Indigenous Plan
2017 - 2022

University of Victoria

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We acknowledge and respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.
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.
Message from Dr. Robina Thomas, Director, Indigenous Academic and Community Engagement, and Ruth Young, Director, Office of Indigenous Affairs

We raise our hands and say huy tseep q'u/meegwetch (thank you) 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 Directors and Co-chairs of the First Peoples House, we are 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. We are 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, we reflect on the teachings of Songhees Elder, Dr. Skip Dick, and are reminded that by honouring the stories and histories of our ancestors, we honour the paths of those yet to come. It is our 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 we look forward to collaborating with you on the hard work to come.

Robina Thomas
Director, Indigenous Academic and Community Engagement

Ruth Young
Director, Office of Indigenous Affairs
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, Aboriginal Health Leadership, 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 support programs, including the LE, NONET program, which provides bursaries, mentoring, emergency travel funding, and community-based internships.

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. (YELḰÁŦE), SENĆOŦEN Knowledge Keeper of the Tsawout First Nation, and Elder John Elliott (STOŁȻEȽ) 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’s Strategic Plan commits to building and strengthening respectful relationships with First Nations 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 people 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.

The university’s Strategic Plan focuses on four key areas: People, Quality, Community and Resources. Goals in these areas include “recruiting and retaining a diverse group of exceptionally talented students, faculty and staff and supporting them in ways that allow them to achieve their highest potential” and “offering high quality programs of teaching, research and support.” They also include “establishing UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of the region and the nation.” Additionally, the Strategic Plan identifies a need to “generate resources from both public and private sources to allow us to achieve our objectives and steward our resources in a sustainable fashion.” These four key areas – People, Quality, Community and Resources – 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, offers programs of teaching and research that have a vital impact and builds 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 you must work with a good mind and a good heart, always remembering your teachings, your birthright and your 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.
We want to keep at the forefront of the creation and implementation of this Plan, 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 Coast Salish 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 values are the Elders, knowledge keepers and community members whose wisdom continually guides us in all our work.

Lkwungen typeface -- Remember our ancestors/birthright
Lkwungen typeface -- Work Together
Lkwungen typeface -- Bring in your good feelings
Lkwungen typeface – 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.

Lkwungen typeface -- 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.

Lkwungen typeface -- **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.

Lkwungen typeface -- **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.

Lkwungen typeface -- **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 Indigenous Plan has five cedar strands, with goals and actions associated with each one:

1. Students
2. Faculty and Staff
3. Education
4. Research
5. Governance

**Strand 1 - Students**

Students are at the core of the university’s mission and goals. Objective 3 of the University of Victoria’s Strategic Plan – *A Vision for the Future: Building on Excellence* – is “to continue to increase the number of Indigenous students graduating from Faculties across UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.” 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 2014-15 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 2014-15.

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 level (see Appendix C). 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 people and communities. Many Indigenous people 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 family and community. 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 offered through the Division of Student Affairs (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

**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 both its 2012 Strategic Plan and 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, many 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 to ensure 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 Learning and Teaching Centre 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, 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, as indicated in Appendix A, 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 people and communities, are committed to ensuring that students are made aware of the history of Indigenous peoples in Canada and how past and current laws, policies and practices have systematically disadvantaged Indigenous people. 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 that they are of high quality and that 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 provide quality programming and develop 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, history and culture, 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 Learning and Teaching Centre 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

**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. As articulated in its 2012 Strategic Plan, 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 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.
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 Working 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, history and culture 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 Working Group, reporting to the Associate Vice President Academic Planning, will be convened to oversee implementation after the Plan is approved. Going forward, the Working 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.

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 people 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 people, 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.

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 a number 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. A list of consultation sessions is included in Appendix D. 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.
Appendix A: Overview of Indigenous-focused academic programs

Faculty of Education

Undergraduate Programs Diploma in Indigenous Language Revitalization
The Diploma in Indigenous Language Revitalization is a two-year program that aims to assist people who want to build on their Indigenous language proficiency, better understand the contexts in which Indigenous languages can be successfully taught, as well as gain some basic teaching skills. This may include people who are interested in a credential that will allow them to teach a First Nations language in a First Nation administered school or a BC public school. (A First Nations Language Certificate must be sought from the BC Ministry of Education through the support of the student’s local Language Authority). The Diploma in Indigenous Language Revitalization is delivered in a community-based, cohort-driven model, and which ladders into the Bachelor of Education in Indigenous Language Revitalization.

Bachelor of Education in Indigenous Language Revitalization
The Bachelor of Education in Indigenous Language Revitalization can also be offered as a community-based, cohort-driven program. It is designed for BC Indigenous community members who want to learn their language and become teachers of their language and in their language. The Bachelor of Education in Indigenous Language Revitalization is targeted towards those who want to become professional K-12 teachers in hopes of teaching in either a First Nations administrated or public school. Students will continue building their language capacity to ensure they are qualified to teach in an immersion context if desirable. Students enter this program after completing a Diploma in Indigenous Language Revitalization or the equivalent approved coursework. On completion of their Diploma, students enroll in two to three years of additional coursework to complete their Bachelor of Education.

Graduate Programs Indigenous Communities Counselling

The Department of Educational Psychology and Leadership Studies in partnership with Indigenous Education in the Faculty of Education and community partners have collaborated to develop a unique graduate counselling program that is relevant to and consistent with the values and traditions of Indigenous communities. The program requirement for the project-based MA degree is a minimum of 25.5 units of study. The thesis-based MA degree is a minimum of 28.5 units of study. This program is community-based and developed with the support and guidance of local Aboriginal communities. Seven key values and principles, developed together with Indigenous community partners, educators, and helping professionals, guide the program framework and delivery:

- The Indigenous paradigm as central
- The sacred and the spiritual dimension
- The ancestral dimension
- Stories, ceremony, culture, language, and communal healing
- The earth and our relatives
- The circle
- Counselling vocation and practice
Graduate programs in Indigenous Language Revitalization

The Graduate programs in Indigenous Language Revitalization within Indigenous Education are partnership programs with the Department of Linguistics within the Faculty of Humanities. They are full-time programs delivered in a flexible format, with a laddered structure and flexible entry opportunities. Courses are offered variously as summer institute programs, and blended formats combining face-to-face course delivery and distance learning, minimizing the on-campus requirements. As these are cohort-based programs, all candidates for the Indigenous Language Revitalization programs must move together through the sets of courses. Graduate programs include:

Graduate Certificate in Indigenous Language Revitalization
The certificate is based on 6.0 units of course work and includes a small-scale community-based project, usually completed within two terms. It ladders into the Masters of Art and Masters of Education in Indigenous Language Revitalization.

Masters of Arts in Indigenous Language Revitalization
This program is 16.5 units and designed to be completed over two calendar years. Students culminate their program completion with the defense of a thesis.

Masters of Education in Indigenous Language Revitalization
This program is 16.5 units and designed to be completed over two calendar years. Students culminate their program completion with a project.
Faculty of Fine Arts

Undergraduate Programs

Certificate Program in Foundations in Indigenous Fine Arts
This certificate program is offered through the Faculty of Fine Arts in co-operation with the En’owkin International School of Writing and Visual Arts in Penticton, BC. The program is designed primarily for mature Indigenous students who wish to develop specialized skills in creative writing and/or visual arts in an Indigenous context. Students may complete the program on a part-time basis but must successfully complete at least 13.5 units of course work over a period of two to six years.
Interdisciplinary Programs

Undergraduate Programs

Indigenous Studies Minor
The Faculty of Humanities and the Faculty of Social Sciences jointly offer an interdisciplinary program in Indigenous Studies intended to provide both Indigenous and non-Indigenous students with a core program incorporating Indigenous world-views and ways of knowing.

This is a general program leading to the Bachelor of Arts degree. Students may obtain a minor by completing the requirements for the general program together with a major or honours program, or other degree program, in another department or faculty.

The core program will prepare any student intending to enter a vocation jointly serving Indigenous and non-Indigenous peoples. It will further prepare Indigenous students enrolled in professional programs at the University of Victoria who are planning to serve in Indigenous communities. Students in the program are required to take the introductory course (IS 200) and the unit capstone course (IS 400) plus 7.5 units of approved 300-and 400-level courses.
Faculty of Humanities

Undergraduate Programs

Certificate in Aboriginal Language Revitalization

The Certificate in Aboriginal Language Revitalization (CALR) is offered in partnership between Department of Linguistics, and the Division of Continuing Studies, in partnership with the En’owkin Centre, Okanagan Nations. The certificate is designed to support the teaching and continuation of Indigenous languages in the schools and in the community.

Participants in the certificate program must complete six core courses and three elective courses. Students must take an elective course in an Aboriginal language or demonstrate other comparable experience such as proficiency in an Aboriginal language. The CALR is designed as a one-year program, primarily delivered in community, and in most cases in a cohort model. It is possible to ladder coursework on the certificate toward a diploma or degree program (Bachelor’s, Master’s or PhD).

The goal of the program is to develop understanding of the complex dynamics of language loss, maintenance, and recovery while also providing practical strategies for work in Aboriginal communities to preserve and revitalize threatened languages. This program is designed to honour traditional knowledge and practices, to recognize and accommodate the realities and needs of diverse communities, and to provide a foundation for both language revitalization activities and for further study in linguistics, education, and/or cultural resource management.

The core courses are offered in Summer Institutes at the En’owkin Centre in Penticton or at the University of Victoria, and at varying times during the year at other locations. Elective courses are offered at the En’owkin Centre, at the University of Victoria, or in community settings.
Faculty of Human and Social Development

Undergraduate Programs

Diploma in Aboriginal Health Leadership
This program is offered through the School of Public Health and Social Policy (PHSP) and the Faculty of Human and Social Development. Offered subject to funding, the diploma is a two-year, part-time, community-based program consisting of 18 units of course work offered at third and fourth year levels. The program has been designed to attend to the unique knowledge, skills and abilities required for health leadership within the context of Aboriginal people and communities. Applicants will be expected to have completed Grade 12 or equivalent. Ideally, applicants will have some post-secondary experience working in the health and social service sector; however, all applicants will be considered based on educational preparation and work experience. The program is offered using a blended learning approach, including distance education and in-community course offerings. Students attend a gateway onsite at UVic for an introduction to the program, and then take online courses, and two course-based on-sites in the community, one in year one and one in year two.

Diplomas in Indigenous Community Development and Governance
Delivery of this program is subject to enrolment and funding. The Diploma in Indigenous Community Development and Governance consists of 12 courses, taken two courses per term, over two years (six terms). Coursework is completed primarily online with some intensive faceto-face components. Further information is available at: http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergradprograms/index.php

Bachelor of Social Work
The School of Social Work offers a program of studies leading to the degree of Bachelor of Social Work (BSW) that is fully accredited by the Canadian Association for Social Work Education. Graduates are employed in a wide range of government and voluntary organizations such as family and children’s services, residential care facilities, community centres, mental health clinics, home health care, hospitals, women’s services, corrections and Indigenous social services.

Blended learning is the dominant approach to learning used at the school. This means those courses are taught through both web-based delivery and face-to-face contact with students.

1. Indigenous social work specialization
This specialization is a concentration within the BSW program and provides opportunities for Indigenous BSW students to focus their undergraduate program on preparing for leadership roles as helpers and healers in Indigenous communities and various Indigenous organizations. Students will co-create learning environments with other Indigenous students and faculty in the school.

2. Indigenous (child welfare) specialization
The intent of this specialization is similar to the Indigenous specialization with an emphasis on the wellbeing of Indigenous children, families and communities. Admission to the specialization is limited to Indigenous students of North America.
Diploma in Child and Youth Care in Indigenous Communities
The School of Child and Youth Care has responded to the child and youth care needs of specific cultural groups through the development of community-based, culturally sensitive course work. Certain specific admission criteria apply to applicants in this program. The diploma ladders into the 60-unit degree program in child and youth care.

Option One: Distance Learning. Students pursuing their diploma through the first option must be recommended by the appropriate Indigenous community review body for admission.

Option Two: Community Partnership. Students following option two will follow those criteria specified in a memorandum of agreement with each Indigenous organization. This course work is available only through specific Indigenous community partnerships. Completion of the two years CYC course work also allows the student to apply to the BC provincial government for certification and registration as an Early Childhood Educator, having met the requirements for basic and post-basic Certificates in Early Childhood Care and Education (ECCE) in BC.

Option Two: Community Partnership Bachelor of Child and Youth Care with an Indigenous Specialization
This stream is open to all Child and Youth Care students. The following courses must be completed to meet the requirements for the Indigenous stream. In addition to Core CYC courses, students enrolled in the Indigenous Stream take:

Diploma in Aboriginal Health Leadership
This program is offered through the new School of Public Health and Policy and the Faculty of Human and Social Development. The diploma is a two-year, part-time, community-based program consisting of 18 units of course work offered at third and fourth year level. The program has been designed to attend to the unique knowledge, skills and abilities required for health leadership within the context of Aboriginal people and communities. It is expected that students may have experience working in the health and social service sector and wish to further their education.

The Diploma in Aboriginal Health Leadership is a two-year, part time, community-based program consisting of 18 units of course work offered at third and fourth year level. The program is offered using a blended learning approach, including distance education and in community course offerings. Students are required to attend one onsite component at UVic; a gateway onsite provides an introduction to the program, and learning strategies (online learning) and two course based on-sites in the community, one in year one and one in year two.

Applicants will be expected to have completed Grade 12 or equivalent. Ideally applicants will have some post-secondary experience, however all applicants will be considered based on educational preparation and work experience.
Graduate Programs

Graduate Certificate in Indigenous Nationhood

The Graduate Certificate in Indigenous Nationhood provides an opportunity for students to specialize and focus on the intersections of governance, politics and law from a multidisciplinary perspective. The certificate comprises coursework from Indigenous Governance, Political Science and Law. A central aim of the certificate is to train students at an advanced level in the theoretical, methodological and applied aspects of the emerging field of Indigenous Nationhood in ways that will enable them to be future researchers and engaged community members and scholars.

The Indigenous Nationhood graduate certificate can be taken as a complementary program to a Masters or PhD in Indigenous Governance or as a stand alone program through Interdisciplinary Studies in the Faculty of Graduate Studies.

The Indigenous Nationhood graduate certificate program is currently being finalized and we plan to open it for applications later in 2017.

Master of Social Work, Indigenous Specialization (BSW Entry)

This is a specialized program of studies leading to the Master of Social Work (MSW) degree for social workers working in Indigenous social settings. Social workers working for and with Indigenous organizations work in a fundamentally different historical, cultural and administrative environment to those working for non-Indigenous settings. The Indigenous specialization is designed to provide social workers working in Indigenous communities with the opportunity to develop their knowledge and skills within this context. The MSW-Indigenous specialization degree requires a minimum of 15 units and completion can be through either a thesis or course-based option.

Students accepted into the foundation year without a BSW can request permission to complete the advanced year of their MSW degree within the Indigenous specialization.

The intake for the Master of Social Work with an Indigenous Specialization program at the University of Victoria is September of every other year. The program is offered through a combination of a summer institute and web-based instructional delivery. Students within the specialization will begin the (September) fall session by taking SOCW 521 and 523.

The MSW Indigenous specialization requires a BSW degree with a B+ (6.0) average as a minimum requirement for admission to the program. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. All candidates must have the equivalent of at least two years of full-time post-baccalaureate professional experience in an Indigenous social service setting. The distinctive feature of this specialized program is the requirement that this practice must be with an Indigenous social service setting.

Master of Social Work Advanced (BSW Entry)

The Master of Social Work (MSW) program at the University of Victoria is offered by distance delivery for BSW holders. The Advanced MSW requires a BSW degree with a B+ (6.0) average as a minimum requirement for admission to the program. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. All candidates must have the equivalent of at least two years of full-time post-baccalaureate
professional experience in a human service organization. Students accepted into the MSW Advanced Program will be expected to come to campus for a late August/early September intensive.

**Master of Social Work Foundation (non-BSW entry)**
This program entry is offered every second calendar year (odd years). Students accepted into the Foundation MSW Program will take both foundation core courses on campus. Entry to the Foundation MSW requires a BA degree with a B+ (6.0) average as a minimum requirement for admission to the program. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. All candidates must have the equivalent of at least two years of full-time professional experience in a human service organization. All updated information on our programs, delivery and applications can be found on the School of Social Work’s website.

**Master of Arts in Indigenous Governance**
The Master of Arts in Indigenous Governance (MAIG) is a multi-disciplinary program focused on traditional structures and ways of governance and encompassing the values, perspectives, concepts, and principles of Indigenous political cultures. Through teaching and research that respects both western and Indigenous traditions, methods, and forms of knowledge, students are provided with a strong foundation of basic and applied scholarly research with an emphasis on the nature and context of Indigenous governance and Indigenous-State relations in Canada and internationally. Website: [http://www. uvic.ca/hsd/igov/index.php](http://www.uvic.ca/hsd/igov/index.php)

**Appendix B: Overview of Indigenous student services and supports**

**Overview of admission programs**

- The University of Victoria welcomes applications from Aboriginal peoples of Canada, including those of First Nations, Métis and Inuit ancestry including non-status Aboriginal.

- We consider applications on an individual basis from Aboriginal peoples of Canada who don’t qualify under other categories of admission. The senate committee on admission, reregistration and transfer will consider each applicant’s educational history and non-educational achievements that indicate an ability to succeed at university. The Faculties of Education, Human and Social Development and Law hold a percentage of their seats for Aboriginal students.

**Special access:**
The University of Victoria is interested in extending university-level learning opportunities to residents of British Columbia who may not qualify under the regular categories of admission. The number of applicants admitted under this category is limited by the availability of university resources. Admission under the special category is not automatic. An applicant for admission under the special category must meet the following criteria:

- The applicant is at least 23 years of age by the beginning of the session applied, for and
- The applicant’s academic achievements have been significantly and adversely affected by health, disability, or family or similar responsibilities.

The Senate Committee on admission, re-registration and transfer selects candidates for admission on the basis of:

- their educational history
- non-educational achievement that indicate an ability to succeed at university

Applicants in this category must submit two special access reference forms from persons specifically able to assess the applicant’s potential for academic success. References from relatives will not be accepted. Applicants must be able to document the nature and extent of their circumstances, and demonstrate the impact these have had on their educational achievements.

Note: Applicants who have attempted a full year or equivalent of university-level courses are not eligible to apply under this category. Applicants under this category must also meet the prerequisites for the program they wish to enter.

2. First Nations, Métis and Inuit:
The university welcomes applications from Aboriginal peoples of Canada, including those of First Nations, Métis and Inuit ancestry (including non-status Aboriginal). Applications from Aboriginal peoples of Canada who do not qualify under the other categories admission will be considered on an individual basis by the senate committee on admission, re-registration and transfer. The committee will consider each applicant’s:

- educational history
- non-educational achievements that indicate an ability to succeed at university

Applicants who choose to apply under the “special access” or “First Nations, Métis and Inuit” category must submit two reference forms from persons specifically able to assess the applicant’s potential for academic success. If possible, one reference should be from a recognized Aboriginal organization. References from relatives will not be accepted. Applicants must also submit a personal letter outlining their academic objectives.

Faculty of Education

Indigenous Education within the Faculty of Education offers space and support for Indigenous students with a dedicated Indigenous Student lounge, and Indigenous Education Advisor/Coordinator who acts as a resource and advocate for Indigenous students in the faculty.

The Faculty of Education is committed to increasing the number of students with First Nations, Inuit and Métis ancestry in our programs and therefore encourages applications from Indigenous people. In recognition of the BC Ministry of Education’s mandate to increase access for Indigenous students, the Faculty of Education has developed special access initiatives:
1. Reserved Seats: 5% of the positions in all the faculty’s undergraduate programs will be held for Indigenous applicants who meet the Faculty of Education’s minimum program entrance requirements and Indigenous application requirements.

2. Exceptional admission: Exceptional students who do not meet the standard faculty requirements may be eligible for admission through a case-by-case review process.

Eligibility for special access: To be eligible for a reserved seat and/or exceptional admission, an applicant will need to submit the admissions application form for Indigenous students (available from teacher education advising or the School of Exercise Science, Physical and Health Education) in addition to the general admissions application or application to the School of Exercise Science, Physical and Health Education. Applicants will be considered for placement in the programs on an individual basis, taking into account such factors as Indigenous identity, academic performance, employment history, relevant experience with young people, evidence of participation within an Indigenous community and a letter of reference.

Faculty of Law

The Faculty of Law desires that the number of people of First Nations, Métis and Inuit backgrounds among the ranks of the legal profession increase substantially and, accordingly, encourages inquiries and applications from Aboriginal people.

Applications from Canadian Aboriginal people will be considered on an individual basis, taking into account such factors as academic performance, results of the LSAT, employment history, and letters of reference, and past, present and future connection with the Aboriginal community. Applicants with less than three academic years of post-secondary education are rarely offered admission.

If an applicant’s academic background is deemed appropriate, the admissions committee may make an offer of admission conditional upon successful completion of the Program of Legal Studies for Native People, conducted by the Native Law Centre at the University of Saskatchewan. The faculty fully endorses this program, and considerable weight is placed upon

First Nations, Métis and Inuit

The University of Victoria welcomes applications from Aboriginal peoples of Canada, including those of First Nations, Métis and Inuit ancestry (including non-status Aboriginal).

Applications from Aboriginal peoples of Canada who do not qualify under the other categories of admission will be considered on an individual basis by the senate committee on admissions, reregistration and transfer.

The committee will consider each applicant’s:

- educational history
- non-educational achievements that indicate an ability to succeed at university.
Applicants who choose to apply under the “Special Access-First Nations, Métis and Inuit” category must submit two reference forms from persons specifically able to access the applicant’s potential for academic success. If possible, one reference should be from a recognized Aboriginal organization. References from relatives will not be accepted. Applicants must also submit a personal letter outlining their academic objectives.

**Indigenous seats in the Faculty of Law**

**First Year J.D Aboriginal Applicant Category:**
The Faculty of Law desires that the number of people of First Nations, Métis and Inuit backgrounds among the ranks of the legal profession increase substantially and, accordingly, encourages inquiries and applications from Aboriginal people.

Applications from Canadian Aboriginal people will be considered on an individual basis, taking into account such factors as academic performance, results of the LSAT, employment history, letters of reference, and past, present and future connection with the Aboriginal community. Applicants with less than three academic years of post-secondary education are rarely offered admission.

If an applicant’s academic background is deemed appropriate, the admissions committee may make an offer of admission conditional upon successful completion of the Program of Legal Studies for Native People, conducted by the Native Law Centre at the University of Saskatchewan. The Faculty fully endorses this program, and considerable weight is placed upon the evaluation submitted by its director.

**Indigenous Student Support Centre in the Faculty of Human and Social Development**
As part of an ongoing commitment to supporting the success of Indigenous students, the Faculty of Human and Social Development (HSD) has launched an Indigenous Student Support Centre. The ISSC works closely with the First Peoples House and other Indigenous services on campus and ISSC staff are culturally grounded ambassadors both at UVic and within local communities. Navigating through your University experience can be overwhelming at times. The ISSC is here to help you succeed by being available to provide that extra support you may need.

The ISSC is responsible for supporting on-campus and distance Indigenous students enrolled in HSD schools:

- Nursing
- Public Administration
- Child and Youth Care
- Social Work
- Health Information Science
- Public Health and Social Policy
- Indigenous Governance

**What We Can Do for You**
- Provide cultural, emotional, and academic support
- Access to resources
- Quiet study space
- Offer a snack
- Weekly Talking Circle

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• Elders in Residence
• Events for Indigenous students to connect and unwind

Indigenous Advisor
Our Indigenous Advisor Shauna Underwood is Coast Salish from the Tsawout First Nation in WSÁNEĆ and the Samish Tribe in Washington, with roots in the Nez Perce Tribe in Idaho. As a recent graduate of HSD’s Child and Youth Care program, Shauna understands student needs and concerns. She is available for a wide variety of support including assisting with academic issues by acting as a liaison with HSD schools, connecting students with internal and external resources, as well as emotional and cultural support.

Whether you are in need of academic support, need to debrief about a class, or simply feel like a cup of tea, Shauna is here for you.

Connect with Shauna by email (hsdia@uvic.ca), phone (250-472-5431), or drop by the Centre anytime. We are open from 8:30am to 4:30pm Monday to Friday and are located in the HSD Building, Room B211.

Distance Students
Our services are available to you at a distance. We can support you in ways such as connecting you with Elders and tutors.
Appendix C  Indigenous Student Enrolments 2002-2015

Indigenous Student Enrolments by Faculty 2015-2016

<table>
<thead>
<tr>
<th>Faculty of Education</th>
<th>Faculty of Engineering</th>
<th>Faculty of Fine Arts</th>
<th>Faculty of Graduate Studies</th>
<th>Faculty of Human &amp; Social Dev.</th>
<th>Faculty of Humanities</th>
<th>Faculty of Law</th>
<th>Faculty of Science</th>
<th>Faculty of Social Sciences</th>
<th>Medical Sciences</th>
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## Appendix D Communication and Consultation

<table>
<thead>
<tr>
<th>Campus Communication and Consultation</th>
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<tbody>
<tr>
<td>Indigenous Academic Advisory Council</td>
<td>November 2015</td>
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<tr>
<td>Provost and President</td>
<td>January 2016</td>
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<tr>
<td>Indigenous Plan Consultation Event (campus-wide, half day consultation)</td>
<td>January 2016</td>
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<tr>
<td>International Academic and Research Planning Working Group</td>
<td>February 2016</td>
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<td>Student Affairs</td>
<td>February 2016</td>
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<td>Libraries</td>
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<td>Council of Centre Directors</td>
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<tr>
<td>ASP Advisory Council Meeting</td>
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<tr>
<td>CUE External Advisory Group</td>
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<tr>
<td>Learning and Teaching Centre</td>
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<td>Indigenous Academic Advisory Council</td>
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<td>Chairs and Directors Meeting</td>
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<td>Deans’ Council</td>
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<td>Executive Council</td>
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<td>Board of Governors</td>
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<td>Senate</td>
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<th>Off Campus Communication and Consultation</th>
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<tr>
<td>CUVIC 2016 Conference</td>
<td>28-29 April 2016</td>
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<th>Community Communication and Consultation</th>
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<td>Native Students’ Union</td>
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<td>Camosun College</td>
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<td>WSANEC School Board (representatives of the four WSANEC communities)</td>
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<td>Victoria Native Friendship Centre (representatives from Victoria Native Friendship Centre, Métis Community Services, Surrounded by Cedar, M’akola Housing were invited)</td>
<td>27 June 2016</td>
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<td>Songhees First Nation</td>
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<td>Elders’ Voices</td>
<td>22 September 2016</td>
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