



INDIGENOUS PLAN 2017–2022



University
of Victoria

ACKNOWLEDGEMENT

We acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

If you have any issues with the accessibility in this document or would like any clarification or additional information, please contact:

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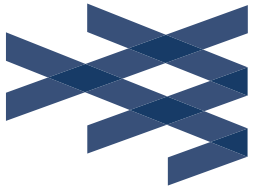


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MESSAGE FROM THE PRESIDENT

As President of the University of Victoria, I am pleased and proud to introduce our first Indigenous Plan that reiterates our university's longstanding commitment to, and unique relationship with, the First Peoples of Canada. The different iterations of our university strategic plan have consistently affirmed our ongoing commitment to increasing educational access and success for Indigenous students. This Plan builds on these commitments and on all our earlier work and achievements.

We now draw further inspiration from the Truth and Reconciliation Commission's report published in 2015. We reaffirm our commitment to act on the recommendations to enhance educational opportunities for Indigenous students, and to further develop initiatives and programs of education, research, outreach and engagement with an Indigenous focus. We understand that the commitment to reconciliation also involves ensuring that UVic is a racism-free, inclusive environment that embraces the many diverse cultures present in the broader university community. Universities have a responsibility to ensure that students, faculty and staff are knowledgeable about the history of abuse and racism with respect to the Indigenous peoples of Canada, and the enduring and negative impacts of colonialism. Our university, like other institutions that are part of today's Canada, needs to consider how colonizing structures and relationships continue to impact Indigenous students. We will provide opportunities and venues to foster intercultural understanding and connection, and to be a catalyst for reconciliation through courageous conversations and actions.

We will continue to increase the number of Indigenous students enrolled in, and graduating from, all faculties and programs at UVic. Through our processes of academic planning and in our new Strategic Research Plan we have affirmed the goal of developing programs of education and research directly relevant to the First Peoples of Canada. In particular, the university is committed to providing its students with diverse academic learning environments, curricula and approaches to research within which Indigenous cultures, histories and knowledge are embedded. Our programs and initiatives are enriched by active partnerships among students, faculty and staff, and Indigenous community members and leaders.

UVic has long been known for its commitment to civic and community engagement. We are grateful for the support, friendship, collaboration and encouragement we receive from the First Peoples in our region and beyond, and acknowledge and respect the First Peoples on whose traditional territory our university resides. This Plan also traces pathways forward to enhance and grow these relationships into our shared future.

This first Indigenous Plan places Indigenous students, faculty, staff and their communities at its heart and will guide our work over the coming years. It reiterates how our university strives to integrate and honour Indigenous cultures, histories, beliefs and ways of knowing and being into our strategic planning, curriculum, teaching, research and operations. It sets out ambitious goals and assigns accountability for these goals. Good hearts, good minds and a spirit of authentic and genuine engagement were core to the approach used in developing this Plan. This will advance our shared belief that post-secondary education can make a difference in how we live together in this world.



Jamie Cassels, QC
President and Vice-Chancellor

MESSAGE FROM THE INTERIM EXECUTIVE DIRECTOR, INDIGENOUS ACADEMIC AND COMMUNITY ENGAGEMENT

I raise my hands and say huy tseep q'u to everyone who has helped lay the foundation for this Plan and who has participated in consultations, reviews and discussions on the drafts of this document.

As the Interim Executive Director of Indigenous Academic and Community Engagement, I am pleased that the University has made this commitment to Indigenous students, staff, faculty and communities, and see this as an important step toward meaningful change. Our office is committed to the ongoing work of decolonizing and indigenizing the university both inside and outside the classroom, while recognizing the collective responsibility of the entire campus community in the ongoing process of breathing life into the values and visions shared in this Plan.

In this spirit, I reflect on the teachings of Songhees Elder, Dr. Skip Dick, and am reminded that by honouring the stories and histories of our ancestors, we honour the paths of those yet to come. It is my hope that this Plan will be a means by which members of the campus community can find their place and their role in the work to be done.

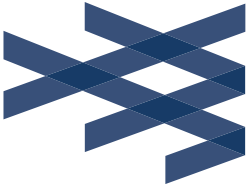
It has been an honour to engage with so many people in the process of developing this Plan, and I look forward to collaborating with you on the hard work to come.



Dr. Robina Thomas

Interim Executive Director, Indigenous Academic and Community Engagement





INTRODUCTION TO THE PLAN

As this is the University of Victoria's first Indigenous Plan, it is important to begin with an acknowledgement of the role that educational institutions, including post-secondary institutions, have played in the perpetuation of colonial systems, both historically and in contemporary times. One hundred and fifty thousand Indigenous children were sent to residential schools in Canada and many others attended Indian day schools. Between 1876 and 1985, Status Indians in Canada automatically lost their federal recognition upon earning a university degree or becoming a professional, such as a doctor or lawyer. The intergenerational impacts of these decisions remain the legacy of many Indigenous students who seek higher education today. The University makes a commitment to reconciliation that involves recognizing how colonizing structures and relationships impact Indigenous students.

The University of Victoria's Indigenous Plan builds upon initiatives and programs of education, research, outreach and engagement with an Indigenous focus. The university has had a longstanding commitment to Indigenous education through programs in different areas, such as Indigenous Governance, Social Work, Child and Youth Care, Education and Law. An interdisciplinary minor in Indigenous Studies and programs in Indigenous Language Revitalization and Indigenous Fine Arts as well as courses across many academic units address Indigenous history, culture and language. Additionally, the university has made efforts to increase Indigenous student recruitment and retention through student programs, including the LE,NONET program, which provides bursaries, mentoring, and academic and experiential learning opportunities.

LE,NONET (pronounced "le-nong-it") is a **SENĆOŦEN** word that literally means "paddling a canoe in a storm and making it through to the other side". In a more figurative sense, **LE,NONET** can also be taken to mean "success after enduring many hardships." We acknowledge with gratitude and respect the late Earl Claxton Sr. (**YELKÁTŦE**), **SENĆOŦEN** Knowledge Keeper of the Tsawout First Nation, and Elder John Elliott (**STOLCEŁ**) of the Tsartlip First Nation, for sharing this information.



"The University of Victoria makes a commitment to education that redresses the historical and continued barriers that Indigenous peoples have faced in accessing and participating in postsecondary education."

The University of Victoria makes a commitment to education that redresses the historical and continued barriers that Indigenous peoples have faced in accessing and participating in postsecondary education. Our Strategic Plan commits to building and strengthening respectful relationships with Indigenous communities locally, provincially, nationally and around the world in order to recruit and retain Indigenous students. We recognize that Indigenous students bring diverse perspectives to UVic, from across Canada and around the world to create a rich educational environment that benefits all who experience it. This Plan is built around an expectation that Indigenous and non-Indigenous faculty, staff and students will work together to realize its goals.

This Indigenous Plan provides a framework for achieving these goals. It respects the values of both the university and local Indigenous communities. This Plan aims to make the university a better place, not only for Indigenous peoples but also for all people—students, faculty and staff alike. We have a shared responsibility for living the Plan’s values. Acknowledging and addressing colonization are important means to support our goal of reconciliation between Indigenous and non-Indigenous peoples. Further, this Plan aims to create a nurturing and collaborative environment that values intercultural understanding, which enables us to work across difference.

This Indigenous Plan should be considered a living document, one that reflects our best thinking about what is needed to improve and enhance Indigenous programming across campus. It will be a basis for ongoing conversations and consultation about changing circumstances and new opportunities; its core components—its principles and values—will provide a foundation upon which to develop.

Five key areas—Students, Faculty and Staff, Education, Research and Governance—and their associated goals are foundations that animate the Indigenous Plan. Further, the Indigenous Plan reflects the university’s commitment to create dynamic learning that deeply engages students in experiential learning, offer programs of teaching and research that have a vital impact and build an extraordinary environment that promotes mutual respect, understanding and commitment.

Dynamic Learning: Students have the opportunity to learn about Indigenous history, culture, knowledge, language and governance through hands-on, relevant learning experiences, research opportunities, and local, provincial, national and international engagement with Indigenous communities. Faculty, staff and Indigenous community members will play a critical role in indigenizing and decolonizing learning opportunities available to students.

Vital Impact: Students and faculty, through their teaching, research and community engagement, have an impact on issues that matter to Indigenous peoples and their communities and to the physical, social and political environments in which they live. A commitment to social justice, self-governance, social and environmental sustainability, health and wellness, and strong economies for Indigenous peoples and communities are at the core of our commitment to supporting and facilitating meaningful change.

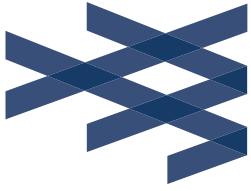
Extraordinary Academic Environment: Place matters. Students, staff, faculty and community members experience the university as a welcoming, supportive, safe environment in which Indigenous values, language and culture are evident. Elders and other members of Indigenous communities work together with students, staff and faculty to promote mutual respect, understanding and commitment.

WHY CEDAR?

Cedar is sacred to many Indigenous peoples, particularly Coastal Nations. An important aspect of working with cedar is working together and knowing that at all stages we must work with a good mind and a good heart, always remembering our teachings, our birthright and our ancestors. Weaving cedar is always a purposeful activity; the pulling together of cedar strands to weave a headband, a basket, a cape, a rope, or a hat requires weaving together many strands to create a stronger, more durable and lasting tool that will serve the community. In the same way that several strands of cedar are woven together to make a headband, a number of different strands have been woven together in this Plan to create a tool for the UVic community.

We encourage you to think about the metaphor of weaving and the multi-faceted nature of this work as you read and consider this Indigenous Plan. How do you imagine your final creation? How does thinking in this way enable you to work in a good way and with a good heart?





WEAVING AN INDIGENOUS PLAN

In preparing this Plan, we were guided by First Peoples' work with cedar since time immemorial. In the creation and implementation of this plan, we want to foreground the historical and contemporary protocols and values of the local Indigenous peoples with whom we work, including collaborative, shared work done with a good heart. In so doing, we aim to ensure this Plan honours the teachings and land of the local peoples. We also acknowledge that this Plan touches many Indigenous peoples from what is now known as Canada, including First Nation, Inuit, Métis, and urban Indigenous peoples, as well as Indigenous peoples from around the globe who are connected with UVic.

CREATING THE PLAN: WEAVING TOGETHER FOUNDATIONAL TEACHINGS AND PLAN COMPONENTS WITH ELDERS, KNOWLEDGE KEEPERS AND COMMUNITY

In this Plan, we have chosen to highlight four foundational values or teachings that are common among the Coast Salish peoples. Many people, Indigenous and non-Indigenous, may also share similar teachings and values. These foundational values provide a framework to guide our work. As important as these foundational values are, the wisdom of the Elders, Knowledge Keepers, and community members continually guide us in our work.

Heʔkw səʔelexwʔtala sčelāgenʔs | Remember our ancestors/birthright

Nəcə māṭ gwens čeyʔi | Work together

Newʔews sn ʔeyʔ šweleqwəns | Bring in your good feelings

əʔsacʔəyʔxw meqw təʔsa tečel | Be prepared for all work to come

Combined, these teachings ensure the work that we do creating and implementing this Plan is intentional, purposeful and done with a good mind and heart. These values are not only what we will do, but also how we will move forward with this Plan.

In this Plan, each teaching is woven together, along with five strands of activity and purpose (students, faculty and staff, research, education, and governance), to create goals and priorities for action. Doing so reinforces the work we will do in the months and years to come.



“When we speak of community, we mean not only connecting and belonging but also being accountable and responsible.”

Heʔkw səlelexw'tala sčelāgen's | Remember our ancestors/birthright

Coast Salish peoples have always used the lands, sea, creeks and rivers that make up what is now called Victoria and the southern end of Vancouver Island, to live, learn, meet, trade and prosper. They are stewards of this land where we gather to learn and share knowledge. This teaching reminds us to respect the ancestors by understanding the history of Indigenous peoples in Canada. Our Elder, Dr. Skip Dick, reminds us that it is important always to respect and honour the territory where we are. It is equally important for everyone to remember and honour their own cultures, histories and teachings.

Nācā māt gwens čey'i | Work together

We are stronger when we work together. While individual strands of cedar are strong on their own, they are stronger when braided together. For this Indigenous Plan to succeed, we will need to work together.

New'ews sn ʔey? šweleqwəns | Bring in your good feelings

The work of creating this Plan has followed this teaching. Through a process of meaningful engagement, faculty, staff, students and members of local Indigenous communities worked together with a good mind and spirit. Moving forward, UVic is committed to building and maintaining open, mutually respectful and productive relationships with Indigenous communities in order to engage in activities and conversations that lead to mutual understanding and a set of shared goals.

ə'sacʔəy'xw meqw tə'sa tečel | Be prepared for all work to come

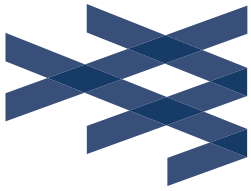
Bringing the Plan to life will be challenging and will require the commitment, goodwill and engagement of the entire university community. It will also require the UVic community to prepare and plan ahead as we work towards the goals in this Plan.

ELDERS, KNOWLEDGE KEEPERS AND COMMUNITY

Elders are the caretakers of cultural wisdom. They are pivotal in protecting the Indigenous ways of knowing and being that have been passed down to them for generations from the ancestors. The cultural wisdom of Elders defines and informs the manner in which Indigenous people live in the modern world. Elders know it is their responsibility to share their guiding wisdom with students, staff, faculty and the broader community.

When we speak of community, we mean not only connecting and belonging but also being accountable and responsible. Maintaining strong links with community reinforces cultural values and beliefs. Indigenous communities use the term Knowledge Keepers to identify those people in a position to share cultural knowledge, skills and expertise.

Meaningful and respectful relationships with community are imperative to the design and implementation of this Plan. Because Elders, Knowledge Keepers and community are so integral to this Plan, they are placed here, in between the guiding principles and the five strands of the Plan, to recognize how they bind everything together.



THE FIVE CEDAR STRANDS

The Indigenous Plan has five cedar strands, with goals and actions associated with each one:

STRAND 1 | Students

STRAND 2 | Faculty and Staff

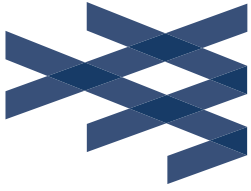
STRAND 3 | Education

STRAND 4 | Research

STRAND 5 | Governance







STRAND 1 | Students

Students are at the core of the university's mission and goals. We want students to come to UVic and to succeed on whatever pathway they choose. We want students to engage meaningfully with and to respect the protocols and practices of local Indigenous peoples while strengthening and practising their own cultural ways of knowing and being.

Over the past ten years, there has been steady growth in the number of Indigenous students at UVic, from just over 600 students in 2004–05 to well over 1,200 students in 2016–17 of whom approximately 80% are undergraduate students and 20% graduate students. Combined, these students represented approximately 5% of the total student population at UVic in 2016–17.

Indigenous students are enrolled in every faculty at the University of Victoria, and are pursuing a wide range of academic programs at both the undergraduate and graduate levels (see Appendix A). We want students to feel welcomed to our academic community and supported in their studies. Our goal is to have students be successful in their courses and in their academic programs of choice. We want them to achieve their goals and to achieve the university-wide learning outcomes established for undergraduate students. We also believe that introducing students to Indigenous history, including the impacts of colonization, Indigenous ways of knowing and being and Indigenous culture, will enrich their educational experience. Doing so will provide students, faculty and staff an opportunity to develop the diverse knowledge, skills, attitudes and capacities necessary to live respectfully in an engaged and inclusive society.

We recognize the enduring effects of systemic racism, social policies and law on Indigenous peoples and communities. Many Indigenous peoples have felt the impact of these legacies, including former youth in care. We are committed to ensuring our curricula do not perpetuate colonial and/or racist content or perspectives.

In order to pursue their education, many Indigenous students must leave their families and communities. UVic aims to support Indigenous students making the transition to university. The Elders participating in Elders' Voices and as Elders-in-Residence at UVic support Indigenous students through challenging times and help students reconnect with their own teachings and practices. Indigenous students are also supported by a variety of services (Indigenous-focused orientation, advising, mentoring), Co-operative Education and Career Services (through a dedicated Indigenous Co-op and Career staff member), and through programs offered both within the First Peoples House (e.g., Campus Cousins) and Faculties (e.g., dedicated Indigenous student support in Education, Human and Social Development, Law, and Social Sciences).

A goal of this Plan is to assess and, when appropriate, extend these support programs and services.

GOALS 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 of the role of Elders-in-Residence to build greater capacity for culturally appropriate teaching and learning
- 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)
- 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)
- 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
- f. Increase the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across 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
- b. Provide opportunities for students to learn about the history of Indigenous peoples and the enduring impacts of colonization on individuals, families, and communities
- c. Further develop and enhance processes to deal with racism and discrimination at the university to support Indigenous students to safely address such concerns

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
- b. Increase the number of student scholarships, fellowships and bursaries for Indigenous students
- c. Expand availability of supports to Indigenous students, whether they are studying on campus, online, or in community
- 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
- e. Map support services for Indigenous students across UVic to assess potential gaps or needs as a means of retaining Indigenous students

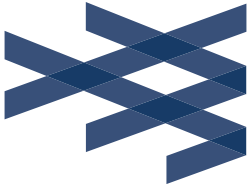
4. Provide opportunities to recognize Indigenous students' identity.

- 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
- b. Increase the involvement and support of Elders and Knowledge Keepers in student programming
- c. Develop opportunities to bring international Indigenous perspectives into the curriculum and explore new international Indigenous education and research exchange opportunities
- d. Profile the success of Indigenous students on websites and in UVic publications



“We want students to come to UVic and to succeed on whatever pathway they choose.”





STRAND 2 | Faculty and Staff

Indigenous faculty and staff are essential to providing high-quality educational, research and community-engaged experiences. They are inspirational role models for future generations of students. Investing in resources that support and recognize their talent is necessary for UVic to realize the goals of this Indigenous Plan. At present the university employs approximately 90 Indigenous people, including approximately 25 faculty members, and many more in professional, instructional and support roles.

Indigenous faculty and staff play an important role in leading and supporting indigenization of the curriculum. They also provide advice based on their knowledge of, and respect for, cultural traditions and protocols. As such, their involvement is vital to support both this Plan and the university's response to the Truth and Reconciliation Commission's Calls for Action. Given UVic's location on southern Vancouver Island, there is value in fostering a complement of faculty and staff from local Coast Salish and other First Nations of the region.

It is also important to recognize that Indigenous students participate in academic programs and access services from units across campus. As a result, non-Indigenous faculty members play an important role in the education, mentoring and support of Indigenous students.

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

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

- 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
- 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

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

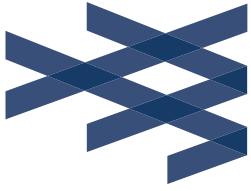
- a. Encourage faculties and departments to develop criteria for merit, tenure and promotion to ensure that Indigenous faculty are recognized and valued for their unique contributions to community-engaged and community-based research
- b. Support and develop faculty-level and university-wide venues, 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

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
- b. Continue development and delivery of the Indigenous Cultural Acumen Training (ICAT) programming for faculty
- c. Encourage, and provide opportunities for, faculty to participate in professional development opportunities about decolonization







STRAND 3 | Education

The university offers a broad range of high-quality academic programs enriched by a strong research culture in both the liberal arts and sciences as well as in professional programs (business, education, engineering, law, health and human service-related professions). Most UVic students participate in experiential learning as part of their academic programming. As well as disciplinary knowledge, undergraduate students are given the opportunity to achieve university-wide learning outcomes. These include, among others, developing intellectual, academic and practical skills in inquiry, analysis, and problem solving, critical, innovative and creative thinking, and effective written, visual and oral communication. These learning outcomes also emphasize personal and social responsibility capacities, including informed civic engagement, intercultural knowledge and sensitivity, and ethical reasoning and action.

Over the past two decades, the university, in conjunction with committed leaders of academic and community engagement programs and Indigenous faculty and staff, has developed and delivered a broad range of academic programs with an Indigenous focus. Several of the university's programs have Indigenous content and scholarship at their heart and emphasize Indigenous epistemologies. Many programs that focus on the education and training of professionals, who will work closely with Indigenous peoples and communities, are committed to ensuring that students are made aware of the history of Indigenous people in Canada and how past and current laws, policies and practices have systematically disadvantaged Indigenous peoples. This approach is central to programs in Child and Youth Care, Indigenous Education, Law, Public Health and Social Policy, and Social Work. This commitment is consistent with, and responds to, the recommendations of the Truth and Reconciliation Commission.

Many academic units have also made commitments to support curricula that emphasize, value and integrate contemporary and historical Indigenous knowledge. These units offer a significant number of courses and experiential learning opportunities in Indigenous history, culture, art, and other matters (e.g., Anthropology, Continuing Studies, English, Environmental Studies, Gender Studies, Geography, History, Political Science, Theatre, and Visual Arts). The Gustavson School of Business offers non-credit programming in Indigenous entrepreneurship. These programs can contribute to developing intercultural understanding and competency.

The university's programs should be inclusive and respect participants. Communication of Indigenous content and concepts is most effective when integrated into the design of programs. Indigenous faculty, Knowledge Keepers, Elders and communities can perform an important role in guiding program development. In addition to campus-based programs, thoughtful delivery of programs in community, through cohort models, with face-to-face and/or distance delivery, provides greater opportunity for Indigenous learners to participate in educational endeavours while remaining in community and fulfilling personal, family and community responsibilities. When working in Indigenous communities, engaging with Elders, Knowledge Keepers and other community leaders is essential. Resources must be committed to support work in communities and land- and water-based teaching and learning.

GOALS 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
 - 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
 - c. Review existing programs to ensure they are of high quality and they are meeting Indigenous student and community needs
 - 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
 - e. Develop an Indigenous Studies Major to complement the existing Indigenous Studies Minor

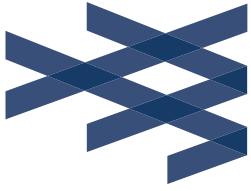
2. Develop opportunities for UVic students to gain a better understanding of Indigenous peoples, histories and cultures, and the impact of colonization.

- a. Develop opportunities for students to gain intercultural acumen competency related to Indigenous culture and history
- 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
- d. Highlight in campus publications and promotional materials opportunities for students to learn about Indigenous histories and issues
- 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



“Communication of Indigenous content and concepts is most effective when integrated into the design of programs.”





STRAND 4 | Research

UVic is a research-intensive university where research excellence is demonstrated in Faculties through scholarship, innovation, professional practice, artistic expression and community engagement. The university is committed to providing a high-quality research environment, supporting faculty in integrating research and learning, and creating opportunities for students to engage in research that benefits external communities. These commitments are further strengthened in the university's Strategic Research Plan (2016-2021), which highlights the university's long-standing relationships with Indigenous partners and identifies Indigenous research as one of UVic's eight dynamic research capabilities.

“Indigenous research is grounded in the knowledge and traditions of diverse Indigenous peoples, explores past and present interactions between Indigenous and non-Indigenous peoples, and considers ways in which those relationships might be reordered and restructured to secure a better future.

Indigenous researchers apply culturally and methodologically appropriate approaches to answering questions and addressing issues most relevant to Indigenous peoples at local, regional, and international levels.”

— Strategic Research Plan

Many faculty members and academic units engage in research and scholarship with an Indigenous focus. Areas of interest include Indigenous health, residential schools, Indigenous governance and laws, child welfare, economic development, international Indigenous issues, Indigenous history on the west coast, and west coast literature and art, among others.

UVic recognizes that research in Indigenous communities or involving Indigenous peoples must be conducted in a respectful and culturally appropriate manner following protocols regarding:

- entering community sites,
- engaging with communities, Elders and Knowledge Keepers,
- acknowledging cultural knowledge and cultural property, and
- disseminating research findings.

The university's Centre for Indigenous Research and Community Led Engagement (CIRCLE) is a multi-faculty research centre that embraces Indigenous knowledge. CIRCLE aims to support faculty and students to ensure research involving Indigenous communities and their lands is conducted respectfully and meets the highest standards of ethics and scientific rigour.

GOALS AND ACTIONS:

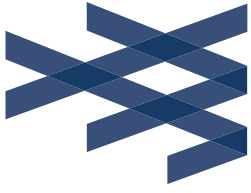
1. Establish and promote culturally appropriate and inclusive definitions, guiding principles and protocols for research with Indigenous participants, in Indigenous communities or on Indigenous lands to ensure respectful and appropriate conduct of research.
2. Identify and promote funding opportunities 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.
4. Identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives.
5. Promote internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

"UVic recognizes that research in Indigenous communities or involving Indigenous peoples must be conducted in a respectful and culturally appropriate manner."









STRAND 5 | Governance

Governance that provides structures and processes to support Indigenous students, faculty and staff, and to engage with Indigenous communities is a foundation for the implementation of this Plan. The delineation of responsibilities for the implementation of the Indigenous Plan is essential to ensuring the realization of its goals.

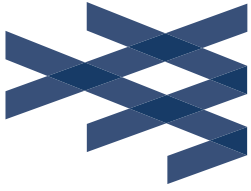
GOALS AND ACTIONS:

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
- c. Develop an Indigenous Plan Steering Group with Indigenous leadership to provide advice about this Plan's goals and ensure institutional accountability
- 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
- 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
- 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
- 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
- d. Collaborate with faculty to identify important research or project outcomes that should be profiled for community, non-governmental agencies, or funders

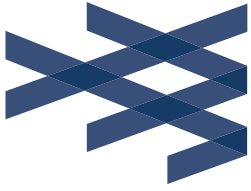


MOVING TO ACTION: IMPLEMENTATION

The goals of this Plan range in focus from the strategic and aspirational to the operational. This Plan will have achieved success when Indigenous students are enrolled in increasing numbers and succeed in programs across Faculties, when Indigenous faculty members and staff are recruited, retained, and flourish in their academic, research and service-related endeavours. More broadly, this Plan will have succeeded when Indigenous peoples, histories and cultures are not only reflected in but also understood and respected throughout our campus community.

The process for the implementation of this Plan will align with existing and new processes including annual academic resource planning, Integrated Planning, fundraising priority-setting, Enhanced Planning Tools, and the UVic Edge. Implementation will require continued engagement and guidance from key UVic governance groups including Deans' Council, the Council of Centre Directors and the Research Advisory Committee. In relation to student recruitment, retention and experiential education opportunities, the Division of Student Affairs and Co-operative Education and Career Services will provide both support and guidance. Initiatives requiring approval by Senate and the Board of Governors will follow the appropriate policies and procedures. The priorities, goals and strategies implemented in any given year will be subject to resource considerations. Constraints and opportunities will be balanced over the five-year duration of the Plan with the overall objective of establishing a sustainable foundation for future planning extending beyond this initial five-year period.

An Indigenous Plan Steering Group, reporting to the Associate Vice President Academic Planning, will be convened to oversee implementation. Going forward, the Steering Group will be responsible for monitoring implementation of the Indigenous Plan, establishing baseline metrics, identifying timelines and providing an annual report on progress made on Plan goals.



THE PROCESS OF CREATING THE INDIGENOUS PLAN

The Director of Indigenous Academic and Community Engagement and the Associate Vice President Academic Planning were tasked with organizing the development of this Plan.

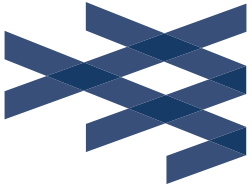
The initial stage of Planning involved examining the work of the Indigenous Academic Advisory Council, which has been the voice of Indigenous faculty and staff on campus for a number of years. After reviewing and summarizing the work of this Council, a draft discussion document was created to guide the work of members of Council who participated in a retreat in October 2015.

This group developed a series of potential goals and objectives, and established the initial strands of the Plan. This draft Plan was then reviewed by the full membership of the Indigenous Academic Advisory Council, and revisions and amendments were made to reflect a consensus among participants.

Consultations on the draft Indigenous Plan took place with the Executive, Deans' Council, the President's Advisory Council and academic leaders from Faculties and Senate. A campus-wide open house took place in January 2016. Additional consultations were held with Chairs and Directors of academic units, the Division of Student Affairs, the Native Students Union, the Learning and Teaching Centre, Co-operative Education and Career Services, and University Libraries. Community consultation was a key part of developing the Plan. Ongoing conversations within the university and with Indigenous faculty, students, staff and Elders as well as local Indigenous communities will be an integral part of the implementation of the Plan to ensure it is a living document that responds to new opportunities and challenges.



"...this Plan will have succeeded when Indigenous peoples, histories and cultures are not only reflected in but also understood and respected throughout our campus community."

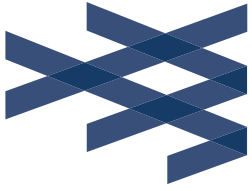


POSTSCRIPT

Within months of committing to the development of university's Indigenous Plan, the report of the Truth and Reconciliation Commission (TRC) was released. Through the TRC, courageous Indigenous peoples across Canada told the stories of discrimination and racism that underlay the system of Indian Residential Schools, and the myriad ways those practices affected and continue to affect Indigenous peoples, families and communities. The TRC report also highlighted the critical role that educational institutions need to play in disseminating knowledge of this history and the obligation we have to move through understanding to action to redress inequalities, racism, and the enduring impacts of colonization on the health, welfare and economic prosperity of Indigenous peoples and communities. The university aspires to help create a more equitable and just future by working in partnership with Indigenous students, staff, faculty and communities.

As the TRC report asserts, "Reconciliation must support Aboriginal peoples as they heal from the destructive legacies of colonization that have wreaked such havoc in their lives. But it must do even more. Reconciliation must inspire Aboriginal and non-Aboriginal peoples to transform Canadian society so that our children and grandchildren can live together in dignity, peace, and prosperity on these lands we now share" (p. 8).

UVic is known for its commitment to civic and community engagement. Our programs of education and research are enriched by active partnerships among students, faculty and staff, and Indigenous community members and leaders. We take seriously our responsibility to provide opportunities and venues to foster intercultural understanding and connection and to be a catalyst for reconciliation. We believe this Plan builds on our efforts to engage in mutually supportive, productive and respectful relationships. The Plan provides a vision to help integrate understandings of Indigenous realities, cultures, histories and beliefs into our strategic planning, curricula and operations. Indigenous histories and cultures should be reflected throughout the campus and Indigenous thought and knowledge must inform our teaching and scholarly activity in order to remove barriers to education faced by Indigenous students. This Plan provides us with a framework for moving forward with our communities, faculty, staff and students as partners in realizing our vision and goals.



APPENDIX A: INDIGENOUS STUDENT ENROLMENT

INDIGENOUS STUDENT ENROLMENT 2002–2016		
Year	Undergraduate	Graduate
2002	467	39
2003	540	50
2004	580	77
2005	674	85
2006	702	103
2007	695	93
2008	650	125
2009	700	159
2010	782	164
2011	836	162
2012	839	199
2013	872	216
2014	917	226
2015	962	237
2016	980	244

INDIGENOUS STUDENT ENROLMENTS BY FACULTY 2016–2017	
Faculty	Number of Students
Medical Sciences	7
Gustavson School of Business	20
Law	34
Fine Arts	59
Education	96
Engineering	96
Science	113
Humanities	135
Human & Social Development	154
Graduate Studies	244
Social Sciences	266

APPENDIX B: DEGREES GRANTED TO INDIGENOUS STUDENTS BY FACULTY

UNDERGRADUATE 2006–2015										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Faculty of Education	5	10	13	12	20	18	41	15	30	22
Faculty of Engineering	4	2	6	3	1	3	4	7	7	8
Faculty of Fine Arts	10	18	10	9	17	13	5	13	19	5
Faculty of Human & Social Development	43	53	43	43	42	41	37	39	51	41
Faculty of Humanities	11	34	25	16	8	60	22	11	27	30
Faculty of Law	8	6	5	2	6	7	10	8	3	7
Faculty of Science	6	11	10	5	11	11	8	8	13	15
Faculty of Social Sciences	23	25	29	17	24	35	38	26	42	33
Peter B Gustavson School of Business	1	1	2	2	2	2	2	3	1	3
TOTAL	111	160	143	109	131	190	167	130	193	164

GRADUATE 2006–2015

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Faculty of Graduate Studies	19	13	12	28	43	34	48	45	46	41
Doctor of Philosophy	1				2		3	1	4	3
Graduate Certificate							22	1		
Master of Arts	9	6	4	11	11	14	13	14	18	11
Master of Business Administration	1			2	2	2	1		1	1
Master of Education	4	3	3	5	17	12	2	6	9	12
Master of Engineering									1	1
Master of Fine Arts				1	1					
Master of Laws	2			3		2		1	2	
Master of Music	1						2			
Master of Nursing				1	1	1		2		1
Master of Public Administration			1	1	2		1		2	1
Master of Public Health									2	
Master of Science		2	2		2		2	3		2
Master of Social Work	1	1	1	1		3	1	16	6	8
Prof. Spec. Certificate		1		3	4					
TOTAL	19	13	12	28	43	34	48	45	46	41