



ACKNOWLEDGEMENT

We acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNE 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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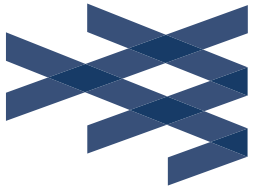
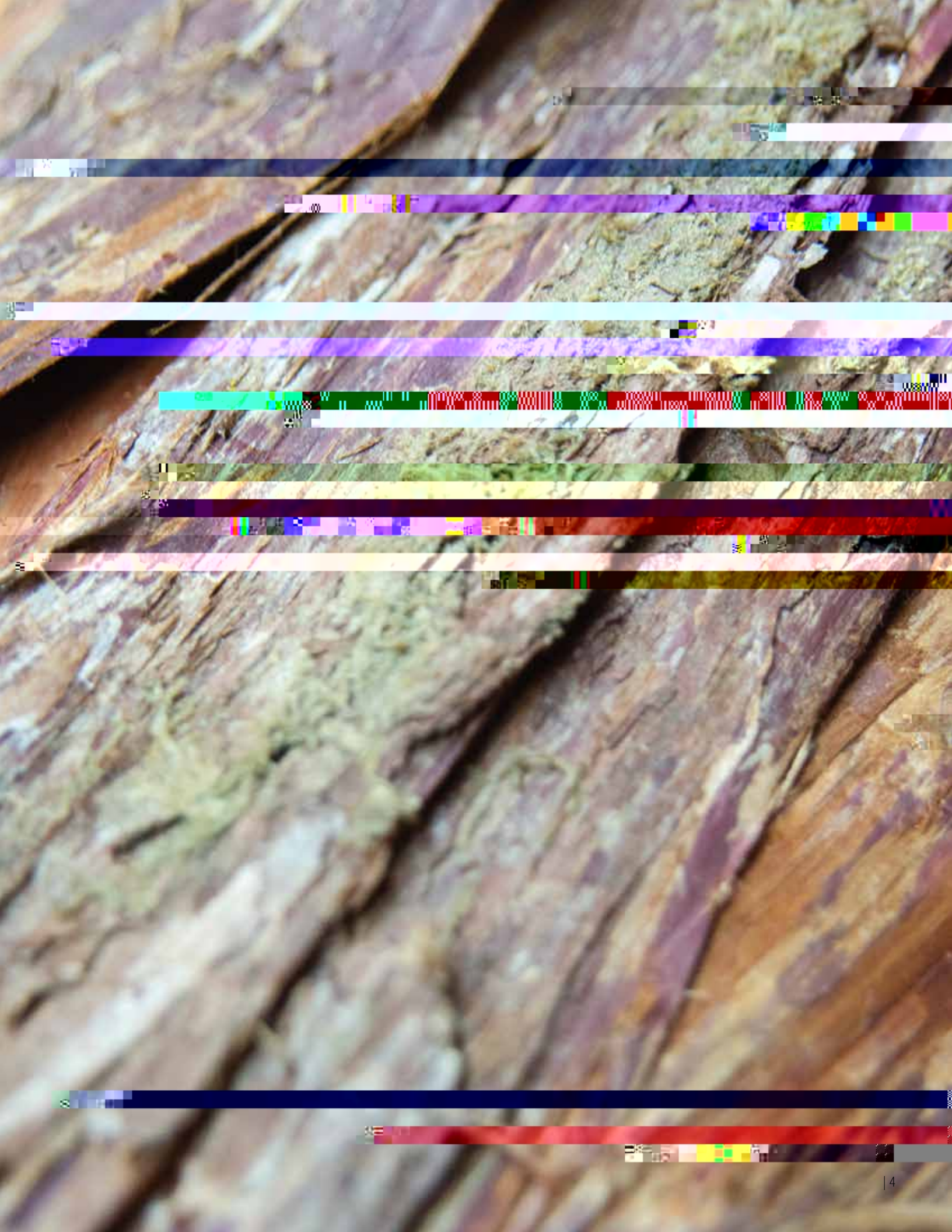


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The University of Victoria makes a commitment to education that redresses the historical and continued barriers that Indigenous peoples have faced in accessing and participating in postsecondary education. Our Strategic Plan commits to building and strengthening respectful relationships with Indigenous communities

Dynamic Learning:



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



He kw s l'eləxw'tala s el en'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.

N m t gwens ey'i

THE FIVE CEDAR STRANDS

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

STRAND 1 | Students

STRAND 2



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

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

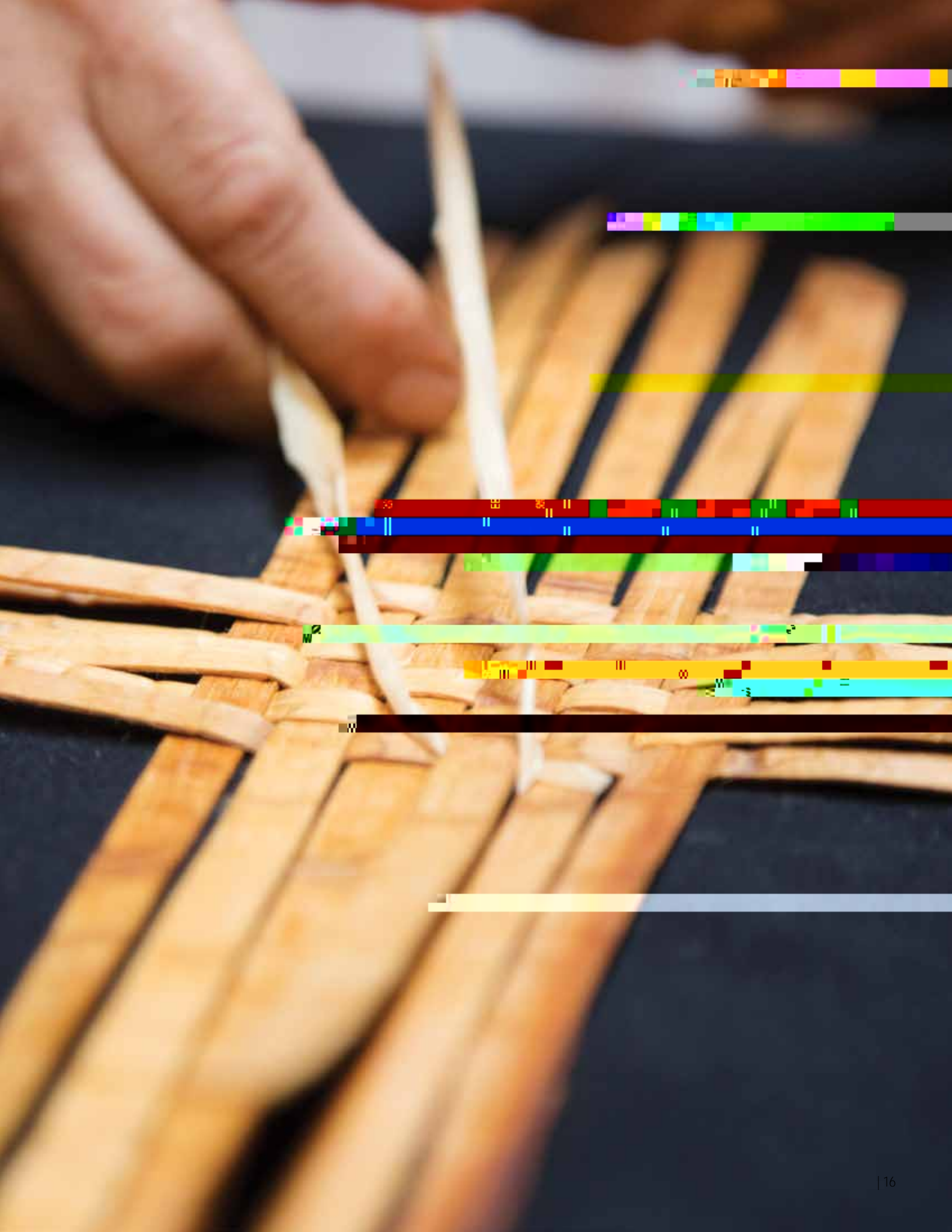
GOALS AND ACTIONS:

- 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





STRAND 2 | Faculty and Staff

- 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

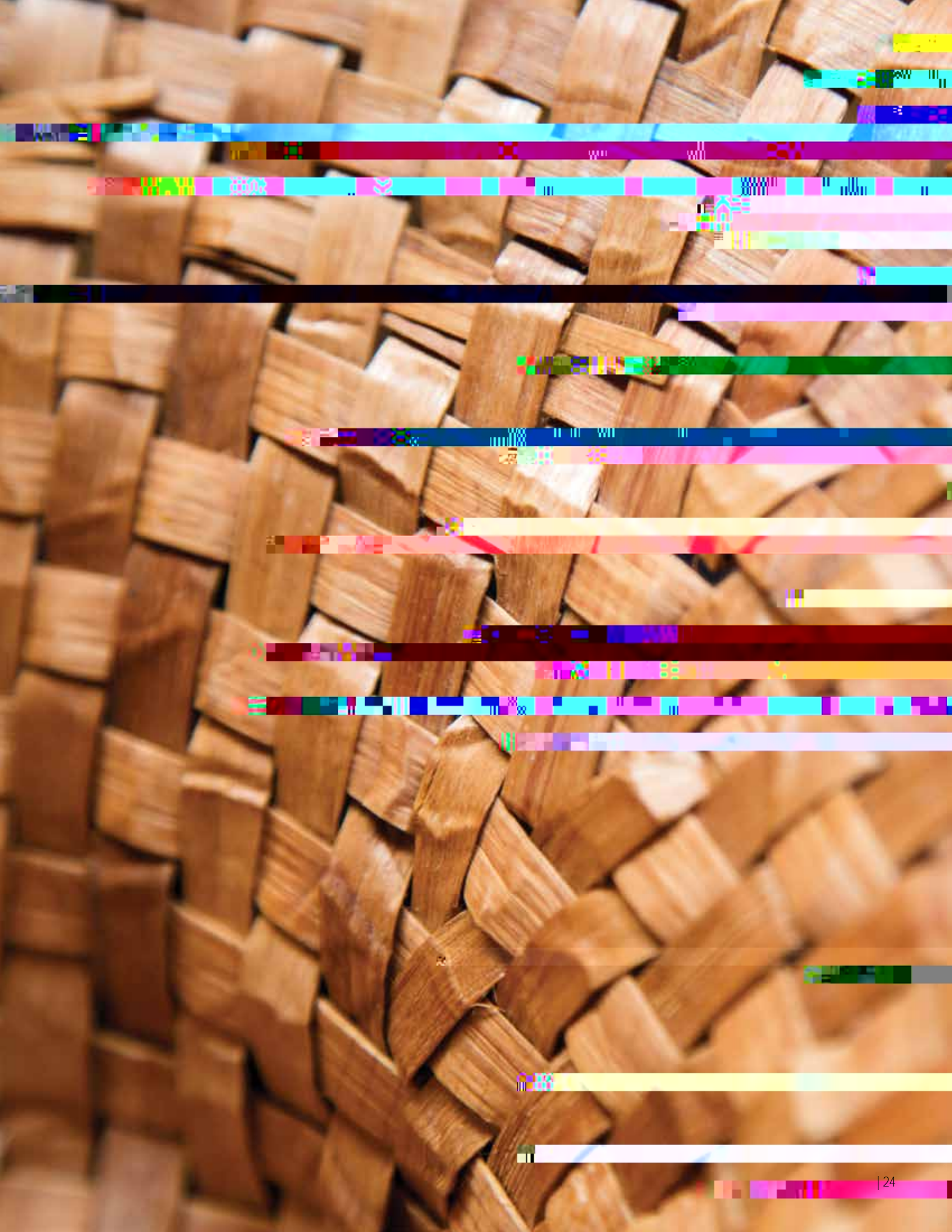




The university's programs should be inclusive and respect participants. Communication of Indigenous content and concepts is most effective when integrated into the design of programs. Indigenous faculty, Knowledge Keepers, Elders and communities can perform an important role in guiding program development. 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

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





STRAND 4

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.

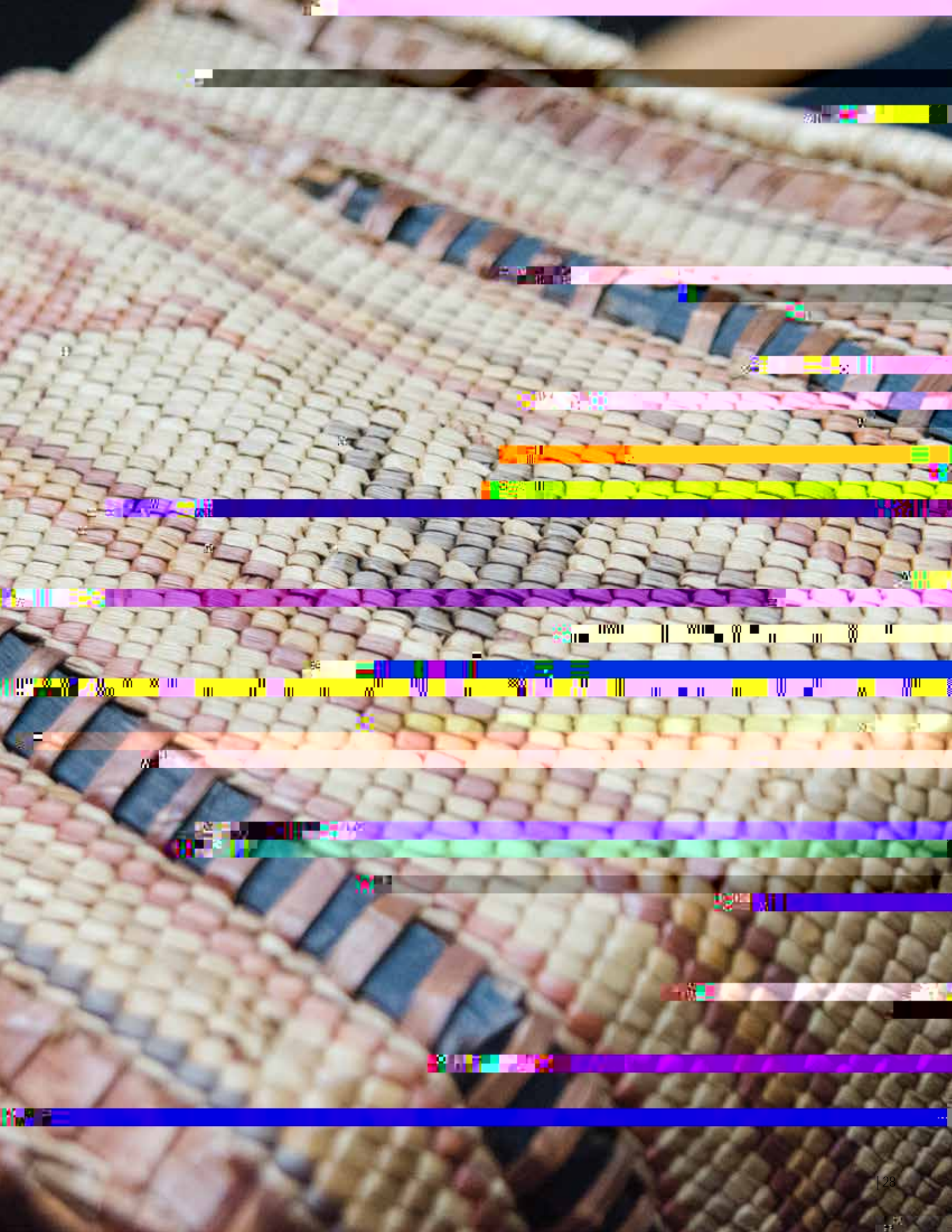
GOALS AND ACTIONS:

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.

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

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

THE PROCESS OF CREATING THE INDIGENOUS PLAN



POSTSCRIPT

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