indigenous Education, contributions to university activities and programming for Indigenous students are considered in all performance reviews and a staff person was nominated and received the PERA in 2019 for their outstanding commitment and dedication to Indigenous students, staff and faculty.

**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*

- Seventeen faculties, departments, divisions and units, including Business, Human and Social Development, Economics, Fine Arts, Engineering, Computer Science, Sociology, Political Science, Geography, Island Medical Program, Linguistics, Learning and Teaching Support and Innovation, Library, Child Care Services, Office of the Registrar, Student Services and the Bookstore, had some or all of their staff, faculty and leadership complete ICAT training.
- Learning and Teaching Support and Innovation (LTSI) included ICAT training as a component of their TA Conference and the annual New Faculty and Librarian Orientation.
- Several other professional development opportunities were provided in addition to ICAT: the KAIROS Blanket Exercise was offered to Fine Arts and Learning and Teaching Support and Innovation employees; staff from Political Science and Child Care Services attended the Colonial Reality Bus Tour; staff members in the Department of Continuing Studies participated in “Reconciliation Through Indigenous Education” offered by UBC in April, an Indigenizing Workshop in May and a lunch & learn on the history of the local Indigenous territory in June; UVic librarians and archivists attended the conference, “Sorting Libraries Out: Decolonizing Classification and Indigenizing Description;” the Indigenous Co-op Coordinator and the LE, NONET academic manager coordinated a professional development offering for Co-op and Career staff; and the Students Services Leadership Team participated in professional development focusing on the indigenization of Student Affairs.

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

- The Faculty of Humanities introduced a new award – the Həuistəŋ Award, which recognizes a staff, faculty, or student who has made the most significant contribution to further the UVic Indigenous Plan in the Faculty of Humanities.

**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*

- In the Gustavson School of Business, an Indigenous MA student was hired to work on Engaging Aboriginal Generation of Leaders and Entrepreneurs (EAGLE), Part 1 and 2.
- In the Faculty of Social Sciences, one Indigenous student was hired as a TA in the Department of Economics and one Environmental Studies doctoral student as a sessional teacher.

- In the Faculty of Humanities, Indigenous graduate students were hired as TAs, RAs, and for sessional work and the Indigenous Studies Program is being supported by the Indigenous Recruitment Support Fund to hire two .5 FTE faculty members.
- In the Faculty of Human and Social Development, several faculty members in the School of Child and Youth Care hired Indigenous graduate student RAs using SSHRC grants.
- In the Indigenous Education Department, several Indigenous graduate students were hired as sessional instructors and RAs.

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

- The Faculty of Human and Social Development offered Indigenous faculty mentorship to any new and ongoing research stream faculty, encouraging mutual selection for mentors and mentees.
- In the Faculty of Humanities, mentorship arrangements for newly hired Indigenous faculty members were undertaken at the departmental level.
- In the Indigenous Education Department, new Indigenous faculty were mentored by continuing Indigenous faculty members.

*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*

- In the Faculty of Social Science, as Unit Standards are developed to comply with the new collective agreement, knowledge mobilization and community-engaged research is acknowledged in these considerations.
- The Department of Economics supports the career activities of two non-Indigenous faculty members involved in inter-disciplinary Indigenous research.
- In the Faculty of Fine Arts, Unit Standards detailing workload and evaluation of members is being developed.
- In the Faculty of Human and Social Development, a new Faculty Evaluation Policy was developed which incorporates a wide range of Indigenous literature to provide criteria for assessing Indigenous pedagogy and scholarly activity in the teaching stream. The Director of the Indigenous Governance Program also won the Teaching Excellence and Education Leadership Award.
- In the Faculty of Humanities, this principle is embedded in the Faculty of Humanities Faculty Evaluation Policy and in some department's Unit Standards where relevant.
- In the Faculty of Education, the Indigenous Education Department and Exercise Science, Physical & Health Education's Unit Standards now considers Indigenous scholarship, particularly in its outline of performance standards and criteria for tenure and promotion.

**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.*

- In the Faculty of Social Sciences, as units develop Unit Standards to comply with new the Collective Agreement, community-engaged research is now considered.
- In the Department of Economics, an Indigenous faculty member received support in performance reviews for his inter-disciplinary research on Indigenous economic history.
- In the Department of Political Science, an Indigenous faculty member was nominated for a Recognizing Research & Teaching Excellence student mentorship award.
- The Faculty of Fine Arts developed the recent Faculty Evaluation Policy with extensive consultation on Indigenous knowledge systems and community-engaged research.
- In the Faculty of Human and Social Development, the new Faculty Evaluation Policy incorporates a wide range of Indigenous literature to provide criteria for assessing Indigenous led community-engaged and community-led research.
- In the Faculty of Humanities, this principle is embedded in the Faculty of Humanities Faculty Evaluation Policy and in some department's Unit Standards where relevant.
- In the Faculty of Education, two departments (IED, EPHE) included community-engaged and community-based research in their new Unit Standards.

*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.*

- CIRCLE hosted 38 events for Indigenous students, including several Indigenous Speakers' Series, Panel Presentations, Workshops, a Climate Justice Conference, an Indigenous Grad Student Writing Retreat and supported five graduate student defenses.
- Four faculties (SOSC, EDUC, HUMS, HSD) worked collaboratively with CIRCLE, promoting activities and providing funding. The Faculty of Social Sciences alumni, in particular, donated \$50,000 to support Indigenous community-engaged research and initiatives.
- Libraries collaborated with the NETOLNEW project to provide a storage and publishing platform for the environmental scan survey data collected in phase one of the project, dedicating developer time to build this platform and a set of APIs.
- In the Faculty of Fine Arts, plans are underway to develop an Intra-Faculty Research Centre for Art, Truth, and Reconciliation and an Indigenous Theatre Festival.
- The Division of Learning and Teaching Support and Innovation Indigenous Learning Specialist facilitated an ongoing Indigenousization Community of Practice Group.

## **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 indigenousization and decolonization of our university curricula and pedagogy and new faculty orientation programming*

- The Division of Learning and Teaching Support and Innovation (LTSI) Indigenous Learning Specialist worked with non-Indigenous faculty and staff in several capacities: LTSI workshops, individual and faculty-oriented consultation, and the development of learning and teaching resources and educational materials related to the impacts of colonization. LTSI hosted the annual New Faculty and Librarian Orientation that incorporates an opportunity for new faculty to request permission to work on these lands in a First Nations Welcome Ceremony. An LTSI Learning Experience Designer developed an example of an online course in

CourseSpaces which put Indigenization at the center of the course design process, including a territorial acknowledgement and cultural location video.

- The Faculty of Social Sciences received two LTSI grants, a Strategic Initiatives Indigenous Grant in the Department of Anthropology, and an Experiential Learning Grant in the Environmental Studies Department to promote greater collaboration with Songhees First Nation in the course, ES 481 - Ethnoecology Field Methods.
- In the Faculty of Human and Social Development, an LTSI grant funded an Indigenous graduate student to review all Public Health and Social Policy undergraduate and graduate curricula and provide detailed feedback on relevant content, good pedagogic and assessment practices, to guide 2020-21 revisions.
- In the Faculty of Humanities, the job description of the new Indigenous Resurgence Coordinator includes working with LTSI and developing mechanisms to support the indigenization and decolonization of the Humanities curriculum and pedagogies and Indigenous Studies received a grant from LTSI to develop the course IS 100.
- In the Faculty of Education, the Indigenous Resurgence Coordinator reached out to LTSI orientation programming to include Indigenous perspectives and approaches and two professors completed Indigenization of Curriculum, hosted by LTSI, for the Counseling Psychology Graduate Program pre-requisite courses.

b. *Continue development and delivery of the Indigenous Cultural Acumen Training (ICAT) programming for faculty*

- The Office of Indigenous Academic and Community Engagement provided fifteen sessions of ICAT to 705 faculty, staff and administrators, less than last year due to COVID-19.
- The Faculty of Fine Arts will be offering a session of ICAT yearly that is specifically for Fine Arts faculty and staff.

c. *Encourage, and provide opportunities for, faculty to participate in professional development opportunities about decolonization*

- The Gustavson School of Business Culture Committee and the National Consortium on Indigenous Economic Development (NCIED) partnered to host a Coast Salish Spring celebration for faculty and staff, with a Tsawout Nation member and her children sharing songs and dances to honor the culturally important season. NCIED hosted a session for *Ideafest* that featured Indigenous community leaders who shared their experiences of balancing community well-being with economic development.
- In the Faculty of Fine Arts, the workshop “White Privilege: Unpacking the Invisible Backpack” was offered to faculty, and the Indigenous Resurgence Coordinator offered a series of Indigenous values-based workshops throughout the year.
- In the Faculty of Human and Social Development (HSD), all faculty were invited to participate in the new Indigenous Welcome Ceremony; “HSD Reads” was expanded to the whole UVic campus; preparations are being made to host three “Virtual HSD Reads” featuring UVic faculty and student authors; and the School of Public Administration hosted “From Declaration to Implementation: Putting UNDRIP to Work in BC” in partnership with CIRCLE.
- In the Faculty of Humanities, the Department of History worked with Songhees Nation to offer the Colonial Realities Tour to faculty members, instructors, and staff.

- In the Faculty of Education, the Indigenous Resurgence Coordinator provided a series of staff and faculty workshops around decolonization and anti-racist practices; the Indigenous Education Department offered workshops, Circles, and special events including the “Learning Together Series” and the “Education Toward Reconciliation Conference”; and the Chair of Educational Psychology and Leadership Studies co-founded and co-facilitates, with the Associate Dean of Graduate Programs and Research, the Faculty of Education Decolonizing Working Group.

## 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*

- In the Faculty of Human and Social Development, the School of Nursing added a required course that develops students’ understandings of socio-cultural history and current contexts of Indigenous people; the School of Social Work added a mandatory course on Indigenous history and culture to all three MSW streams; and the School of Public Administration changed the Graduate Evaluation Certificate to include Culturally Responsive Evaluation as a required course, and completed a review of all graduate program curricula.
- In the Faculty of Education, two courses were redesigned to privilege Indigenous knowledge and history, ED-D 518 and ED-D 410; IED 371 - Teaching and Learning Indigenous Perspectives, is required in all teacher education programs; and an Indigenous Education Summer Institute was offered for in-service teachers.
- The Faculty of Law developed the compulsory Coast Salish Legal Studies and Language course, using legal categories drawn from local legal tradition and exploring how those categories relate to concepts within Coast Salish languages.

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 Executive Education programs were developed in partnership with Indigenous leadership and community members to meet the communities’ capacity building needs in a culturally appropriate way, including the NW-ACE program, a community-tailored Indigenous Entrepreneurship Program that provides graduates with nine credits that can be applied toward a Business Program at Coast Mountain College. An ACE for Artists summer residency program was offered at Coast Mountain College in 2019.
- In the Faculty of Social Sciences’ Environmental Studies Department, an MOU was developed to allow students with a Diploma from En’owkin Centre to ladder into Restoration of Natural Systems (RNS) at UVic, and RNS is working with Songhees and Homalco First Nations to develop 5-day certificate courses for their members.
- In the Faculty of Fine Arts, the Indigenous Resurgence Coordinator meets with Indigenous students monthly to discuss areas of interest and importance.

- The Faculty of Humanities is working with Exercise Science, Physical & Health Education (EPHE) to develop an Indigenous cohort for Kinesiology.
  - The Indigenous Education Department (IED) consulted broadly with communities to identify areas of educational programming that would be of interest and value to them through IED's MILR Advisory Council and the Faculty of Education's Indigenous Advisory Council.
- c. *Review existing programs to ensure they are of high quality and they are meeting Indigenous student and community needs*
- The Gustavson School of Business and NCIED received evaluations from more than 400 participants of programs delivered in Indigenous communities in 2019, which combined with feedback from 40 facilitators, will be used to improve all programs.
  - In the Faculty of Social Sciences, a Political Science program review focused on expanding Indigenous course content throughout the program and including an Indigenous politics course as a degree requirement.
  - In the Faculty of Engineering, Department Chairs and Program Directors are in the process of identifying areas in which the Indigenous Cultural Acumen module can be added to engineering and computer sciences courses.
  - In the Faculty of Human and Social Development, the School of Public Administration consulted with Indigenous students, leaders and faculty to redesign the Indigenous Community Development and Governance Diploma, and developed an Indigenous competency framework with the objective that all of the MPA and MA in Community Development students graduate with these competencies and all new courses incorporate this framework in their design. The Director of Indigenous Governance has been working with an Elder and Professor Emeritus consulting communities across BC on the Master of Indigenous Governance Program revisions to increase access and fit of the program for Indigenous students. Child and Youth Care renewed the undergraduate curriculum, implemented two Circle courses for Indigenous students and completed a proposal for an undergraduate Indigenous Specialization.
  - In the Faculty of Humanities, the Academic Program Review process was used as an opportunity to review academic programming.
  - In the Faculty of Education, Exercise Science, Physical & Health Education revised the learning objectives, course material and course content to include more Indigenous ways of knowing and being. The Indigenous Education Department (IED) reshaped the Bachelor of Education in Indigenous Language Revitalization in response to community and student need; offered two sections of IED 159 - Introduction to SENĆOŦEN, to meet community need; and members of IED are advising the review of the Secondary Post-Degree Professional Program.
- 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 Division of Continuing Studies provided funding to begin an educational needs assessment and course development in Indigenous cultural stewardship, in response to identified need in the cultural sector. Initial community consultation took place through the



First Nations and Repatriation Department at the Royal BC Museum, the First Peoples' Cultural Council and their Indigenous Heritage Advisory Committee.

- A UVic librarian crafted a proposal resulting in a substantial donation to establish the Indigenous Law Collection in the law library.
- The Gustavson School of Business Executive Education is developing a management program with Coast Mountain College that will be delivered in northern Indigenous communities and provide credits that ladder into the College's Business Program.
- Environmental Sciences is hiring an administrator tasked with responding to Indigenous community interest in Restoration of Natural Systems programming.
- The Faculty of Humanities is supporting the development of an Indigenous Studies Department within the Faculty.
- In the Faculty of Education, the Department of Educational Psychology and Leadership Studies created and delivered the community-based SPARR MA in Health Leadership Studies Rural and Indigenous Health Focus, in partnership with North Island College, with a cohort that graduated in Fall 2019, and the Indigenous Education Department developed the Certificate in Indigenous Language Proficiency.
- In the Division of Student Affairs, OREG units provided support in the development of new programs that allow for emergent practices and administrative implementation.

e. *Develop an Indigenous Studies Major to complement the existing Indigenous Studies Minor*

- The Faculty of Humanities launched the 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

## **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*

- The Gustavson School of Business engaged all BCom, MBA and MGB students in an Orange Shirt Day presentation and prepared for an *Ideafest* event to further student engagement with Indigenous community leaders.
- The Social Sciences Indigenous Resurgence Fund supported class-based initiatives in six departments, bringing in Indigenous Elders, community members and speakers.
- In the Faculty of Fine Arts, several courses with Indigenous content were created or taught: AHVS 385A - Indigenous Fashion in the Northwest; FA 300 - Interdisciplinary Studies, taught by the Indigenous Resurgence Coordinator; ART 352 - Audain Studio Seminar; ART 353 - Visiting Artist Talk Series; WRIT 302 - Special Study in Craft: Indigenous Oral Storytelling; WRIT 313 - Recurrent Themes: Indigenous Resistance and Material Art; WRIT 331 - A Study of Narrative: Indigenous Voice and Location; and WRIT 353 - Writing a Sense of Place.
- In the Faculty of Humanities, a new breadth requirement was launched that includes Indigenous Studies and Indigenous language revitalization courses; Indigenous Studies developed two courses, IS 100 and IS110, to increase intercultural acumen competency and are offering a new cross-listed Indigenous Studies/Hispanic Studies course; and the History Department added new Indigenous-focused courses.

- In the Department of Continuing Studies, the Language Centre revised curriculum in its Monthly English programs to reflect knowledge about Indigenous history and culture in Canada, and the impact of colonization.
  - In the Faculty of Social Sciences, the Department of Sociology developed a new 300 level course - Colonialism, Postcoloniality and Indigenous Resurgence and redesigned SOCI 103 - Canadian Society, to create a course about settler colonialism and Canadian society. Two other new courses were developed with a focus on Indigenous ways of knowing, PSYC 205 - Psychology of Diversity, and ECON 423 - Economics and Indigenous Peoples, and ECON 321 - Economic History of Canada, was revised to include Indigenous material.
  - In the Faculty of Engineering, a newly created Civil Engineering course, CIVE 412 - Infrastructure Engineering for Indigenous Communities, Includes an Indigenous Cultural Acumen module with place-based learning in rural and remote communities, and CIVE 295 - Building Science Fundamentals, has a module and assignment on Indigenous housing.
  - In the Faculty of Education, the Indigenous Education Department's workshops, Speaker Series' events and course, IED 373 - EL TELNIWT and Indigenous Education; Exercise Science, Physical & Health Education's courses, EPHE 143, 243, 244 and 347; and Curriculum and Instruction's summer music cohort focus on Indigenous music, provided students with opportunities to gain intercultural acumen competency.
  - Student Services completed a land blessing event as part of an overall Indigenization strategy for the Student Housing & Dining Project, including opportunities for key staff and student leaders to participate in learning opportunities related to the land.
- 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*
- The Learning and Teaching Support and Innovation (LTSI) Indigenous Learning Specialist contributed to ongoing educational opportunities to enhance curricular and teaching pedagogy level development by educating and supporting internal learning within themes of Decolonized Indigenization with LTSI staff who provide support for learning and teaching practice at UVic, and responding to campus wide invitations to provide non-Indigenous instructors, students and staff with consultation and supports for learning within the realm of Indigenization and Decolonization.
- c. *Offer faculty professional development opportunities about how to indigenize and decolonize pedagogy and curricula*
- In the Gustafson School of Business, fifteen non-Indigenous faculty members travelled to Indigenous communities in BC to instruct in the ACE program, and a majority of them have developed case studies of Indigenous businesses that they now use in the BCom, MBA and MGB programs. In post-Orange Shirt Day discussions, faculty members strategized how to incorporate Indigenous economic history, including potlatches, into curriculum.
  - Political Science is working with the Canadian Political Science Association to provide guidelines on incorporating Indigenous content across the discipline.
  - In the Faculty of Engineering, the Acting Dean and Associate Dean, Undergraduate Programs, attended the *.ca/SES 2020 Gathering* at the University of Saskatchewan and L4E Alumni attended Indigenous Perspectives of Leadership.

- The Learning and Teaching Support and Innovation (LTSI) Indigenous Learning Specialist delivered several workshops, was involved in the development of educational resources and was instrumental in the administration of the Strategic Initiatives Indigenous Grants that were distributed to support faculty and staff to substantially revise programs, courses, and curricula to include Indigenous content. The LTSI Community-Engaged Learning Office supported two CEL grants for faculty to support Indigenous community initiatives.
  - The Faculty of Education faculty attended the *Education Towards Reconciliation Conference* and the Indigenous Resurgence Coordinator reached out to faculty to support the inclusion of Indigenous perspectives and approaches.
- d. *Highlight in campus publications and promotional materials opportunities for students to learn about Indigenous histories and issues*
- A Department of Economics Web Announcement highlighted three UVic professors whose paper, “The Slaughter of the Bison and Reversal of Fortunes on the Great Plains,” was featured in the Star Tribune.
  - The Faculty of Social Sciences supported Indigenous films at the Victoria Film Festival.
  - The UVic News featured: “Celebrating Indigenous languages,” a Google Earth Voyager Project led by a UVic anthropologist and a Hul’q’umi’num language teacher; “Rare plant thrives in campus teaching garden,” a story about a UVic ethnobotanist who is teaching Indigenous plant management in her Environmental Studies class and protecting endangered Native plant species in the process; and “Food, land and culture define Gwich’in partnership,” highlighting the work of a UVic Environmental Studies graduate student whose research was presented at the United Nations Permanent Forum on Indigenous Issues in New York.
  - The Faculty of Fine Arts organized a panel presentation for *Ideafest 2020*, “Artistic Alliances: Indigeneity and the Fine Arts,” featuring three Indigenous faculty members and one Indigenous doctoral student from the Department of Theatre.
  - The Faculty of Human and Social Development Annual Review featured several articles and student stories that highlighted Indigenous histories and issues.
  - The Indigenous Education Department promoted elective courses and Institutes, in community and campus wide, to recruit students to Indigenous focused courses.
  - The Bookstore purchased a large selection of books and materials by Indigenous writers and Indigenous artists, including Coast Salish artists, and the buyer reached out to Indigenous departments and attended courses to learn how best to support the need for Indigenous materials. They also purchased and sold 2025 orange t-shirts with the proceeds going to the Elders’ Engagement Fund and the Witness Blanket.
- 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 of their program delivery.
  - In the Faculty of Social Sciences, there were several field courses, including ANTH 585/685 - Space, Place, Knowledge and Power, which was developed with Cowichan Tribes for the *Commemorating Ye’yunuts* project, and ES 481- Field Methods in Ethnoecology, that took place on Tl’ches (Chatham Island) in partnership with Songhees Nation.

- The Co-op Program developed partnerships with several employers who could offer Indigenous students culturally relevant co-op work terms, such as the First Nations and Repatriation Department at the Royal BC Museum, the Bruce Parisian Library at the Victoria Native Friendship Centre, Tseycum First Nation and Trailmark Systems.
- In the Faculty of Human and Social Development, a faculty member worked on a SSHRCC funded project for six months with Pacheedaht First Nation aimed at revitalizing their canoe traditions in preparation for their first participation in Tribal Journeys in twenty years.
- In the Faculty of Humanities, several programs and courses offered land- and water-based and community learning, including: Indigenous Studies; Gender Studies, GNDR 308 - Indigeneity, Gender and Land; Stó:lō Ethnohistory Field School, a collaboration between the Stó:lō Research and Resource Management Centre, the Stó:lō Nation, the Stó:lō Tribal Council, and the Departments of History at UVic and the University of Saskatchewan; and the Master's in Indigenous Language Revitalization Program, a collaboration between the Departments of Indigenous Education and Linguistics.
- The School of Child and Youth Care, in partnership with the Office of Indigenous Academic and Community Engagement, local First Nations and Elders, hosted a land- and water-based writing retreat for Indigenous graduate students.

## 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.**
  - Libraries published the comprehensive report, *Digital Ethics and Reconciliation in Libraries and Archives*, based on extensive consultation with Indigenous researchers, research partners, libraries, and archives. The report contains recommendations and guiding principles for libraries and archives working as allies with Indigenous communities, building on the TRC Calls to Action, the OCAP principles and UNDRIP. The Libraries Indigenous Plan Working Group produced, "Recommendations for UVic Libraries Implementation of UVic Indigenous Plan" report.
  - The Law Library developed an interim access policy to the Vickers/Tsilhqot'in fonds in collaboration with the Faculty of Law and Tsilhqot'in Nation to reflect Indigenous access protocols to the collection. The Law Librarian and Web Archiving Working Group created a permission letter to send to First Nations Governments on Vancouver Island for inclusion in their web archive collection.
  - The Gustavson School of Business' National Consortium on Indigenous Economic Development applies the Indigenous framework, "Wise Practices," to all research.
  - The Learning and Teaching Support and Innovation Indigenous Learning Specialist provided workshops specific to Indigenous research.
  - In the Faculty of Human and Social Development, the Associate Dean Research is chairing the Indigenous Plan Working Group on Research, which is developing criteria to assess Indigenous research. Several graduate students and faculty have also been working in partnership with Indigenous community projects and CIRCLE developing guiding principles for research with Indigenous communities and participants.

- The Human Ethics Research Board, through the work of the Human Research Ethics process, has made developing principals for Indigenous research a priority.
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.**
    - A faculty member in the Department of Economics received external funding for a project evaluation of Indigenous Labour Market Programming, 2019-2022.
    - The Human and Social Development Associate Dean Research partnered with the First Nations Health Authority, Métis Nation BC, BC Association of Aboriginal Friendship Centres, five regional health authorities, as well as researchers at five universities, to secure a five-year \$3.5 million CIHR Network Environment for Indigenous Health Research grant. She also held regular individual and group mentoring sessions for Indigenous and non-Indigenous research faculty to support the development of successful programs of research.
    - In the Faculty of Humanities, the Associate Dean Research provided research mentorship to Indigenous researchers, both individually and collectively.
  3. **Identify resources for Indigenous research chairs, graduate student scholarships and postdoctoral fellowships.**
    - Law Librarians provided research support and collected Indigenous focused library materials to support the Canada Research Chair in Indigenous Law.
    - The Faculty of Social Sciences developed two new scholarships that are available to Indigenous graduate students.
    - In the Civil Engineering Department, a research project on Indigenous housing is being funded by MITACS and CTCG, the Real Estate Foundation of BC, Vancouver Foundation, CMHC National Housing Strategy Grant, CMHC Solutions Lab grant, and the Indigenous Homes Innovation Initiative through Indigenous Services Canada.
    - The Human and Social Development (HSD) Associate Dean Research issued a call for applications to recruit one HSD funded Indigenous postdoctoral fellow.
  4. **Identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives.**
    - The Gustavson School of Business, in partnership with the BC Association for Aboriginal Friendship Centres, applied for a SSHRC grant to research and develop culturally relevant and appropriate entrepreneurial business education with Indigenous grad students actively involved in all phases of the project. A Gustavson faculty member and an Indigenous MA student submitted a proposal for a SSHRC grant to investigate a pedagogical method that combines Indigenous wise practices and business education curricula.
    - Several Indigenous students were involved in Directed Studies: one completing her MA in the Indigenous Nationhood program whose directed studies included Indigenous education, learning styles and cultural integration; one completing a BA in Sociology and Indigenous Studies whose directed studies included Indigenous Economic Development and Governance; and one in a PhD program that included directed studies in Indigenous Economic Development and Governance.

- The Civil Engineering Department has three graduate student research projects on Indigenous housing/buildings, one that involves community engagement with six First Nations on housing and infrastructure, and there is work on a geothermal study with an Indigenous community.
- In the Faculty of Social Sciences, there were several JCURA award opportunities for Indigenous students; the Department of Anthropology hosted a grad seminar in partnership with Cowichan Tribes; and Economics faculty members engaged in Indigenous focused research hired or worked with student RAs on several projects.
- UVic Libraries led a successful grant application to the Victoria Foundation to fund Indigenous graduate students on a project to decolonize the Colonial Despatches.
- In the Faculty of Human and Social Development, twelve Indigenous and ten non-Indigenous faculty researchers were actively engaged in research with one or more Indigenous communities, First Nations, and/or organizational partners. Many of these projects involved one or more Indigenous undergraduate or graduate students and/or a post-doctoral fellow.
- The Faculty of Humanities identified Indigenous research opportunities in Indigenous Studies, Linguistics and History.

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

- In the Gustavson School of Business, a four-year, SSHRC-funded *Four Stories About Food Sovereignty* (FSAFS) project was launched at UVic with an interdisciplinary team of UVic and international scholars who will explore how vulnerable communities - T'Sou-ke Nation, Colombia, Jordan and South Africa, can build local and regional governance of food systems in the context of climate crisis. The National Consortium on Indigenous Economic Development signed an MOU with Algonquin College in Ontario to share knowledge and experience with respect to education tailored for Indigenous communities and collaborated with Arctic 360 to carry out an infrastructure inventory for the Canadian North - Yukon, NWT, and Nunavut, as well as Nunatsiavut and Northern Quebec.
- Several departments in the Faculty of Social Sciences were involved in community-engaged teaching and research in partnership with international Indigenous communities, including an Environmental Studies field course in Peru, a cross-cultural exchange with the Indigenous peoples of Tanzania, a SSHRC grant for work with the Indigenous peoples of Ghana, and an Economics faculty member who has taken a leave to work with the Center for Indian Country Development in the United States.
- The UVic Office of Global Engagement is currently working with the Faculty of Human and Social Development to formalize an ongoing academic research partnership with the University of Hawai'i at Manoa.
- In the Faculty of Humanities, Indigenous Studies faculty members promoted internationalization of Indigenous research by enhancing relations with Indigenous communities around the world and a Linguistics faculty member taught about Indigenous language documentation at an international school.
- In the Faculty of Education, the Indigenous Education Department and the School of Exercise Science, Physical & Health Education faculty engaged in Indigenous research that is of interest to Indigenous communities around the world.

## 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*
  - b. *Develop an Indigenous Community Engagement Council to provide a forum for discussion among UVic leadership, local Chiefs and community leaders*
    - The Indigenous Community Engagement Council hosted two meetings, co-chaired by the President and the Executive Director of Indigenous Academic and Community Engagement and attended by numerous Indigenous leaders from local First Nations and community agencies. The meetings focussed on community goals for Pathways and Transition programs, local Indigenous student enrolment and Indigenous Plan updates.
  - c. *Develop an Indigenous Plan Steering Group with Indigenous leadership to provide advice about this Plan's goals and ensure institutional accountability*
    - The Indigenous Plan Steering Groups were revitalized and some of the working groups were combined to create more opportunities for effective implementation of the Indigenous Plan.
  - 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 continued to meet regularly to advance Indigenous initiatives and to provide a venue to engage faculty and academic leaders in matters related to the Indigenous Plan.
  - f. *Consider establishing one or more academic positions or units to support Indigenous academic programs and provide clear lines of reporting and accountability*
  - g. *Develop a protocol for working with Elders and Knowledge Keepers*
    - A protocol was developed for working with Elders and Knowledge Keepers, particularly in relation to managing their video and online presentations, in response to COVID-19.
  - h. *As appropriate, develop additional governing or advisory bodies that ensure representation of Indigenous students, local community members and Elders.*
    - The National Consortium on Indigenous Economic Development Advisory Board has national Indigenous representation and gender equity.
    - In the Faculty of Human and Social Development, the Leadership Team seeks mentoring from Elders to advance its implementation of UVic's Indigenous Plan and the School of Nursing

Council is working on incorporating culturally sound local Indigenous governance practices into their governance structure.

**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*

- The Libraries Communications Officer promotes Indigenous events through multiple promotion channels, including social media and through the Law Library run social media (blog, twitter and Facebook).
- A Communications Officer was hired in the Office of Indigenous Academic and Community Engagement (IACE) and a communication strategy was developed in partnership with UVic Communications and Marketing.

*b. Develop a coordinated approach and commitment to fundraising to support Indigenous students, programming and initiatives*

- The Faculty of Social Sciences has been working with their development and alumni engagement department, as well as seeking support on their webpage, for new and ongoing Indigenous scholarships and new community-engaged research.

*c. Develop an Indigenous community communication strategy that helps keep local communities updated on current initiatives, events, programs, and activities*

- The Indigenous Academic and Community Engagement Communications Officer developed a communications strategy that includes online platforms and periodic bulletins to alert community members of upcoming events.

*d. Collaborate with faculty to identify important research or project outcomes that should be profiled for community, non-governmental agencies, or funders*

- The Faculty of Social Sciences has been working with their Communications Officer to profile Indigenous research.
- In the Faculty of Human and Social Development, the work of two Indigenous faculty researchers was profiled and they were recipients of a Leadership Victoria Award.