

2020-21 Indigenous Plan Report

STRAND 1 | Students

GOAL AND ACTIONS:

1. Increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university.

a. *Enhance the role of Elders-in-Residence to build greater capacity for culturally appropriate teaching and learning*

- The Tri-Faculty Indigenous Resurgence Coordinator is producing a resource guide to help instructors invite knowledge keepers into the classroom.
- Elders-in-Residence spoke to instructors about culturally-appropriate teaching and learning approaches as part of a four-session symposium organized by a Psychology professor.
- The Faculty of Law actively involved Elders in its Indigenous Law Program. The Faculty of Human and Social Development, the School of Indigenous Governance, and the School of Public Health and Social Policy reported that Elders contributed to events and advisory groups.

b. *Formalize Indigenous Knowledge Keeper programming to build greater capacity for culturally appropriate teaching and learning*

- In the Department of Indigenous Education, community Knowledge Keepers are hired in all of the programs, including the Diploma, Masters and PhD in Indigenous Language Revitalization.
- The Research and Creative Works Strategy *Aspiration 2030* prioritizes “opportunities for community Elders and Knowledge Keepers to be involved in university research.”
- The Indigenous Studies program reports in 2021 that Senate approved the launch of Indigenous Studies 100 for 2022-23, centring extensive teaching by local Knowledge Keepers.
- The Dean of Humanities added a budget line to enhance the role of Knowledge Keepers in teaching and learning.
- University Libraries hosted *Indigenous Approaches to Holistic Wellness* for Wellness Week, with the goal of bringing Knowledge Keepers forward to staff, students, and faculty.
- In the School of Indigenous Governance, local Knowledge Keepers and Elders were consulted throughout the development of land- and water-based courses.

c. *Support pre-university as well as other outreach programs for Indigenous youth (e.g., Science Venture, a summer preparation term)*

- The Faculties of Science, Engineering, and Education developed a job description for a position currently in development, focused on Indigenous student outreach and inreach.
- In the Faculty of Science, several departments support outreach, including Observatory and Glover Greenhouse tours for school groups, Micro 200 labspace for Science Venture, and in-class presentations with the Victoria School-Based Weather Station Network.
- The Gustavson School of Business offered the Aboriginal Canadian Entrepreneurs (ACE) program and the 3C Challenge to local communities, such as Songhees and Halalt Nations.
- The School of Exercise Science, Physical and Health Education runs labs in conjunction with Science Venture for Indigenous high school students.

- In the Department of Anthropology, faculty and graduate students connected with Quw'uts'un youth to share in land-based learning through the *Commemorating Ye'yumnuts* partnership with Cowichan Tribes and SD79, and Tseshah First Nation youth participated in on and off-campus course activities through the UVic archaeological field school in Barkley Sound, receiving class credit for this academic experience at the Port Alberni High School.
 - The School of Geography co-led a research partnership between the Carcross/Tagish First Nation of Carcross, Yukon, and a Maasai Indigenous Youth community in Tanzania, that connected global Indigenous youth together around the importance of traditional knowledge in the management of natural resources (<http://www.thekeshotrust.org/ikg/>).
 - In the School of Geography, a professor held three PromoScience grants that reached more than 150 youth in communities with culture-science camps, classrooms in villages, etc.
 - The School of Environmental Studies continued its participation in the Living Lab Project, an outreach network for Indigenous youth to participate in archaeological research, eco-cultural restoration, and land-based learning in partnership with Songhees and WSANEC Nations and provided a \$5000 UVic Experiential Learning grant as part of the Mathews Lab Lekwungen Ethnoecology and Archaeology Project (LEAP).
 - The School of Social Work notes that it regularly offers information sessions to students in the Indigenous diploma programs from Camosun College as well as other Indigenous-focused diploma programs in Canada.
- 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)*
- The Tri-Faculty Indigenous Resurgence Coordinator hosted an Indigenous graduate student social event.
 - The School of Health Information Science supported and participated in the Mini-University and worked with high school counsellors and UVic Recruiting.
 - Co-op & Career hired two Indigenous work study students in the role of LE, NONET Indigenous Student Employment Assistant, who created a weekly digest for Indigenous students and helped to coordinate two Indigenous Mock Interview Clinics.
 - The Research and Creative Works Strategy *Aspiration 2030* identified “research mentorship opportunities for Indigenous graduate students and early career researchers” as a priority.
 - The Acting Associate Dean Academic of Social Sciences ran the Social Sciences Indigenous Student Mentorship program with the help of five Indigenous student mentors and co-sponsored Noon Networking events with the Tri-Faculty at the First Peoples' House.
 - In the Department of Anthropology, faculty participated in mentorship programs, and the archaeology field school involved Indigenous youth in experiential learning with undergraduate students, including the participation of a youth leadership group ‘Warriors Program’ in the excavation at a Tseshah heritage site in Pacific Rim National Park Reserve.
 - In the Department of Geography, a faculty member hired and hosted several research interns from Indigenous communities each season as part of his coursework.
 - The Department of Psychology undertook outreach to support BIPOC Psychology undergrads to apply to the first-ever Summer Research Opportunities Program (SROP) in Canada.
 - In the School of Indigenous Governance reports that IGOV alumni play an ongoing mentorship role for current and prospective IGOV students.
 - The School of Nursing hosted a BSc in Nursing Student Circle in collaboration with Camosun College, facilitated by Camosun's Indigenous student advisor and UVic Indigenous faculty.

- The School of Social Work started the Black, Indigenous, and People of Colour (BIPOC) Student Support Circle, and is planning to implement a Métis Student Circle as well.
- 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*
- The Foundation in Fine Arts Program at En'owkin Centre, offered through Continuing Studies, received Aboriginal Service Plan funding to re-engage previous students who for various reasons were not able to complete the program and to support retention and success.
 - In the School of Indigenous Education, the Indigenous Language Programs staff advise and mentor Indigenous students across campus and in community.
 - In the Department of Anthropology, faculty worked to facilitate Indigenous graduate students joining the program, including connecting with families and students pre-admission.
 - The School of Geography, in partnership with the Kesho Trust, is accessing the new Social Sciences and Humanities Research Council Partnership Development Grant funding.
 - The Indigenization Advisor and Associate Teaching Professor with the Department of Psychology, hosted a meeting between PSYC faculty and the UVic Native Student Union.
 - The Faculty of Law has two full-time Indigenous staff positions to assist with providing mentorship and support for Indigenous students – the Director of Indigenous Initiatives and the Indigenous & Cultural Support Liaison.
 - The Tri-Faculty Indigenous Resurgence Coordinator has been working to establish connections across all points of contact for Indigenous students.
 - The Faculty of Health and Social Development maintains the Indigenous Student Support Centre.
 - The School of Indigenous Governance has continued providing personalized, one-on-one advising and mentorship to prospective students through the inquiry phase, to application submission, and finally admission to the program.
 - The School of Health Information Science, regularly participating in outreach and recruitment events, reports actively advising and mentoring Indigenous students, from point of outreach through to developing customized learning opportunities.
 - In January 2021, the School of Social Work hired a Program Assistant, Indigenous Programs to provide students with an initial point of contact.
- f. *Increase the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus*
- The Faculty of Science, Engineering, and Education (EPHE) are developing a *Pathways* program for Indigenous students.
 - In the Faculty of Education, the Diploma in Indigenous Language Revitalization Program uses special access processes.
 - Leadership Studies employs the mature student entry process.
 - The Department of Economics provides an Aboriginal Scholarship in Economics.
 - The Department of Geography notes two funding opportunities and one new grant supporting Indigenous student participation in field schools.
 - In early 2021, the Clinical Psychology Graduate program within the Department of Psychology set a new policy of guaranteeing an admissions interview to any applicant who identifies as Indigenous.
 - The Faculty of Law's JID program has space for 25 students per year. The faculty is actively recruiting Indigenous students, but has thus far been unable to recruit to that number.

- The Department of English planned to offer an Indigenous section of *ATWP 135: Academic Reading and Writing*, which is one of the Academic Writing Requirement courses.
- The School of Indigenous Governance notes that Indigenous students hold 80% of seats in the IGOV program.
- The School of Nursing has increased the number of reserved seats for Indigenous students in the BSN program from 8 to 16.
- In 2020, the School of Social Work notes that it implemented the first ever Decolonial Equity admissions process. Indigenous intake in the BSW went from 13% of accepted applicants in 2019 to 22% of accepted applicants in 2020. Further, the full cohort from 2020's intake for the MSW-Indigenous specialization stream is Indigenous.

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*

- In the Faculty of Science, the Science EDI Council was formed with representatives from all six units, including the Tri-Faculty Indigenous Resurgence Coordinator who is guiding Indigenous EDI decisions, and all units were asked to add territory acknowledgements to their websites.
- University Libraries directly supports Indigenous students through the Indigenous Education/Indigenous studies librarian, and training to enhance culturally-aware service.
- The Math Department provided specialized training for Teaching Assistants tutoring in the First Peoples House and held an EDI colloquia inclusive of Indigenous mathematics.
- The School of Earth and Ocean Sciences formed an EDI committee on Indigenous inclusion
- The Gustavson School of Business hosted two workshops for faculty and staff to attend virtually for Indigenous History Month: *The Indian Act* and *The Truth and Reconciliation Report*.
- Co-op & Career received \$154,900 in funding from the BC Ministry of Advanced Education and Skills Training to develop resources that will help post-secondary institutions to develop or enhance Work-Integrated Learning (WIL) programs.
- In the Faculty of Education, EPHE revised learning objectives and course content to include more Indigenous ways of knowing and being, and guest speakers were invited to share this with a variety of classes. In EPLS, Leadership Studies now has the option for Indigenous Masters students to take an oral rather than written comprehensive exam, and a motion passed that the Territory Acknowledgement and Diversity Policy be in all course outlines.
- The Division of Learning and Teaching Support and Innovation is co-developing protocols of engagement with PEPÁKEN HÁUTW, and using that work as a model for Indigenous and other community partners. LTSI's TA conference provided a session on Indigenous Learning Methods, and Technology-Integrated Learning has adopted *Pulling Together: A guide for Indigenization of post-secondary institutions* as required on-boarding material for new TIL staff. 15 EQHR's Anti-Racism Trainings were completed by staff in 2020-21.
- In collaboration with EQHR and IACE, LTSI developed a set of guidelines for creating inclusive classrooms. The division also created a page on their "Learn Anywhere" site specifically for Indigenous students:
<https://onlineacademiccommunity.uvic.ca/LearnAnywhere/indigenous-student-resources/>
- Aspiration 2030 identifies "A commitment to Indigenous scholarship" as one of the five Aspirations comprising its vision.

- The Department of Anthropology has prioritized limited Indigenous hires in its hiring plan, and successfully recruited two Indigenous scholars who started in July 2021. The department also welcomed an Indigenous colleague as a regular faculty member.
- The Department of Anthropology also notes that a wide range of undergraduate anthropology courses value or centre on Indigenous ways of knowing and being, and one of their core graduate seminars is taught in full partnership with a local First Nation. Anthropology holds Indigenous welcome events within the department, coordinated through long-term collaborations. They have also held a comprehensive doctoral exam completely engaged with Indigenous knowledge with an Elder on the examining committee. The department has also facilitated the refinement of the language requirements for their doctoral program to accommodate the demonstration of Indigenous language proficiency in collaboration with local Indigenous language authorities.
- The School of Environmental Studies developed and expanded use of an explicit statement of commitment toward decolonization on its website and many syllabi, and offered three new upper-level and graduate courses explicitly focused on decolonization, two of which were taught by Indigenous faculty.
- The Department of Geography has established an Elders Advisory in the GEOG 491 Community-Based Participatory Research course, in partnership with the Victoria Native Friendship Centre.
- A faculty member in the Department of Psychology gave presentations on developing relationships with Indigenous community members, Indigenous epistemologies, and decolonizing psychology.
- The Department of Sociology has adopted a new Strategic Plan (2021-26) for the department that includes the goals of supporting faculty members in acquiring training and understanding of Indigenous forms of knowledge, and in further decolonizing courses and embedding Indigenous ways of knowing into their teaching.
- The Faculty of Law is in the process of revising its equity statements to ensure that it is supporting the development of this community.
- The Dean of Humanities has asked that all departments include the territorial acknowledgement on their website and in their email signatures. Humanities partnered with the Moose Hide Campaign for Humanities Literacy Week and Indigenous alumni featured as a judge for the undergraduate student Unessay Competition.
- University Libraries developed and delivered a *Foundations of Decolonization Learning Series* for staff. The Library Department also installed the *Fearless Sisters Rising* mural in Mearns-McPherson through a stewardship agreement with the Kinship Rising land/body/art collective.
- The School of Child and Youth Care has updated its Mission Statement and Values to identify three major goals with respect to inclusive curricula, diverse research, and social justice
- The School of Indigenous Governance notes that all of its faculty and staff come from diverse Indigenous identities, contributing to a diverse and inclusive community for all.
- The School of Nursing maintains its Indigenous Initiatives Committee.
- The School of Public Health and Social Policy syllabus template was revised to ensure that Indigenous values and ways of knowing are welcomed in all of its courses.
- As part of the School of Social Work's Decolonial Equity Admissions Process, the school welcomes and actively recruits applicants from communities that experience historical and present-day systemic discrimination and marginalization, and who are committed to social justice, equity, anti-racism and decolonization.

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

- In the Faculty of Science, the EDI Council is working to revise course content, and the TFIRC is developing instructor resources.
- The School of Child and Youth Care notes that it has improved support for its Indigenous students by adding two courses restricted to Indigenous students: *CYC 105 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Sage* and *CYC 305 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Cedar*. These full-credit courses provide a safe circle context for students to share their experiences and develop connections. The school also notes that Dr. Nicholas XEMTOLTW Claxton, CYC faculty member, led the development and delivery of HSD 460 Special Topics course: *ŁE,ČÁNEK TFE TENEW, Land, Language, and Practices of Wellness*. CYC also has an Indigenous stream for its Undergraduate program. They note that while the stream is open to non-Indigenous students, it does provide Indigenous students with an opportunity to specialize, and fosters respect for and deeper understanding of the strengths of their heritage. The recent formalization of CYC 355, *All My Relations*, as a core course that can substitute for a similar but less culturally-specific course is one example of this in practice.
- Indigenous students can access the LE,NONET Preparation Seminar, which is an equivalent course to the Introduction to Professional Practice, a mandatory course for co-op eligibility.
- In the Faculty of Education, the Teacher Education Program launch featured the keynote speech "Schools as Places of Healing: Truth, Reconciliation, and Education" and the Faculty hosted a session offered by Indspire "Climbing the Mountain: Education for Reconciliation."
- Acting Associate Dean Academic of Social Sciences served on the Orange Shirt Day Committee.
- The Department of Anthropology notes extensive course offerings.
- Three Economics courses received revisions and additions to their curriculum.
- The School of Environmental Studies offered three new upper-level and graduate courses explicitly focused on decolonization, two of which were taught by Indigenous faculty.
- The Department of Psychology notes that a part-time Indigenization Advisor for the Department provides consultation on research, counselling, and relationships. She provides dialogue and resources on Indigenization of curriculum, multicultural competency advising for counselling and assessment, and/or ethical consideration for Indigenous research.
- Through the Indigenous Resurgence Fund, the Department of Psychology funded four Clinical graduate students to complete the 8-week San'yas Indigenous Cultural Safety Training. Additionally, the Clinical Psychology Graduate Program hosted several talks presented by Indigenous Psychologists concerning mental health, counselling, and treatment implications for Indigenous peoples within a colonial context.
- The Faculty of Law offers a special part of its Legal Process and Legal Research and Writing Courses that outlines the history and the impacts of colonization.
- The Department of French introduced a new Indigenous-focused course in 2020-2021: *FRAN 426: Indigenous Literatures of Canada or the Francophone World*.
- The Faculty of Humanities launches its new breadth requirement in May 2020, which includes Indigenous Studies and Indigenous Language Revitalization courses.
- University Libraries notes that it hosted a number of events.

- The School of Child and Youth Care cites *CYC250: Law, Indigenous People, and the TRC Calls to Action* as an attempt to provide foundational knowledge in this area, but faculty have also determined that weaving this knowledge throughout the curriculum is a key priority going forward.
 - The School of Indigenous Governance states that its mandate and objectives are to support Indigenous futures in the context of communal health, relational governance, non-exploitive stewardship, spiritual well-being, sustainable environments and economies, and social political relations.
 - The School of Nursing states that BSN students take two mandatory classes toward this outcome. In year 1 at Camosun College, students take Health 111, which addresses the TRC Calls to Action for health care providers. Then, in year 3 at UVic, students complete NURS 484: *Understanding Indigenous Health and Well-being*. The school notes that both courses are taught by Indigenous faculty.
 - During this reporting period, the School of Public Administration created an undergraduate course in Indigenous Governance.
 - the School of Public Health and Social Policy reports that audit results were made available to course instructors so that curriculum updates could be made. In addition, in 2020/21, a Professor received an LTSI grant to formally update/further decolonize undergraduate PHSP courses.
 - The School of Health Information Science undertook a curriculum review recently to increase learning opportunities. The school notes that it has two courses – HINF140 and HINF230 – that are taught with special emphasis on Indigenous communities.
 - The School of Social Work notes that it offers two Indigenous specializations in the BSW Program (Indigenous Specialization and Indigenous Child Welfare Specialization) and one Indigenous specialization in the MSW program. Admission to the BSW Indigenous specializations is limited to students of Indigenous ancestry. Regardless of specialization, all BSW and MSW students are required to take 2 Indigenous-focused courses within the program, and Indigenous scholarship is incorporated in all Social Work courses.
- c. *Further develop and enhance processes to deal with racism and discrimination at the university to support Indigenous students to safely address such concerns*
- In the Faculty of Science, the Department of Physics incorporated components of their Equity Plan into the new Physics Strategic Plan, and the Department of Biochemistry and Microbiology website now includes EDI section with links to resources for students.
 - LTSI notes that it hired “substantial numbers” of term staff in order to accommodate the dynamics of the pandemic. Each of these staff members received two levels of EDI training as part of their on-boarding, and all LTSI staff were strongly encouraged and provided working hours to access anti-racism and ICAT training.
 - The new Research and Creative Works Strategy *Aspiration 2030* identifies “A commitment to Indigenous scholarship” as one of the five Aspirations outlining its vision. One of the actions identified under that aspiration is “develop culturally-appropriate research-related resources and spaces, and ensure they are widely accessible to Indigenous scholars, students, and Indigenous Nations, communities, collectives, and organizations.”
 - The Faculty of Social Sciences’ Equity and Diversity Committee began organizing an Anti-Racism workshop for SoSc faculty, staff, and students.
 - The Department of Anthropology notes that it has developed a Code of Conduct document for its off-campus archaeology field school in Nuuchahnulth territories.

- The Faculty of Law undertook an equity audit to ensure that its processes deal with racism and discrimination in an appropriate way.
- The Dean of Humanities encouraged chairs and directors to have members of their units complete the ICAT and anti-racism training.
- All members in the office of the Dean of Humanities completed the ICAT and most completed anti-racism training.
- The School of Child and Youth Care notes that it works closely with HSD's Indigenous Support Centre to resolve issues as needed.
- Indigenous Governance faculty note that they have been consulted on and led anti-racism and discrimination interventions across the university.
- The School of Nursing has integrated "Experienced or Witnessed Racism" into its Incident Event Reporting Form, which they use during clinical practice. The school also developed a workshop assisting clinical instructors in supporting student nurses who witness or experience Indigenous-specific racism during clinical practice.
- The School of Public Administration offered a training on creating safe and inclusive spaces.
- The School of Health Information Science works with HSD's ISSC.

3. Ensure stable institutional support for Indigenous student services.

a. *Continue to develop support for the LE, NONET program and work towards sustainability for this programming through the enhancement of funding, bursaries and support for community internships*

- The LE, NONET Experiential Learning Coordinator and Indigenous Co-op Coordinator successfully placed students in community internships and research apprenticeships.
- Within the Department of Anthropology, a faculty member continues to lead the LE, NONET seminar and two faculty members supported LE, NONET by taking on research mentorship.
- The Indigenous Studies Program notes that it includes LE, NONET in all breadth areas of the Indigenous Studies curriculum.
- The Associate Dean Academic of Humanities worked with International Co-op to support enhanced LE, NONET programming for incoming co-op students.
- The School of Indigenous Governance notes its wholistic advocacy.
- The School of Social Work maintains the Elizabeth Hill Chi-Meegwetch Fund to assist Indigenous BSW students with their learning journey.

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

- In the Faculty of Science, a new Indigenous Science Undergraduate Research Award has been developed and a Science Emerging Researcher Award for under-represented groups is being developed, in addition to four Indigenous-specific awards in the Sciences.
- Co-op & Career provides Strategic Framework Experiential Learning Funding (SF-ELF) for the Indigenous International WIL Exchange Program travel award of \$10,000 and Indigenous Co-op Education Wage Subsidy Program funding of up to \$5,000.
- The new Research and Creative Works Strategy *Aspiration 2030* identifies "A commitment to Indigenous scholarship" as one of the five Aspirations outlining its vision. One of the actions identified under that aspiration is "to increase the profile of Indigenous research through new awards and recognitions."

- The Department of Anthropology notes that six Indigenous graduate students in Anthropology received grants and fellowships, and that a Tsawout Elder was awarded the Dean of Social Sciences' Diversity Entrance Scholarship to undertake her PhD in Anthropology
- The Department of Geography created the Salish Sea Graduate Fellowship for geography students, with preference given to Indigenous students.
- The Faculty of Law notes that it has obtained substantial funding for Indigenous scholarships and bursaries, and that this continues to be a growing area of successful fundraising.
- The Faculty of Humanities identified the Christine Welsh Scholarship for Indigenous Gender Studies Students as its fundraising priority for Giving Tuesday.
- The Faculty of Humanities received a legacy bequest of \$95,000 and established the Mary Nadu Scholarships for Indigenous Undergraduate Students in the Humanities.
- The School of Child and Youth Care notes one scholarship limited to academically-strong Indigenous students.
- The School of Public Health and Social Policy notes that the Charlotte Loppie award is available annually to its Indigenous undergraduate students, with preference given to mature (22 years or older) Indigenous women.
- The School of Nursing has the Nancy Lee Graduate Scholarship.
- Through donations and development funds, the Dean of Human and Social Development was able to increase emergency funds from \$500 to \$700 per application.
- The School of Social Work equally distributed graduate entry scholarships amongst all of its Indigenous-stream Masters of Social Work students.

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

- The Office of Indigenous Academic and Community Engagement (IACE) moved all of their support services for Indigenous students and cultural activities online, in response to the COVID-19 pandemic, and subsequently saw a 200% increase in students served.
- Continuing Studies and IACE supported the En'owkin Centre to pivot its programs and courses online, providing laptops for instructors, access and training in Brightspace and Zoom
- Continuing Studies supported Indigenous partners to continue with Certificate in Indigenous Language Revitalization (CILR) programming during COVID-19 and transition online.
- The Indigenous Co-op Coordinator delivered Virtual Indigenous Mock Interview Clinics.
- The new Research and Creative Works Strategy Aspiration 2030 identifies "A commitment to Indigenous scholarship" as one of the five Aspirations outlining its vision. One of the actions identified under that aspiration is to "provide dedicated support for Indigenous-led research and creative endeavours."
- The Division of Learning and Teaching Support and Innovation notes that the Centre for Academic Communication continued the provision of writing supports directly tailored to Indigenous students through the transition to online work. In 2020-21, 198 students accessed supports, comprising 138 graduate students and 60 undergraduates. LTSI also notes that Math and Stats Assistance continued the provision of regular tutoring and workshop sessions offered through First Peoples' House, which was further coordinated by IACE staff during the transition to online ed.
- The Faculty of Law notes that it has two full time, continuing staff positions to mentor and support indigenous students in addition to a counsellor and Indigenous student association.

- The School of Indigenous Governance notes that it has worked closely with the Faculty of Graduate Studies to increase funding beyond base amounts, and to work creatively with policies to support students from outside of Canada.
 - The Faculty of Human Social Development continues to offer supports to Indigenous students through the Indigenous Student Support Coordinator.
 - In 2020/21, the School of Social Work has continued to increase supports to Indigenous students by recruiting a Program Assistant, Indigenous Programs; by revising one of its advising positions to focus more on providing student support for the BSW program; by creating a MSW PEA Advisor position with the graduate program; by starting a BIPOC Student Support Circle and the Métis Student Support Circle; and by identifying an Indigenous Faculty Liaison for Indigenous students for all field courses.
- 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*
- The School of Indigenous Governance notes that it has been engaged in the work of CAS.
 - The School of Social Work notes that as part of their formal governance structure, the Indigenous Circle (IC) has oversight on all Indigenous courses, and provides leadership for the Indigenous specializations for both BSW/MSW programs. The IC also provides leadership in general to BSW/MSW curriculum development, particularly in regard to core course requirements, policies and procedures, ceremonial work, and support to Elders, Old Ones, and Knowledge Keepers who work with the school.
- e. *Map support services for Indigenous students across UVic to assess potential gaps or needs as a means of retaining Indigenous students*
- The Department of Geography notes that it has partnered with IACE and the Native Student Union in the past in its Community Mapping class in order to begin this process.
 - The Tri-Faculty Indigenous Resurgence Coordinator is currently mapping support services for students in the Faculties of Humanities, Science, and Social Sciences.
 - The School of Indigenous Governance notes that it has revitalized its new student orientation to bring support service information directly to 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*
- The Faculty of Science notes that it is promoting land- and ocean-based courses on their website.
 - Continuing Studies, through the CILR program, offered land-based learning for three communities: Piruvik - *LING 156 Inuit Cultural Well-being*; Tlicho Government - *LING 187 Special Topics: Experiencing the Land through Language*; Nunavut Arctic College - *LING 187 Special Topics: Language and Land*.
 - The Indigenous Co-op Coordinator successfully placed Indigenous students in LE, NONET Community Internships (5), a Research Apprenticeship (1) and co-op work terms (87).
 - The Department of Indigenous Education notes that they still included activities that connected students to place and Indigenous land-based learning despite COVID restrictions.
 - The Vice-President Research notes that their office works together with CIRCLE to provide these opportunities

- The Faculty of Social Sciences notes that it continues to provide support for field schools and courses, some of which involve community- and land-based experiential learning.
- The Department of Anthropology notes LE, NONET and Graduate student participation in community research. The department also notes that a core graduate theory seminar (ANTH585/685) spends every second week in land-based learning in partnership with Cowichan Tribes.
- The School of Environmental Studies notes that it continued to offer the Tl'ches field course, which is focused on ethnoecological methods, in close collaboration with and active participation of the Songhees Nation. The school also continued to offer its field course on environmental law and policy in collaboration with Huu-ay-aht First Nation.
- The Department of Geography cites GEOG 453, as well as a Community-Based Participatory Research course.
- The Faculty of Law notes that the JID includes two terms of community-based/land-based education experience. The JD students were also offered a field school opportunity.
- The Indigenous Studies Program has established its major, which offers land-based courses.
- The Faculty of Humanities notes that it collaborated with Social Sciences to deliver a workshop on running field schools safely during COVID-19, which they state was half-focused on Indigenous land-based learning.
- University Libraries notes that they are exploring how land-based education, and extension of library concepts to the land, can expand and assist the university's experiential learning.
- The School of Child and Youth Care notes that an SCYC faculty member led the development and delivery of HSD 460 Special Topics course: *ŁE, ŁÁNEŁ TŁE TENEW, Land, language, and practices of wellness*.
- The School of Indigenous Governance developed one new land-based course and revitalized existing courses to expand engagement in community.
- The School of Nursing re-established its Indigenous community partnerships, resulting in clinical practice placements for year 3 and 4 practice courses.
- The School of Social Work offers introductory, specialized, graduate, and community-based courses with embedded land-based educational opportunities.

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

- In the Faculty of Science, funds were provided to support Indigenous speakers and researchers to present in departmental seminars, including an Opaskwayak Cree Elder who presented a public talk on sky stories.
- In the Gustavson School of Business, all Executive Education programs delivered in Indigenous communities include Elder participation and support.
- Co-op & Careers engaged an Elder and Indigenous academic partners in the Indigenous Work-Integrated Learning Resource Hub Advisory Committee.
- In the Department of Indigenous Education, all of the courses (DILR, MILR, PhD, and Summer Institute) included Elders, Knowledge keepers and Artists-in-Residence, and the language programs (DILR, MILR, PhD) hired community Elders as language mentors.
- The Department of Anthropology regularly invites an Elder to welcome students with good words. The department also notes that Elders and Knowledge Keepers regularly contribute to Anth 585/685 and Anth 433/530, with honoraria funded by the Social Sciences Indigenous Resurgence Fund.
- The Department of Geography notes that a faculty member spends >\$3,000/year of research funds for honoraria paid to Elders and Knowledge Keepers, as well as to top up the pay of a

community-based knowledge keeper who co-teaches with GEOG 453. The Community-Based Participatory Research course received a CEL grant to support the Elders' Advisory as well as honoraria/gifts for Elders to participate.

- The Faculty of Law notes that it has actively increased the roles of Elders and Knowledge Keepers within its educational and support offerings.
- The Faculty of Humanities notes that Elders and Knowledge Keepers continue to be involved in particular courses across its departments.
- University Libraries notes that they consulted on, and are in the process of establishing, an Elders and Knowledge Keepers Advisory Circle.
- The School of Indigenous Governance notes that they developed and revitalized MA programming and curriculum, re-establishing its Advisory Council to seek advice from Knowledge Keepers and Elders on the direction for curriculum and program initiatives.
- The School of Social Work invites Elders to its initial intensive orientation courses for both the undergraduate and graduate programs.

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

- The Faculty of Science is promoting AISES.ca (Canadian chapter of the American Indian Science and Engineering Society) with plans to support an AISES group at UVic. The Math Department is revitalizing MATH 315 - History of Math, to explore math from a diversity of Indigenous cultures (Spring 2022).
- Co-op & Careers has been meeting with university partners in Australia to build on the successes of the Indigenous International Exchange Program and anticipate reactivating the exchange program and sending Indigenous UVic co-op students to Australia by May 2022.
- In the Indigenous Education Department, all of the courses (DILR, MILR, PhD, and Summer Institute) included international Indigenous perspectives in the curriculum; international students participated in the graduate programming; and guests from many different nations and territories contributed to course presentations, speaker's series and research projects.
- The Department of Anthropology notes its tremendous fortune in the recruitment of an Itelmen scholar who has significant international experience.
- The Department of Geography's SSHRC grant funds an international research partnership bridging together Inuit youth from Carcross/Tagish First Nation and Maasai youth from Tanzania to share perspectives on the importance of traditional knowledges in resource management and sustainability.
- The Associate Dean Academic of Humanities and the Tri-Faculty Indigenous Resurgence Coordinator are developing an Indigenous Implementation Strategy for the Humanities. This includes developing opportunities to bring international Indigenous perspectives into the Humanities curriculum, and to explore new international Indigenous education and research exchange opportunities (e.g. in Ecuador by the Department of Hispanic and Italian Studies).
- University Libraries notes that it maintains international relationships through the office of the Associate University Librarian-Reconciliation. Forthcoming efforts such as the *Archive Unbundled Podcast* will attempt to build bridges between the local and the global.
- The School of Child and Youth Care's renewed graduate program outcomes and course descriptions also require that the school draw on international BIPOC scholarship, and that grads will link their assignments and theses to their own home communities and Nations.

- The School of Indigenous Governance continues recruitment of new faculty members to enhance the diversity of international perspectives of Indigenous governance in the program.
 - The School of Nursing notes that it has integrated Indigenous perspectives in its 3rd-year Global Health course.
 - The School of Public Health and Social Policy is developing co-teaching in INGH405 (*Global Indigenous Health*) with the University of Wollongong, Australia.
 - The School of Health Information Science notes that its curriculum has a strong emphasis on internationalization and the development of technology for underserved people.
 - The School of Social Work enjoys good relationships with several Maori scholars.
- d. *Profile the success of Indigenous students on websites and in UVic publications*
- Several departments reported sharing the accomplishments of Indigenous students in their newsletters, webpages, and social media channels.
 - The Faculty of Science is utilizing the Indigenous alumni list to find researchers to profile.
 - The website for the Aboriginal Canadian Entrepreneurs (ACE) program regularly profiles grads
 - Continuing Studies profiled Certificate in Indigenous Language Revitalization graduates in a Facebook video, the Continuing Studies website and an article in UVic news:
<https://www.uvic.ca/news/topics/2021+asleep-no-more+news>.
 - Indigenous co-op students were profiled in the Times Colonist and UVic's Viewbook.
 - The Division of Learning and Teaching Support and Innovation notes that the first edition of the *Indigenous Arbutus Review*, in collaboration with the Indigenous Mentorship Network of the Pacific Northwest (IMN-PN), was published.
 - The Department of Anthropology's Visual Research Lab featured its Indigenous students and alumni on the department's newly launched website.
 - University Libraries maintains a number of publications, including the *Ampersand* and a faculty newsletter. These communications outputs often highlight Indigenous content, with an increased focus being placed on this moving forward. In addition, Libraries notes that it conducted a review of its social media following and enhanced its awareness of Indigenous social media producers.

STRAND 2 | Faculty and Staff

GOAL AND ACTIONS:

1. Increase the recruitment, retention and success of Indigenous staff.

- a. *Support units and faculties to recruit and hire Indigenous staff, including members of Coast Salish and First Nations in our region, in accordance with the University of Victoria Employment Equity Plan 2015–2020*
- The Faculty of Science provides Indigenous mentors to newly hired staff.
 - Co-op & Career successfully added a full-time, base-funded position for the Indigenous Co-op Coordinator role after 10 years of half-time term funding for this position.
 - The Indigenous Education Department hired three Indigenous staff in various roles.
 - The new Research and Creative Works Strategy *Aspiration 2030* identifies “A commitment to Indigenous scholarship” as one of the five Aspirations outlining its vision. One of the actions identified under that aspiration is to “increase funding for the Centre for Indigenous Research

and Community-Led Engagement (CIRCLE) to support dedicated staff positions.” In addition, the Vice-President Research and Innovation follows EDI in the proportionate allotment of research chair opportunities.

- Acting Deans of Social Sciences took lead the hiring of the new Tri-Faculty Indigenous Research Coordinator.
- In 2020, the Department of Anthropology welcomed three Indigenous faculty members.
- In 2020, the Department of Environmental Studies hired for Canada Research Chair in Indigenous Political Ecology.
- The Department of Geography notes that it hired its first Indigenous faculty member in 2021.
- The Faculty of Humanities notes that its *Indigenous Implementation Strategy* identifies strategies for recruitment and hiring of Indigenous staff.
- University Libraries added a new hire to its senior leadership, the Associate University Librarian-Reconciliation (2020), and are continuing efforts to staff via preferential hiring. Libraries notes that hiring remains somewhat limited due to budget, but a baseline knowledge of Indigenous issues remains a key priority for all new hires.
- The Indigenous Governance team notes that they reflect the diversity of Indigenous identities across Turtle Island and internationally. As of the reporting period, the composition of the staff includes: Coast Salish, Mi’kmaq, Ojibwe, Kanaka ‘Ōiwi, and Ubuntu. IGOV also had one newly-recruited faculty member, a Nuuchah-nulth scholar, and one new staff member, who is Hul’qumi’num from Stz’uminus First Nation.
- The School of Public Health and Social Policy successfully applied for funding from the Indigenous Recruitment Support Fund for two Indigenous faculty members.
- The Indigenous Student Support Centre hired one Coast Salish part-time support worker.
- In 2020/21 academic year, the School of Social Work had 15 Indigenous staff members: 7 faculty, 5 sessional instructors, and 3 staff members. The School notes some of the Nations represented among its staff: Gutinxw; Cree; Anishnaabe; Métis; Haisla; several communities from the Coast Salish Nation; N. Tutchone; and Tlingit.

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

- The Faculty of Science encourages preferential and limited hiring.
- The Gustavson School of Business hosted the presentation, “Equity, Diversity and Inclusion – Barrier Free Hiring” which highlighted barriers that impede the hiring of Indigenous peoples.
- The Co-op & Career hiring committee balanced the necessary work experience, education, and lived experience as requirements for the role of Indigenous Co-op Coordinator.
- In the Faculty of Education, multiple dedicated, limited and preferential hire searches were conducted focusing on recruiting Indigenous and/or visible minority scholars (four in EPLS) and it was ensured that evidence of the integration of First Peoples Principles of Learning was included in the Science Environmental Ed hire with IED on the hiring committee.
- The Indigenous faculty hires in the Faculty of Social Sciences in 2020 all followed equity hiring policies, including opportunity for Indigenous self-identification. The Department of Anthropology provided limited hires for its new Indigenous faculty, and the two other departments which hired Indigenous faculty followed equity hiring practices.

- The Faculty of Law notes that it undertakes preferential hiring.
- The Faculty of Humanities has implemented equity processes for all new hires.
- University Libraries has preferred hiring practices for all hires within the AUL-R's office, with Indigenous knowledge acumen being defined as a baseline knowledge requirement.
- The School of Indigenous Governance uses preferential and limited hiring for all staff and faculty positions, for all recruitment within the program.
- The School of Nursing follows all equity-oriented processes. Indigenous representation is followed on all major hiring decisions.
- The School of Public Administration has used one limited-hire to recruit an Indigenous Scholar from within BC.
- The School of Public Health and Social Policy successfully applied for funding from the Indigenous Recruitment Support Fund for two Indigenous faculty members.
- In April 2021, the School of Social Work recruited for a limited hire – an Indigenous, BIPOC scholar at the Assistant Teaching Professor level. Hiring processes for staff, faculty, and sessional instructors are all advertised as preferential hires.

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

- The Vice-President Research and Innovation notes that they undertake efforts to recognize diverse forms of research excellence.
- The School of Environmental Studies included Indigenous faculty in the Merit Committee.
- Each Department within the Faculty of Social Sciences note that they have taken some steps toward respectful acknowledgment of the contributions of their Indigenous faculty.
- The Faculty of Humanities has one Indigenous staff person in the Indigenous Studies program, and Humanities supports and recognizes her contributions to Indigenous student success.
- University Libraries recognizes the unique skills and contributions of Indigenous staff, while also making staff aware of options to pursue cultural and spiritual leave.
- The School of Nursing includes recognition of Indigenous contributions into its Unit Standards.

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

- In the Faculty of Science, the Department of Physics and Astronomy took a department-wide ICAT session (faculty, staff, grad students) in spring 2021. Attendance by faculty and staff was ~ 50%. The Department of Biochemistry and Microbiology notes that ICAT participation is ongoing, and reports that ~80% of faculty and ~80% of staff have completed the training.
- The Faculty of Education provided a series of staff and faculty workshops around decolonization and anti-racist practices, many organized by the Indigenous Resurgence Coordinator. All Ed staff participated in ICAT and anti-racism training. The Department of

Educational Psychology and Leadership Studies notes that Counselling faculty undertook such training (i.e., San'yas ICS) in their own professional development.

- The Division of Learning and Teaching Support and Innovation notes that ICAT was once again offered to all of the Teaching Assistant Consultants.
- Department of Anthropology office staff were invited into the ICAT session for 2020.
- The Department of Geography organized a departmental ICAT session in February 2020.
- The Department of Political Science participated in ICAT as a group of its faculty, staff, and graduate students in fall 2020.
- The Department of Sociology's office staff have all completed the ICAT as of 2020-2021.
- The Dean of Humanities strongly encouraged chairs and directors to have all members of their units, including staff, complete ICAT. All staff in the Dean's Office completed the training.
- University Libraries extends offers of support to the ICAT module and most Libraries staff have attended the ICAT and it is being worked into mandatory onboarding processes.
- The majority of the School of Child and Youth Care's faculty and staff have participated in the ICAT. The school requires all new staff and faculty to learn about the territory and seek explicit permission from local Elders to work on the traditional territories of the Lekwungen peoples.
- School of Nursing faculty are strongly encouraged to take the San'yas training offered through the Provincial Health Services Authority, which was developed specifically for health care providers.
- Most staff and faculty in the School of Health Information Science have taken ICAT. HINF staff have also participated in UVic Anti-racism Awareness Training and CQ Training.
- During the 2020/21 academic year, all Social Work staff and faculty received or attended anti-racism and decolonization training. This remains an ongoing part of the school's process.

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

- Indigenous faculty of the Department of Political Science have been recognized by nomination for awards and in the salary evaluation process for their contributions to university programming and support for Indigenous students.
- The Faculty of Humanities created a new award – the Həuistəŋ Award, which recognizes a member of the Humanities who has made the most significant contribution to further the UVic Indigenous Plan. This award is open to staff, faculty members, instructors, or students.
- University Libraries identifies the acknowledgement of staff for their support of Indigenous matters as an important element of its department culture.
- The Director of Social Work notes that she does include anti-racism and ICAT in her review for all staff within the department.

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

- The Indigenous Education Department hired Indigenous graduate students as RAs and TAs for many sessional positions.

- The Department of Anthropology notes that it has offered TA positions to all its Indigenous graduate student applicants, with 4 Indigenous students accepting TA positions. The department also hired one sessional instructor while he was ABD.
- The Faculty of Law has an active program of RAs and TAs, and the Faculty's Indigenous students are encouraged to apply.
- The Indigenous Studies Program has hired Indigenous graduate students as TAs, RAs, and sessional instructors, as have Indigenous and non-Indigenous faculty members in other units in the Humanities. The Associate Dean Research of Humanities notes that they have hired Indigenous Studies undergraduate students as RAs on a major grant.
- School of Child and Youth Care faculty have provided on-going opportunities for Indigenous graduate students to participate in research.
- The School of Indigenous Governance notes that Indigenous graduate students and community members are recruited into RA positions on various Indigenous focused research projects, and IGOV hires Indigenous PhD students as sessional instructors for undergraduate-level IGOV and/or HSD courses.
- One of the Indigenous faculty within the School of Nursing, while completing her PhD, works as a research assistant with the CRC BC Indigenous Nursing Knowledge project.
- The School of Social Work notes that the Indigenous Circle provides leadership to the BSW/MSW programs concerning opportunities for teaching assistants and/or research assistants for courses delivered in the school's Indigenous specializations.

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

- The Faculty of Science works with IACE and CIRCLE to identify Indigenous mentors.
- In the Indigenous Education Department, Indigenous faculty mentor new faculty members.
- The Department of Anthropology ensured two of its Indigenous faculty members were given an Indigenous mentor.
- The Department of Political Science offered mentorship to its new Indigenous faculty.
- The Tri-Faculty Indigenous Resurgence Coordinator met with incoming Indigenous faculty.
- The School of Indigenous Governance connects all newly-appointed faculty with a mentor within IGOV or HSD. The school also notes that there is an informal community of Indigenous scholars both within HSD and across the university who share ongoing mentorship.
- The School of Nursing notes that Indigenous nursing faculty receive mentorship.
- The School of Public Administration's faculty association now offers mentorship to new Indigenous hires, and information about this mentorship arrangement has been made available to their new hire for this year.
- The School of Social Work notes that the school's Indigenous Circle provides mentorship to new Indigenous faculty and sessional instructors.

c. Encourage faculties and departments to consider how reappointment, tenure, promotion and merit can encourage and recognize the work of faculty involved in Indigenous teaching, curriculum development and leadership

- In the Faculty of Education, several departments (IED, EPLS, EPHE) have new Unit Standards that will consider Indigenous scholarship and leadership as criteria for tenure and promotion.

- The Department of Anthropology notes that its tenure and promotion criteria have explicit expectations built in around engaged community-scholarship of the kind practiced by Indigenous faculty and faculty engaged in Indigenous-led collaborative research. In the department's most recent external review, the outcomes of valuing these scholarly approaches received favourable comments.
- The Department of Political Science has revised its Unit Standards to recognize the contribution of faculty to Indigenizing and decolonizing the Political Science curriculum.
- Faculty of Social Sciences Evaluation Policy and departmental evaluation policies include language recognizing community-engaged scholarship for assessment.
- The Dean of Humanities approved all department-level Unit Standards in the Humanities in 2020-2021, and notes that 60 percent of them included the above principle. The Unit Standards explicitly names Indigenous research, teaching, and service.
- The School of Child and Youth Care notes that it has made provisions for additional time on one faculty member's tenure evaluation as an acknowledgement of their contributions to the BCYC Undergraduate program renewal. The school also notes that some additional teaching supports were provided to a faculty member in order to account for the time demands arising from his community role.
- The School of Indigenous Governance's notes that its Unit Standards are developed using Indigenous ethics and policy, and so all faculty evaluation is done from the context of Indigenous teaching, curriculum development, and leadership.
- The School of Nursing has integrated the above statements into its unit standards.
- The School of Public Health and Social Policy's Unit Standards include community-engaged/led research and Indigenous ways of knowing and being. The Standards also recognize the emotional labour of Indigenous faculty and other faculty of colour.
- The School of Health Information Science has incorporated this in its recent Unit Standard work when describing reappointment, tenure, etc.

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

- Encourage faculties and departments to develop criteria for merit, tenure and promotion to ensure that Indigenous faculty are recognized and valued for their unique contribution to community-engaged and community-based research.*
 - Faculty Relations notes that collective agreement changes in 2019 require evaluation criteria to speak to community engaged research. Units have all revised merit, tenure and promotion standards to reflect this requirement, and many have spoken specifically to Indigenous-based research.
 - The Faculty of Education (IED, EPHE), the Faculty of Social Sciences, The Faculty of Humanities, the Faculty of Law, the School of Nursing, the School of Public Administration, the School of Public Health and Social Policy, and the School of Health Information Science have all revised Unit Standards include specific criteria for community engagement, Indigenous knowledge, and Indigenous service as scholarship.
 - The Associate Dean Research of Humanities held two mentoring sessions for Indigenous faculty members in June 2020.
 - University Libraries notes that they play an important role in the measurement of scholarly output on campus through bibliometrics and other services provided to faculties and administration. Central in this role is the recognition of the limits of these measures for

certain community-focused initiatives, and active consideration is being given as to how best incorporate such knowledge requirements across all sectors of the Libraries' portfolio.

- The School of Indigenous Governance's Unit Standards are developed using Indigenous ethics and policy, and so all faculty evaluation is done from the context of Indigenous teaching, curriculum development, and leadership.
- The Director of the School of Social Work notes that her introductory letter identifying Social Work philosophies and values indicates that the school uses a Decolonial and Equity Lens in its instruction and department culture. Further, a formal letter is submitted to Graduate Admissions and Records Office to illustrate the department's Circle Work and consensus-based decision-making process when recommending graduate students for awards.

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.

- Faculty Relations offered two online sessions to support faculty engaged in community-engaged research in weathering the impacts of COVID-19.
- CIRCLE received Aboriginal Service Plan funding to revitalize SAGE (Supporting Aboriginal Graduate Enhancement), hosting the SAGE Workshop Series and The Resilience of Indigenous Nationhood: Indigenous Graduate Student Conference, with more than 500 Indigenous students attending six events.
- The Indigenous Education Department supports Indigenous research and scholarship across the Faculty of Education and through various Centres, particularly CIRCLE.
- The Department of Anthropology notes that a faculty member is a member of the CIRCLE Advisory Board, and another is a member of the Indigenous Nationhood faculty advisory committee. Anthropology has recently submitted a calendar change to further support this university-wide initiative.
- University Libraries identifies Community Engagement as a broad strategic objective, with a dedicated advisory group and standing committee. The AUL-R is also a member of CIRCLE.
- The School of Child and Youth Care aligns the work of its faculty with the goals and priorities of the HSD Research Plan, specifically the goals of community-engaged research (CER). Several faculty members are engaged in research programs that are grounded in Indigenous values and methodologies, while others have programs of research that are explicitly designed to promote the well-being of Indigenous children, youth, families, and communities.
- The School of Indigenous Governance is active in new and continuing Indigenous initiatives.
- The School of Health Information Science has encouraged faculty to participate in faculty-level and university-wide centres and labs that support undertaking Indigenous research and scholarship. The school notes that undergraduate students have undertaken specialized directed studies courses in areas related to health and technology in Indigenous communities. This has also been the focus of several graduate student research projects.
- The School of Social Work notes that most of its Indigenous faculty are affiliated with CIRCLE.

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*

- An LTSI anti-racism grant was awarded to the Physics EDI committee to develop a more inclusive history of physics and astronomy, for use in multiple courses.
- IED's Indigenous Resurgence Coordinator worked with PDPP instructors regarding course design: Incorporating Indigenous ways of knowing and being, trauma-informed practices, EDI, reformulating ideas around assignment deadlines and grading.
- An LTSI anti-racism grant was awarded to Leadership Studies to develop a new course on anti-oppressive practice and decolonization. LTSI also began the development of a resource site within LTSI TeachAnywhere that is focused on decolonization and the Indigenization of teaching practices and curricula.
- In the Department of Anthropology, a faculty member was awarded LTSI grants in 2018, 19, & 21 to support community engagement in the UVic Archaeology field school, which involved supporting three community members as well as community visits each year in course activities. Another faculty member received an LTSI grant to decolonize the portrayal of African archaeology.
- The new Tri-Faculty Indigenous Resurgence Coordinator is working with units within the Faculty of Humanities, supporting the Indigenization and decolonization of the Humanities curriculum and pedagogies.
- University Libraries promotes LTSI learning opportunities to librarians, archivists, and to its PEA staff with responsibilities concerning instruction.
- The School of Nursing has been consulting regularly with LTSI throughout the process of updating its BSN curriculum, which involved further integration of an Indigenous knowledge perspective as a foundation for teaching and learning, and cultural safety as a core concept to thread throughout the curriculum.
- In 2020/21, audit results from a previously accessed LTSI grant were made available to instructors, supporting Indigenous/decolonizing course content in the School of Public Health and Social Policy. Further LTSI grants supported this work.
- The School of Social Work notes that some of its non-Indigenous faculty apply to LTSI funds to support decolonizing course development and integrating land-based learning.

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

- In Faculty Relations, delivery of ICAT for leaders and for new faculty has been supported through New Faculty Orientation programming and Academic Leaders' Initiatives professional development program.
- The Executive Director of Learning and Teaching Support and Innovation remains a member of the ICAT Advisory Committee.
- The Department of Anthropology undertook ICAT as a department in 2020.
- University Libraries offers support to the ICAT through the AUL-R's office and supporting unit, which continue to explore ideas on how best to expand this initiative.
- The School of Indigenous Governance notes that it has offered consulting support.

- School of Nursing faculty are strongly encouraged to take the San'yas training offered by the Provincial Health Services Authority.
- All staff and faculty within the School of Public Health and Social Policy attended ICAT in 2019, and PHSP notes that all new staff and faculty will receive the training.
- The School of Health and Information Science notes that most of its people have taken ICAT.
- Staff of the School of Social Work received this training in 2018, and the department notes that it intends to continue accessing training for new staff.

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

- In the Faculty of Education, EPLS purchased two books for all faculty, staff, and continuing sessional instructors, Kendi's, *"How to Be an Anti-Racist"* and Lowman & Barker's, *"Settler: Identity and Colonialism in 21st Century Canada"*. EPLS developed a policy for providing Department funds for Indigenous speakers that states: "The Department will establish a means for providing honoraria to Indigenous Speakers in the amount of \$150.00 per hour to acknowledge those individuals' contributions to assisting EPLS in establishing anti-racist and decolonizing practices in education, to a maximum of \$1500 per term."
- The Department of Anthropology notes that it encourages attendance at Orange Shirt Day events on campus and inserts into its newsletter local Nations' events, such as City Talks.
- The Department of Political Science participated as a unit in various training opportunities, including ICAT, anti-racism, and bias-recognition training. The department notes that it also annually distributes the CPSA's Indigenous Content Syllabus Materials.
- The Department of History has worked with the Songhees Nation to offer the Colonial Realities Tour to faculty members, instructors, and staff in the Faculty of Humanities.
- University Libraries has established a *Foundations of Decolonization Learning Series*, in addition to hosting a series of decolonizing reading groups. They have also developed a number of important resource lists / reading lists (libguides) to assist learners.
- The School of Indigenous Governance notes that it has offered decolonization workshops and curriculum content to other units within the university.
- The School of Public Administration has a committee on decolonization and Indigenization. That committee regularly identifies and distributes resources for PA faculty members.
- The School of Social Work notes that it collaborates in anti-racism and decolonization events.

STRAND 3 | Education

GOAL AND ACTIONS:

1. **Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.**
 - a. *Ensure that students in professional programs who will serve and interact with Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities*

- In the Department of Biochemistry and Microbiology, two courses include sections on the impact of colonization and infectious disease on Indigenous populations in North America, including the unintentional and intentional spread of disease and forced experimentation.
- Continuing Studies contracted an Indigenous scholar and subject matter expert in business to redesign the core course in the Certificate in Business Administration (BMB 100 Business Administration), integrating Indigenous perspectives into content.
- In the Faculty of Education, two new graduate courses in Leadership Studies were developed (*Anti-Oppressive Practices* and *Indigenous Leadership*); IED brings in Indigenous guest speakers and Artists-in-residence; EPHE included Indigenous history and culture in curriculum revision; EDCI's department retreat was spent exploring ways to Indigenize courses; and ED-D 568 - Inclusive Education in the 21st Century, in the graduate Special Education program was re-developed to include Indigenous perspectives.
- The School of Environmental Studies has included an explicit focus on decolonization in most of its core courses, and has expanded its course offerings with this regard.
- The Department of Psychology has developed curriculum for two new courses at the graduate (i.e., PSYC 591) and undergraduate level (i.e., PSYC 491) in addition to PSYC 491 (and its advanced graduate level counterpart PSYC 591), *Promoting Reconciliation Between the Field of Psychology and Indigenous Peoples*. These culturally-grounded courses were created to provide space for dialoguing about colonization, Indigenous presence, and methods of reconciliation promotion. These courses were created with Indigenous community members to incorporate relevant teachings from local Indigenous Nations.
- The Faculty of Law has this as a specific strand within its curriculum both within the JID and the JD. Many courses include teaching about the history of colonization.
- The Indigenous Studies Program notes that Indigenous Studies 100 has been developed for this purpose and will be offered for Fall 2022.
- University Libraries is placing significant weight on implementing TRC Call to Action 57 through a series of learning programs for staff.
- The School of Child and Youth Care notes that because graduates of all CYC programs may serve and interact directly with Indigenous peoples and communities, all of its program offerings are informed by this understanding.
- Indigenous Governance course curriculum is Indigenous-centred, focusing on decolonization, resurgence, and self-determination. Throughout course curriculum and school activities, students engage with diverse Indigenous identities and protocols of local Indigenous communities, preparing them for how to be good visitors in others' territories.
- The School of Public Administration has increased its channels and course options through which graduate students can access this education and learn about Indigenous governance.
- The School of Public Health and Social Administration notes 3 courses relating to Indigenous Health, in both the Bachelor's of Arts in Health and Community Services and Master's of Public Health degree programs.

b. *Continue to work with Indigenous students and communities to identify areas of educational programming that would be of interest and value to them, such as an Indigenous-focused Foundation Year through the Faculty of Continuing Studies*

- The Gustavson School of Business Executive Education unit has grown to include programs for Gitwàngak Indigenous Entrepreneurship, Indigenous Advancement in Cultural Entrepreneurship in Northern BC, Nak'azdli Whut'en in Prince George, and ACE programs in Pikwàkanagàn and Akwesasne in Ontario. The National Consortium for Indigenous Economic Development (NCIED) serves as a hub to unite Indigenous and non-Indigenous academic, community, government and business leaders to build relationships, create partnerships and develop and share programs that may be of interest to the communities.
- Continuing Studies customized and co-created Certificate in Indigenous Language Revitalization (CILR) program offerings to meet the current needs and priorities of community partners, including the Pirurvik Centre where the *Qimattuvik: Professional Inuktitut Skills for the Workplace Certificate* was mapped to the CILR certificate, delivered fully in Inuktitut and created as a laddering program. They also supported three new community partners with funding applications and the development of customized CILR programs, including Kiikenomaga Kikenjigewen Employment and Training Services (Matawa First Nations), Taku River Tlingit First Nations, and the Stz'uminus Education Society.
- The Faculty of Education's Indigenous Advisory Board and the Indigenous Education Department's MILR Advisory Council provides opportunities for program consultation.
- The Department of Anthropology implemented changes to ANTH 200 based on work conducted using the LTSI grant. This initiative was undertaken in collaboration with Indigenous students, responding to Indigenous feedback calling for increasing integration of decolonial and Indigenous knowledge content and topic foci within the course syllabus.
- The Department of Geography, through its Salish Sea Hub partnership, works with the Victoria Native Friendship Centre to identify research needs in the community, supporting and co-writing funding proposals, facilitating grants and engaging students in the research, and co-publishing results. The department is currently working on a case study of its partnership to be published next year in a UNESCO book.
- The Department of Psychology's Indigenousization Advisor, works on developing positive long-term relationships with local Indigenous community members (e.g., Songhees, Esquimalt, and WSÁNEĆ First Nations) by: (a) attending and presenting at Indigenous colloquiums/gatherings and national research gatherings; (b) offering pro bono counselling and practicum opportunities to Indigenous community members; and (c) developing projects that strengthen the relationship between the Department and communities.
- The Tri-Faculty Indigenous Resurgence Coordinator is helping the School of Exercise Science, Physical and Health Education to develop an Indigenous cohort for the Kinesiology program.
- The Faculty of Humanities is developing a section of ATWP 135: *Academic Reading and Writing* to serve Indigenous students. This course is slated to be in place in the fall of 2021.
- Continuing Studies has been consulting the School of Indigenous Governance to develop Indigenous focused curriculum supporting Indigenous student post-secondary success.
- The School of Nursing, in collaboration with three other BC universities, is in the planning stages to add an Indigenous stream to the Masters of Nursing program.

c. *Review existing programs to ensure they are of high quality and they are meeting Indigenous student and community needs*

- The Math Department partnered with the Indigenous Education Department in the delivery of MATH 161 to 24 Bachelor of Education (Indigenous Language Revitalization) students.
 - In the Gustavson School of Business, evaluations are completed at the end of each education module by participants of programs delivered in Indigenous communities.
 - Continuing Studies added course electives for the Foundation in Fine Arts program offered at En'owkin Centre that align with UVic Fine Arts offerings; offered a custom section of the micro credential, Skills to Support Independent Living, to an Indigenous health unit in Northern B.C. with an Indigenous facilitator; and developed a new online course in ecological restoration, ER 800 – Ecosystems for the Future, that pairs ecological restoration with traditional Indigenous ecological knowledge and draws on expertise of UVic faculty, Indigenous and non-Indigenous professionals working in the field, and Indigenous Elders.
 - In the Faculty of Education, EPLS faculty members completed the Indigenization of the curriculum for the counseling psychology graduate program pre-requisite courses; the Secondary Professional Degree Program review (in EDCI) is being advised by members of the Indigenous Education Department; and the Masters of Indigenous Language Revitalization program review is being completed by the MILR Advisory Council.
 - Through the Strategic Initiative – Indigenous grant program, Learning and Teaching Support and Innovation supported the History department in redesigning a course on colonialism.
 - The Faculty of Law has done so with the JID, and is currently working on post-graduate provision for Indigenous law students.
 - The Faculty of Humanities notes that the Humanities Planning Tools now contain a question about implementation of the Indigenous Plan for all units, which provides information about the extent to which programs are addressing Indigenous student needs.
 - The School of Indigenous Governance completed an extensive program review and revitalization of its MA program. The revitalized program builds on the program's strengths, and takes a more holistic approach to governance that is responsive to current issues.
 - The School of Nursing notes that the BSN's national accreditation and provincial program review standards now incorporate Indigenous and anti-racist competencies.
 - The School of Health Information Science undertook a curriculum review.
 - Curriculum review for the School of Social Work is ongoing, and oversight is provided by the school's Indigenous Circle (IC). For the 2020/21 academic year, the IC reviewed course outlines for SOCW 391, 491, & 492 in partnership with organizations such as Hulitan, VNFC, the tribal schools, and Camosun.
- d. *Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can develop quality programming and essential resources needed for program sustainability*
- The Math Department developed and delivered a math upgrading course, IED 199 – Special Studies, to prepare 25 Indigenous Education students to meet the BEd requirements.
 - In the Gustavson School of Business, there are initiatives in Ontario, the Territories, and Northern Quebec and emergent partnerships with Coast Mountain College.
 - In the Indigenous Education Department, the Indigenous Resurgence Coordinator worked with Post-Degree Professional Program (PDPP) instructors to develop the new Indigenous (PDPP), incorporating Indigenous ways of knowing and being, trauma-informed practices, EDI practices, and reformulating ideas around assignment deadlines and grading.

- Through the Strategic Initiatives – Indigenous grant program, Learning and Teaching Supports and Initiatives supported the Department of Indigenous Education to develop a new 100-level course on local Indigenous knowledge and culture for UVic and community members
- In fall 2021, the Department of Anthropology voted to create clear pathways for anthropology MA and PhD students to take the Indigenous Nationhood Graduate Certificate as an add-on credential to their graduate degree.
- The Dean of Humanities notes that that unit hired two Indigenous teaching-stream faculty. Two future hires are anticipated for research and teachings streams.
- The School of Indigenous Governance is undertaking work to develop a formal PhD program.
- The School of Nursing is in the planning stages for an Indigenous stream to the Masters of Nursing program in collaboration with three other BC universities.
- The School of Public Administration has been working to create and sustain programs in Indigenous Community Development and Governance.

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

- The Indigenous Studies Major has been developed and launched.
- The Department of Indigenous Education notes that it is working with Indigenous Studies to support the Major and Minor with elective courses.

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

- In the Faculty of Science, ICAT is offered to graduate students, and the School of Earth and Ocean Sciences requires EOS 525 which incorporates ICAT and human rights training.
- In Continuing Studies, Senate approved significant curriculum changes to the Certificate and the Diploma in Business Administration which ensures that cross-cultural, global, and Indigenous perspectives are integrated into program learning outcomes and all core courses.
- A faculty member in the Gustavson School of Business received a Strategic Initiative Indigenous Grant from LTSI to support the decolonization of COM 425 - *Taxation for Managers*, to inform students of the colonial practices and tax laws.
- In the Faculty of Education, IED's programming, special workshops and Indigenous speakers series events; EDCI's summer music cohort; and EPLS and EDCI's courses provided opportunities to gain intercultural competencies related to Indigenous history and culture.
- The Department of Anthropology continued to support the Indigenous Studies Major through its IS-Approved Electives, including ANTH 100, ANTH 305, ANTH 336, ANTH 380, ANTH 433, and ANTH 460.
- The Department of Economics offered ECON 317, ECON 321, and ECON 423.
- The School of Environmental Studies continued to offer its Tl'ches ethnoecology field course in partnership with the Songhees Nation and with Songhees co-instructors. The school continued to offer a field course in collaboration with Huu-ay-aht FN and is in early stages of development of a new field course, CRC Indigenous Political Ecology.

- The Department of Geography offers GEOG 453 as well as a Community-Based Participatory Research course.
 - The Department of Political Science requires all Political Science Majors to take at least one course in Indigenous Politics, as of Fall 2021.
 - Department of Psychology Professor organized a wool-washing event on 23 March 2021, featuring renowned master knitter Elder May Sam of the Tsartlip First Nation. The department also notes the Indigenous psychology talks attended by the Clinical Psychology graduate program: "Pursuing Indigenous truth and reconciliation through clinical psychology training" and "Treatment implications when working with Indigenous clients."
 - The Department of Sociology used Indigenous Resurgence funding from the Faculty of Social Sciences to bring Indigenous guest speakers to several of its courses.
 - The Indigenous Studies Program developed Indigenous Studies 100 for this purpose, which will be offered in the fall of 2022.
 - University Libraries continues to develop libguides to support student learning, and offers in-person consultation sessions while also continuing to expand and deepen their collections of Indigenous materials.
 - The School of Child and Youth Care notes that decolonizing praxis is a core curriculum strand of the school, and the school also models appropriate cultural acumen during events.
 - The School of Public Administration indicates these competencies within its competency framework for its graduate programs.
 - The School of Public Health and Social Policy is in the planning stages of a 200-level requisite Foundations of Indigenous Health course, which would also serve as a prerequisite for other Indigenous Health area of focus courses.
 - The School of Social Work currently has Indigenous core courses for BSW and MSW students, and the Indigenous Circle has proposed another new specialization course for non-Indigenous individuals to take.
- 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*
- In the Faculty of Education, the IED's Indigenous Resurgence Coordinator is working alongside the FOE Strategic Planning committee to incorporate Indigenous Resurgence and locate avenues to deconstruct oppressive frameworks within the FOE.
 - The Division of Learning and Teaching Support and Initiatives notes that it shares resources, such as *Pulling Together: A guide for Indigenization of post-secondary institutions*
 - The Department of Anthropology received an LTSI SI-I grant to revise ANTH 200.
 - The Department of Sociology approved the revision of SOCI 103 from 'Canadian Society' to 'Settler Colonialism and Canadian Society', and created a new course, SOCI 430A, *Issues in Racialization, Ethnicity, & Decolonization*.
 - The Indigenous Studies Program developed IS 100 with the support of a grant from LTSI.
 - The School of Child and Youth Care notes that program renewals have benefitted from the Division of Learning and Teaching through various program-focused workshops.
 - The School of Indigenous Governance notes that all of its course curriculum is Indigenous-centred, focusing on decolonization, resurgence, and self-determination.

- The School of Social Work notes that it has held curriculum and teaching retreats specific to decolonization since 2015, and it is a requirement that every course within the School identifies Indigenous knowledge, history, and practice in their syllabi.
- c. *Offer faculty professional development opportunities about how to indigenize and decolonize pedagogy and curricula*
- In the Faculty of Science, faculty members from the Department of Biochemistry and Microbiology attended the Climbing the Mountain workshop by Indspire.
 - In the Faculty of Education, the Indigenous Resurgence Coordinator is planning several workshops to take place in fall 2021 for faculty, staff, and students including: trauma-informed practices/triggers & empowerment, Indigenous resurgence, Indige-queer/LGBTQ2+ knowledges, EDI, and strength-based approaches to teaching and learning
 - The Department of Psychology has created the part-time role of Indigenization Advisor, who supports faculty and staff by providing Indigenous consultation on their research, counselling, and/or relationship development and maintenance with Indigenous communities and populations. She also provides dialogue and resources on topics such as Indigenization of curriculum, multicultural competency advising for counselling and assessment, and/or ethical consideration for conducting research with Indigenous. A department faculty member organized a 4-session workshop on Indigenizing and decolonizing the psychology curriculum.
 - One of the primary responsibilities of the Tri-Faculty Indigenous Resurgence Coordinator is to organize professional development opportunities on how to Indigenize and decolonize pedagogy and curricula in humanities programs.
 - University Libraries hosted events to assist professional development and understanding of the faculties, where the AUL-R provides guidance to offices on campus. Collections policies are increasingly focused on ensuring that materials support decolonizing curricula.
 - The School of Child and Youth Care notes that curriculum work and discussion will continue integrating Indigenizing and decolonizing pedagogy at graduate and undergraduate levels.
 - The School of Indigenous Governance notes that all faculty hired have a strong grounding in Indigenous governance, inclusive of Indigenous pedagogy and curricula.
 - The School of Nursing notes that there are intermittent presentations by Indigenous faculty as well as webinars through professional associations such as CASN.
 - The School of Public Administration required all faculty members to attend training.
 - The School of Health Information Science has opened a range of professional development opportunities, including a certificate program, for Indigenous students. The department's co-op manager routinely places students with Indigenous-led organizations.
 - The School of Social Work's Indigenous Circle provides mentorship in this area, supporting faculty, sessional instructors, and staff to attend UVic training and/or workshops.
- d. *Highlight in campus publications and promotional materials opportunities for students to learn about Indigenous histories and issues*
- The Virtual Victoria Forum 2020: Bridging Divides in the Wake of a Global Pandemic offered roundtables and webinars drawing on Indigenous knowledge, that included discussions of social and economic divisions and the impact of the pandemic on vulnerable populations.

- The Indigenous Education Department promotes their elective courses and Institutes through internal (UVic communications) and external (community) channels.
 - The Department of Anthropology highlights that its Graduate/Undergraduate Secretary promotes opportunities through the department's Facebook page and newsletter.
 - The School of Social Work maintains a "Student Highlights" webpage where research and profiles of BIPOC students are often featured.
- e. *Continue to develop, identify and promote opportunities for cultural learning through land- and water-based and community learning in a range of programs and courses at the undergraduate and graduate levels*
- The Faculty of Social Sciences provides ongoing support for field schools/courses, some of which involve community- and land-based learning with Indigenous communities.
 - The Department of Anthropology offered Anth 433/530, Anth 460/520a, and Anth 585/685, which provided these opportunities through field trips and regular land-based learning engagements. The Department notes that funding is sparse for these, and the courses often rely on the generosity of Indigenous community partners as well as essential resources from the SOSC Indigenous Resurgence Grant to support honoraria. The Department also offers an archaeological field school, which is an annual 6-week two course offering that takes place in Nuu-chah-nulth lands and waters and connects Indigenous knowledge holders and stewardship organizations with undergraduate and graduate students to pursue Indigenous community-based learning.
 - The School of Environmental Studies notes its Community-Based Participatory Research course, and states that it has a few others as well.
 - The Faculty of Humanities highlights several opportunities across departments for cultural learning through land-based learning, including: Several Indigenous Studies courses; GNDR 308: *Indigeneity, Gender, and Land*; the Stó:lō Ethnohistory Field School; and the Master's of Indigenous Language Revitalization Program.
 - The School of Child and Youth Care notes the development and delivery of HSD 460 Special Topics course: *ŁE,ŁÁNEK TFE TENEW, Land, language, and practices of wellness*.
 - The School of Indigenous Governance notes that cultural and community learning remain available in all IGOV courses.
 - The School of Social Work's Indigenous Circle held a retreat where land/water-based activities, cultural art activities, giving back to community, the creation of a Métis support group, and increased gatherings to solicit community feedback were identified as priorities.

STRAND 4 | Research

GOAL AND ACTIONS:

1. **Establish and promote culturally appropriate and inclusive definitions, guiding principles and protocols for research with Indigenous participants, in Indigenous communities or on Indigenous lands to ensure respectful and appropriate conduct of research.**
 - The School of Earth and Ocean Science is investigating how to appropriately obtain permission to conduct research on the lands and territorial waters of local First Nations.

- An associate professor in the Gustavson School of Business, presented Indigenous Research Methodologies based on research carried out in collaboration with Toquaht Nation.
- Indigenous Education faculty members develop ethical research through partnerships.
- The Climate and Sustainability Action Plan (CSAP), the Research Advisory Committee, and in *Aspiration 2030* all contain the following commitment: “to develop culturally-appropriate research-related resources and spaces, and ensure they are widely accessible to Indigenous scholars, students and Indigenous Nations, communities, collectives and organizations.”
- The Department of Anthropology notes that one field school is guided by a 5- year collaboration plan outlining expectations, communication, and protocol with community.
- The Department of Geography notes several such protocols, including: one Professor’s work with the Haida Nation for approval of research in Haida Gwaii according to the nation’s conduct of research protocols; a faculty member’s co-authorship of a special issue and article on “Decolonizing the Map: Recentering Indigenous Mappings” (*Cartographica*, 2020); another professor’s active development of terms of references and MOUs with several Indigenous-led organizations.
- The Department of Psychology’s Indigenization Advisor led a meeting session on the Canadian Psychological Association’s responses to the TRC report.
- The Faculty of Humanities notes that this has been a key priority of the Human Research Ethics process and the work of the Human Research Ethics Board.
- University Libraries provides advice and guidance to researchers looking to manage data related to Indigenous knowledge, while itself continuing to develop its own protocols.
- Some Child and Youth Care faculty members are engaged in research with Indigenous participants taking place in Indigenous communities using appropriate methods.
- The School of Indigenous Governance developed and uses the “Protocols & Principles for Conducting Research in an Indigenous Context” document, and references the SSHRC document, “Research Involving the First Nations, Inuit, and Métis Peoples of Canada.”
- The School of Public Administration notes that the HSD Research Centre offers such support.
- The School of Health Information Science has worked with partners to ensure student understanding of guiding principles and protocols for research with Indigenous people.
- All faculty of the School of Social Work discuss their protocols when conducting research, are aware of the importance of honouring Knowledge Keepers, and ensure that participants are briefed about how the knowledge they share with the department will be used by the school.

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.

- The Faculty of Science is mapping institutional funding opportunities and running workshops on developing grant application proposals.
- The National Consortium for Indigenous Economic Development actively seeks funding to support faculty and graduate students to undertake community-based Indigenous research.
- The Vice-President Research and Innovation supports this broadly through CIRCLE, as well as to individual Indigenous researchers via OVPRI’s centres. The VPRI also notes that the Research and Creative Works Strategy *Aspiration 2030* includes several actions applicable here, namely: 1) provide research support for Indigenous scholars who are often asked to

take on significant service, administration or community roles; 2) provide dedicated support for Indigenous-led research and creative endeavours; 3) create Relational Knowledge Grants to facilitate relationship-building with Indigenous Nations, communities, collectives and organizations; and 4) increase the profile of Indigenous research through new awards and recognitions

- The Faculty of Social Sciences continued support for the SOSC Indigenous Resurgence Fund to provide financial support for Indigenous-related initiatives proposed by SOSC faculty.
- The Department of Geography secured funds from McConnell to support the development of a cultural safety program at the Victoria Native Friendship Centre (VNFC), and notes participation in assessing the impact of COVID-19 on Elders at the VNFC's request.
- The Faculty of Law notes that they employ a full-time staff member to find funding opportunities, including the ones fitting this definition.
- The Associate Dean Research of Humanities is providing research mentorship to Indigenous researchers both individually and collectively, and discussions of more specific initiatives are being made in response to with Indigenous faculty members' research needs.
- The School of Indigenous Governance staff circulates funding, workshop, and training information to faculty from various campus units and external funding agencies.
- The School of Public Administration notes that faculty members are co-investigators and collaborators on a large SSHRC partnership grant: "Transitioning out of the Indian Act".
- The School of Social Work notes that such opportunities are shared by the Associate Dean Research of Human and Social Development to all faculty members within HSD.

3. Identify resources for Indigenous research chairs, graduate student scholarships and postdoctoral fellowships.

- The Indigenous Education Department's graduate advisor conducted special workshops to support Indigenous graduate students funding, and the department nominated faculty to research chairs and fellowships.
- The new Research and Creative Works Strategy *Aspiration 2030* identifies "A commitment to Indigenous scholarship" as one of the five Aspirations outlining its vision. One of the actions identified under that aspiration is to "provide dedicated support for Indigenous-led research and creative endeavours."
- The Dean of Social Sciences provided the Department of Anthropology with a diversity scholarship (\$10k) for 2021-22. The department makes a special note that "this award has allowed us to support a student who did not come through the conventional path who has been an absolute gift to the cohort of students in the program."
- The School of Environmental Studies notes that the Lekwungen Ethnoecology and Archaeology Project (LEAP) is a joint Mathews Lab and Songhees Nation research project at Tl'ches (Songhees reserve land) that provides community-based research opportunities for undergraduate and graduate students in projects with Songhees Knowledge Keepers and in research initiatives and priorities established with the nation.
- The Faculty of Law notes that Law's Canada Research Chair receives Law faculty funding, and the faculty regularly funds postgraduate scholarships and post-doctoral fellowships.

4. Identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives.

- The new Research and Creative Works Strategy *Aspiration 2030* identifies “A commitment to Indigenous scholarship” as one of the five Aspirations outlining its vision. One of the actions identified under that aspiration is to “create and support mentorship opportunities for Indigenous graduate students and early career researchers”
- The Department of Anthropology notes that it had six active graduate students engaged in Indigenous-led or Indigenous-engaged research initiatives. A faculty member also provided paid undergraduate RA positions to four undergrad students to work on Indigenous research initiatives and three graduate RA positions during the period.
- The Faculty of Law offers articling opportunities and research assistant opportunities in its Indigenous Law Research unit and Environmental Law Centre.
- The Faculty of Humanities notes opportunities for the above in Indigenous Studies, Gender Studies, Linguistics (Indigenous Language Revitalization), and History.
- The School of Public Health and Social Policy notes that while they do not currently have a way to count these, faculty members within the department have several studies and grants underway which prioritize Indigenous students and trainees.
- The School of Health Information Science notes that it continues to have a number of undergraduate and graduate students focusing their work in Indigenous research initiatives. HINF faculty have promoted, supported, and supervised undergraduate Directed Studies on topics such as tele-health and IT applications and approaches to First Nations health.
- Indigenous Faculty of the School of Social Work offer and promote research opportunities to undergraduate and graduate students regularly via JCURA mentorship or via hiring as RAs.

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

- Co-op & Career led a research project to understand critical success factors for a culturally relevant Indigenous Work-Integrated Learning exchange program, which involved Indigenous students from partner institutions in Australia, with support of the partner institutions.
- In the Faculty of Education, faculty members in various departments (IED, EPHE) are engaged in Indigenous research that is relevant to Indigenous communities globally.
- The Department of Geography highlights its strong departmental partnership with Tanzania, and notes participation in other globally-connected projects.
- Faculty members of the Indigenous Studies Program have promoted the internationalization of Indigenous research by enhancing relations with Indigenous communities.
- The Department of Linguistics notes that their Professor teaches about Indigenous language documentation at an international school.
- University Libraries notes that the Associate University Librarian-Reconciliation’s office maintains routine communication with international Indigenous movements.
- The School of Indigenous Governance notes that throughout the revitalization of the MA program, the school has maintained its existing international partnerships and is continuing to establish relationships with new partners in other geopolitical regions on an ongoing basis.

STRAND 5 | Governance

GOAL AND ACTIONS:

1. Review and potentially revise the governance structure for Indigenous programming, initiatives, and engagement.
 - a. *Review and potentially restructure the Office of Indigenous Affairs and its leadership positions to provide more clarity in roles and responsibilities including responsibilities in regard to the implementation of this Plan*
 - b. *Develop an Indigenous Community Engagement Council to provide a forum for discussion among UVic leadership, local Chiefs and community leaders*
 - 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*
 - University Libraries is currently incorporating important elements of the Indigenous plan into Libraries public signage and digital screens to ensure that staff, community, students, and other users remain aware of the principles and calls to action within that plan.
 - 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*
 - Several deans and chairs participate as members of the Indigenous Academic Advisory Council
 - f. *Consider establishing one or more academic positions or units to support Indigenous academic programs and provide clear lines of reporting and accountability*
 - The Indigenous Studies Program has hired two .5 FTE teaching-stream faculty members with the support of the Indigenous Recruitment Support Fund and the Faculty of Humanities.
 - The School of Indigenous Governance notes that all faculty and staffing lines are accountable to Indigenous academic programming.
 - The Dean of Human & Social Development has established a Faculty Lead – Indigenous Plan position for the department.
 - The School of Social Work notes that the school's Indigenous Circle provides leadership for Indigenous specialization for both BSW and MSW programs, inclusive of procedures and policies, community engagement, relational work with Elders, Old Ones, and Knowledge Keepers. The IC Chair also provides leadership in general to BSW/MSW curriculum development, particularly in regard to core course requirements, policies and procedures, ceremonial work, and support for participating Elders, Old Ones, and Knowledge Keepers.
 - g. *Develop a protocol for working with Elders and Knowledge Keepers*
 - The Tri-Faculty Indigenous Resurgence Coordinator is developing a protocol guide for inviting Elders and Knowledge Keepers.

- The Faculty of Law notes that it has a protocol for working with Elders and Knowledge Keepers, which is administered by Law's Director of Indigenous Initiatives.
- h. As appropriate, develop additional governing or advisory bodies that ensure representation of Indigenous students, local community members and Elders.*
- The NCIED Advisory Board maintains national Indigenous representation and gender equity.
 - The Indigenous Education Department's Advisory Board meets once per term and provides advice on all aspects of policies, programs and personnel related to Indigenous issues.
 - The new Research and Creative Works Strategy *Aspiration 2030* identifies "A commitment to Indigenous scholarship" as one of the five Aspirations outlining its vision. One of the actions identified under that aspiration is to "establish an Indigenous Research Advisory Committee to guide the implementation of new supports for Indigenous scholars."
 - The Faculty of Law notes Indigenous student representation on all Law committees, and that students have their own organizing body within the faculty.
 - University Libraries notes that it consulted on, and is in the process of establishing, an Elders and Knowledge Keepers Advisory Circle.
 - The School of Indigenous Governance re-established an advisory council of student, alumni, local community member, Knowledge Keeper, and Elder representatives.
 - The School of Social Work notes that it includes Indigenous principles in official documents such as unit standards and within internal documents concerning its governance.
- 2. Identify venues for communicating priorities and opportunities internally and with external partners, including Indigenous communities, government, and funding agencies.**
- a. Develop an effective communication strategy (including a strong online presence) for ensuring the exchange of, and access to, information about Indigenous initiatives and events*
- The Faculty of Science is developing an Indigenous tab on their website to provide better access to scholarships, support, and courses for Indigenous students.
 - Continuing Studies reinvigorated the Certificate in Indigenous Language Revitalization Facebook page to provide a platform to share about Indigenous language revitalization events, initiatives, best practices, and achievements: <https://www.facebook.com/uvicilr>.
 - The Vice-President Research and Innovation publicizes funding opportunities.
 - The Faculty of Law notes that their communications officer works with UC&M on this task, and that the faculty is successfully communicating the developments in its JID program and the National Centre for Indigenous Laws on an active basis.
 - University Libraries notes that it maintains a number of publications, including the *Ampersand* and a faculty newsletter. These communications increasingly highlight Indigenous content. Libraries also recently conducted a review of its social media following, and enhanced its awareness of Indigenous social media producers.
 - The School of Indigenous Governance established an annual Spring/Summer newsletter, re-engaged its social media accounts, and worked with UC&M to develop a new IGOV website.
 - The School of Social Work updated its website to disseminate knowledge highlighting achievements of Indigenous faculty and students.
- b. Develop a coordinated approach and commitment to fundraising to support Indigenous students, programming and initiatives*

- The new Research and Creative Works Strategy *Aspiration 2030* identifies “A commitment to Indigenous scholarship” as one of the five Aspirations outlining its vision. OVPRI notes that two of the actions identified under that aspiration are applicable here: to “develop culturally-appropriate research-related resources and spaces, and ensure they are widely accessible to Indigenous scholars, students, and Indigenous Nations, communities, collectives, and organizations,” to “provide dedicated support for Indigenous-led research and creative endeavours” and to “create Relational Knowledge Grants to facilitate relationship building with Indigenous Nations, communities, collective and organizations.”
 - The Faculty of Humanities is hiring a Development Officer, which has been a vacant position since early 2020. Fundraising to support Indigenous students, programming, and initiatives will be identified as a priority in the position’s job description.
 - The School of Indigenous Governance has an ongoing endowment that annually supports a minimum of 1, but up to 3 IGOV students. IGOV continues to work with university administration to find resources to support Indigenous programming and students.
- c. *Develop an Indigenous community communication strategy that helps keep local communities updated on current initiatives, events, programs, and activities*
- University Libraries notes that it is redeveloping its website which will include a dedicated section on Indigenous collections and materials. This will act as an important resource for communities on and off-campus. Community borrowing opportunities including expansion of archival holdings will further increase community use of space and materials.
 - The School of Indigenous Governance established an annual Spring/Summer newsletter, re-engaged social media accounts, and worked with UC+M to develop a new IGOV website. IGOV maintains relationships with communities, with Elders and Knowledge Keepers in the local and international context keeping communities informed of 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*
- In the Faculty of Science, the Communications Officer is working with faculty members and student researchers to identify research or project outcomes to profile.
 - The Vice-President Research and Innovation notes that their office works through CIRCLE on such opportunities.
 - The Faculty of Law notes that it does this successfully, particularly in its Indigenous Law Research Unit and Environmental Law Centre.
 - University Libraries notes that it remains in close contact with faculties, and continuously strives to serve as a good partner. Libraries has undertaken a special Faculty Success Campaign program that will highlight the work of faculty members and their collaboration with UVic Libraries. This campaign will be released fall 2021/winter 2022.
 - The School of Indigenous Governance notes that with the recruitment of new faculty, the school will be sharing their research/scholarship and community engagement. The school further notes that the scholarship produced in IGOV is of particular interest to diverse Indigenous communities both locally and internationally, and that it works hard to publicize this scholarship through the school’s website, international conferences, community events, and through public lecture offerings.
 - The School of Social Work notes that this is highlighted in the HSD Communications Annual Review.