

Our Process: Identifying Priorities

The process of drafting and finalizing the goals and priorities of the University of Victoria's renewed Indigenous Plan (2023) was guided by the diverse aspirations and needs expressed by Indigenous members of the campus community. This appendix provides an overview of the engagement process and details how the Indigenous Plan Steering Circle (IPSC) worked to ensure that *X̱w̱ḵw̱əṉəŋ istəl* | *W̱ẸNENISTEL* reflects what was shared. While maintaining the anonymity of engagement participants, this report breaks down the themes and priorities that repeatedly emerged through meetings, workshops and surveys.



Our Engagement Process

The process of renewing the Indigenous Plan was guided by the Indigenous Plan Steering Circle (IPSC) with leadership from the Office of the Vice-President Indigenous (OVPI) and membership from Indigenous faculty, staff, students and leadership across the university.

The IPSC met at least once a month for over a year to develop a robust engagement strategy to incorporate the needs, values, aspirations, experiences and knowledges of Indigenous members of the university community.

Throughout the renewal process, the IPSC endeavoured to be attentive, intentional and accountable in addressing the challenges and oversights of the previous plan. Indigenous members of 2SLGBTQIA+ communities were not explicitly engaged with or adequately represented in the first planning process. Renewing our commitments to understanding and

honouring diverse Indigenous identities and experiences, we have intentionally included members of these groups on our steering committee and in our engagement process.

We prioritized engaging with Indigenous people, who carry knowledge from lived experiences of navigating colonial systems, resisting barriers and identifying meaningful pathways within the university. We invited the following groups into the engagement process: Indigenous Elders, students, staff, faculty and community leaders.

The approach to engaging the UVic community and drafting *X̱w̱ḵw̱əṉəŋ istəl* | *W̱ẸNENISTEL* was purposefully aligned with the process of creating *Distinctly UVic | A Strategy for the University of Victoria*. An extensive joint consultation process through the spring and fall of 2022 was designed to ensure the priorities of this plan meet the needs and aspirations of diverse Indigenous members of the university community.



Engagement Timeline

Phase 1: Consulting to Consult/Engaging to Engage (Fall 2021):

- Native Student Union – October 13
- Indigenous Community Engagement Council – November 8
- Indigenous Students – November 25
- Indigenous Community of Best Practices – November 29



Phase 2: Engagement (Winter 2022):

- Indigenous Staff – February 22
- Indigenous Community of Best Practices – March 8
- Esquimalt Nation Chief and Council – March 16
- Indigenous Faculty – March 21
- Indigenous Students – March 30
- Aboriginal Service Plan Community Partners – March 31
- Elders' Voices and Community Representatives – April 6
- Songhees Council Representatives – April 6
- Indigenous Community Engagement Council – April 11



Phase 3: Theming and Drafting (Spring/Summer 2022)

Phase 4: Re-engaging (Fall 2022):

- Indigenous Community Engagement Council – October 17
- Indigenous Staff – November 3
- Indigenous Faculty – November 15
- Indigenous Students – November 16
- Elders' Voices and Community Representatives – November 17
- Songhees Council Representatives – November 17
- Aboriginal Service Plan Community Partners – November 24



Phase 5: Listening Tour (Winter 2023)

- President's Leadership Council – January 24
- Board of Governors – January 31
- Executive Council – Feb. 9, 2023
- Esquimalt Chief and Council – Feb. 15, 2023
- Senate – March 3
- Indigenous Community Engagement Council – Apr. 3, 2023
- Elders' Voices and Community Representatives – Apr. 18, 2023



Phase 6: Final Draft and Launch (Fall 2023)



The ISPC reviewed nearly 1,000 responses and reflections that emerged from over 20 strategic engagement sessions with Indigenous Elders, students, staff, faculty and community members. Bringing together and translating these engagement responses into strategic priorities, the IPSC worked on aligning goals with existing institutional plans, broadening the resonance, relevance and actionability of all priorities, and enhancing measurability.

We circulated a survey to Indigenous members of the university community through spring 2022, collecting additional feedback. Seeking continued guidance, in the fall of 2022 and spring of 2023 we brought drafts of the Indigenous Plan back to engagement participants for review.

Methods, Theming & Coding

The ISPC approached the UVic community with the intention of understanding what the university is doing well, needs to do better and where the university needs to pivot its direction. To capture the aspirations and needs of Indigenous Elders, students, staff, faculty and community leaders, we asked four questions across surveys and engagement sessions:

- What is UVic currently doing well?
- What does UVic need to do better?
- What steps need to be taken in five years?
- What will UVic look like in ten years?

We also received and included data from the Equity Action Plan's (EAP) engagement process, where participants were asked: "How can UVic be a leader in decolonization, reconciliation, and Indigenization?"

To begin the writing process, we collected and reviewed over 600 initial responses offered by over 200 unique engagement participants. We categorized these responses by 19 broad themes that emerged from the engagement data. Recognizing overlap and complexities, some responses were categorized by more than one of these thematic categories:

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|---------------------------------|--------------------------------|
| • Anti-racism/Oppression | • Organization/Culture |
| • Communication | • Place/Land |
| • Community | • Programs |
| • Courses | • Protocol |
| • Funding | • Recognition |
| • Health/Wellness | • Research |
| • Hiring | • Resourcing |
| • Indigenization/Decolonization | • Student Recruitment/Supports |
| • Language | • Training |
| • Measurability | • Workload/Burden |

Responses were also coded by how they identified initiatives and values oriented by:

- Accessibility
- Action
- Advocacy
- Community
- Diversity
- Education
- Equity
- Excellence
- Globally
- Land
- Locally
- Policy
- Regionally
- Review
- Safety
- Support
- Sustainability
- Systems
- Values
- Welcome/Belonging

Data was further broken down and organized by specific and repeated key issues:

- Accommodation
- Accountability
- Administration
- Ancestors
- Anti-racism
- Art
- Aspirational
- BC DRIPA
- Beyond the Indigenous Portfolio
- Branding
- Campus Wide
- Centres
- Cohort
- Collaboration
- Conversation/Dialogue
- Counselling/Counselors
- Data
- Decolonization
- Disability
- Dispute Resolution
- Elders
- Emotional Work
- Engagement
- EQHR
- Evaluation
- Family
- Food
- FPH
- Gender/Sexuality
- Goals
- Governance
- Graduate Students
- Grants
- Guest
- Hesitant
- Honouring
- Housing
- IACE
- ICAT
- Identity
- Job Security
- Knowledge
- Land Back
- Language
- Lateral Violence
- Leadership
- LE, NONET
- Listening
- Mentorship
- Methods
- New Positions
- Non-Indigenous
- Nurse
- Planning
- Relationships
- Relevance
- Restoration
- Resurgence
- Retention
- Salary
- Senior/Executive
- Sessionals
- Social Assistance
- Space
- Staff/Faculty
- STEM
- Students
- Technology
- Transit
- Trauma-informed
- Tuition
- Transparency
- Visibility
- Workshops

While drafting Xʷkʷənəŋ istəl | WŁENENISTEL, the IPSC referred to engagement feedback to inform the high-level direction of the plan as well as to write its specific priorities. Our goal was to ensure that the diverse (and sometimes conflicting) interests, needs, aspirations and concerns

of engagement participants were reflected in this plan or were represented in other university planning documents (e.g., the EAP, the Climate and Sustainability Action Plan, etc.). Each engagement response was coded by the participant's position as: Elder, student, staff, faculty or community leader. This allowed us to focus on ensuring that the concerns, needs and aspirations of these distinct groups were reflected in the plan. We found that:

- **Students prioritized:** land-based approaches, place and space on campus, resourcing, courses, education, decolonization and funding.
- **Community Members prioritized:** policy-oriented approaches, community, student supports, courses, programs, resourcing, accommodation and training.
- **Elders prioritized:** Health and wellness, students, recognition, education and values/protocol -informed approaches.
- **Faculty prioritized:** Indigenization/Decolonization, hiring, community, organization and workplace culture, relationships, evaluation, and funding.
- **Staff prioritized:** policy and values-oriented approaches, decolonization, hiring, resourcing, organization and workplace culture, training and workload burdens.

Students



Community Members



Elders



Staff



Faculty



Identifying Our Goals

To draft the high-level goals of **Xʷkʷənəŋ istəl | WĠENENISTEL**, responses were categorized by their relevance to the **Škʷeʔs | TĤE ŠKÁLS I, TĤE Š,ĤENÁŊs | Laws and Philosophies**. Although many responses could be captured within two or more of these teachings, the following themes and keywords came to be associated with each of the four teachings.



Héʔəkʷ ʔə cə čəlénən łtə | HÁEQ ŁTE OL TĤE ČELÁŊEN ŁTE | Remember our ancestors and birthright

- Land/Place
- Local
- Culture & Language
- Identity
- History
- Community
- Protocol
- Belonging
- Relationships
- Stewardship
- Ethical Engagement
- Cultural Competency

Nəčəmaat kʷəns čəʔi | ČĀNEUEL OL | Work together

- Collaboration
- Support
- Resources
- Communication
- Recognition
- Community
- Compensation
- Policies
- Workload
- Communications
- Structural Change
- Hiring

Nəʷes šxʷ cən ʔəʔ šqʷeləqʷən | ÁMEĤT TĤEN ÍY, ŠKÁLEĤEN | Bring in your good heart and mind

- Health/Wellness
- Anti-racism
- Policy
- Safety/Accountability
- Training
- EQHR
- Partnership
- Understanding
- Place
- People-centered
- Respect
- Rights

Leʔt šxʷ helə ʔə cə makʷ sčəʔi səʔ | S,ĤOL ET MEQ EN ENÁ SE ŠČĀ | Be prepared for the work to come

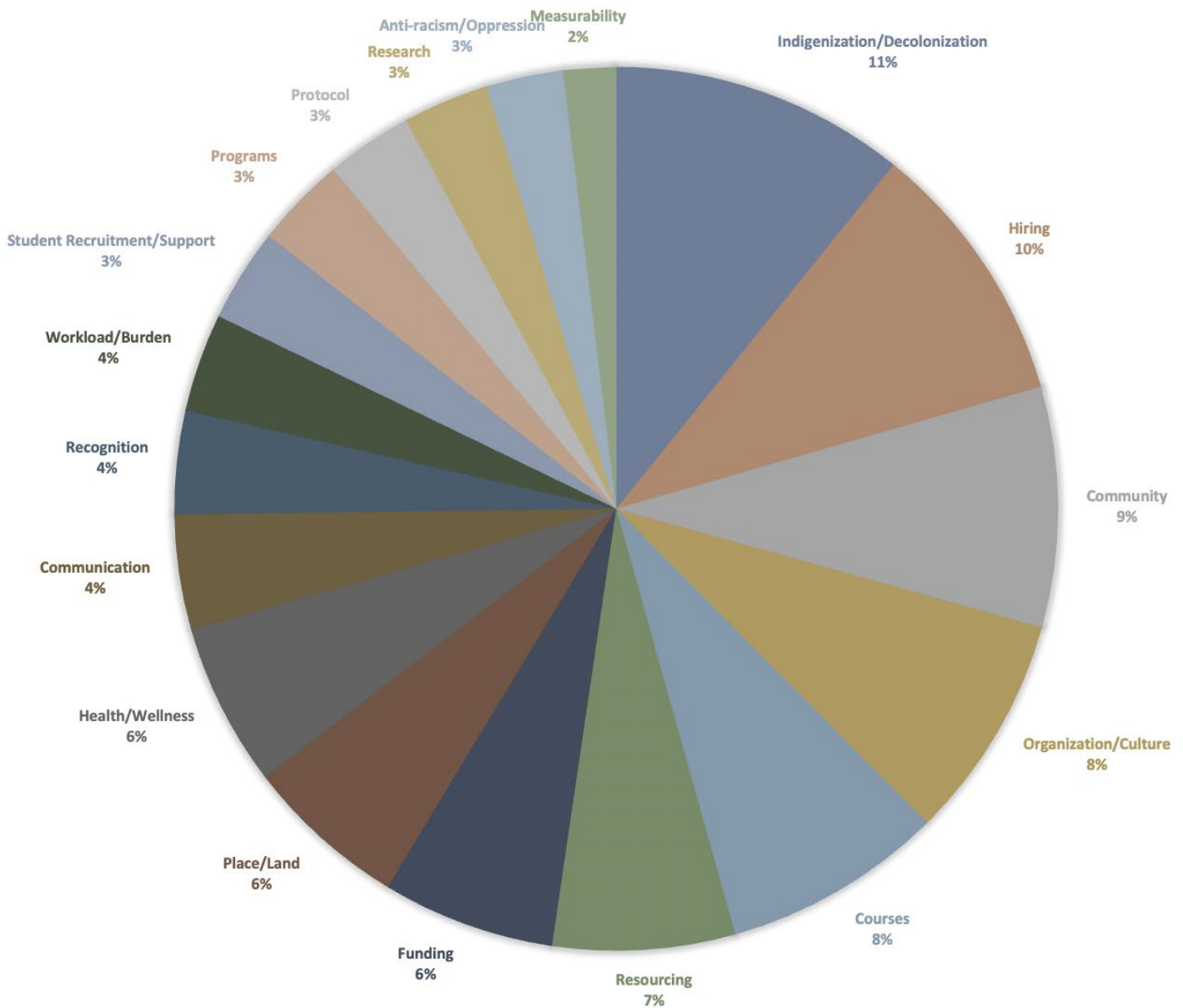
- Programs
- Hiring
- Recruitment
- Relevance
- Campus-wide
- Courses
- Organization Culture
- Measurability
- Resourcing
- Funding
- Planning
- Policy

Identifying Our Priorities

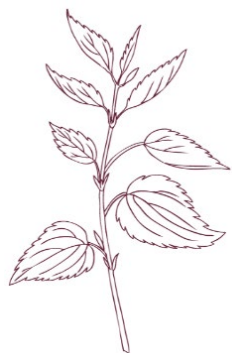
This pie chart (below) illustrates the relative weight of priority areas identified by engagement participants. The responses categorized by 'Indigenization/ Decolonization' generally offered overarching insights into needs, values and aspirations, and were used to inform the guiding commitments of X̣ḳẉəṇə̣j̣ istəl | ẈĀṆEṆISTEL.



PRIORITY AREAS



Identifying Our Priorities (Continued)



This section breaks down how the IPSC translated the ideas, concerns and aspirations of engagement participants into the 37 strategic priorities of **Xʷkʷənəŋ istəl | W̱ẸNENISTEL**. Efforts were undertaken to ensure that the specific concerns expressed by particular engagement groups were represented among the priorities.

The IPSC worked to capture the spirit of engagement responses in the process of both broadening aspirations (to encourage a diversity of actions) and specifying initiatives (where engagement participants repeatedly identified a particular issue or opportunity). This appendix shows our work.

Many of the engagement responses, particularly those speaking to ‘Indigenization and Decolonization,’ informed the guiding commitments of **Xʷkʷənəŋ istəl | W̱ẸNENISTEL** (2023) and played an integral role in developing the four priorities areas: People, Learning & Teaching, Research & Re-searching, and Governance & Operations (p. 11).

The following pages outline how specific engagement responses came to be reflected by the priorities of **Xʷkʷənəŋ istəl | W̱ẸNENISTEL**. With each of the listed concerns and aspirations, we identify the number (and percentage) of responses reflecting on relevant themes and actions, as well as the strategic priorities they informed.

Héʔəkʷ ʔə cə čəlénən ʔtə | HÁEQ ŁTE OL TFE ČELÁNEN ŁTE | Remember our ancestors and birthright

Provide training opportunities for staff and faculty

- 38 (6.5% of) responses prioritized Indigenous cultural competency and anti-racism training
- 10 responses called for specific training and supports to address anti-2SLGBTQIA+ discrimination.
- 5 responses specifically called for the expansion of Indigenous Cultural Acumen Training (ICAT) across campus.
- Integrated in priorities: 1.1.1, 1.1.2, & 1.1.4 (and 3.2.1c)

Revise orientation and onboarding for students, staff, and faculty

- 42 (7.2% of) responses suggested the university take a more active approach to ensuring all members of the UVic community understand Indigenous histories, rights and their relations on these territories.
- Integrated in priorities: 1.1.1 & 1.1.2

Create spaces & supports for belonging, learning, and sharing knowledge, arts and cultural practices

- 40 (6.8% of) responses prioritized initiatives based on place and land.
- 9 responses identified the First Peoples House as something UVic is currently doing well in supporting Indigenous students.
- 6 responses called for increasing spaces available for Indigenous cultural protocol, ceremonies, and hosting communities.
- Integrated in priority: 1.1.3

Revise core learning outcomes for all UVic students

- 54 (9.2% of) responses identified needs and interests relevant to courses and course programming.
- A number of these responses made reference to the aspiration and directions expressed by the *BC DRIPA Action Plan* (2022).
- Integrated in priorities: 1.2.1 & 1.2.2 (and 4.2.3 & 4.2.4)

Ensure opportunities to learn about a diversity of Indigenous Knowledges

- 26 (4.4% of) responses identified priorities relevant to respecting and honouring Indigenous ways of knowing and being in the classroom.
- 5 responses identified opportunities for STEM to meaningfully include Indigenous Knowledges.
- Integrated in priorities: 1.2.3 & 1.2.4

Resource and support ethical research practices and protocols

- 8 responses identified needs around ethical engagement and Indigenous research practices.
- Integrated in priority 1.3.1

Align the university with Indigenous laws & follow the protocols of these territories

- 72 (12.3% of) responses prioritized addressing ongoing colonial practices.
- 23 responses called on the university to ensure alignment with, and respect for, local Indigenous protocols.
- Integrated in priorities: 1.4.1a-d

Develop land stewardship initiatives

- 24 responses identified living in right relationship with these territories as a priority.
- Integrated in priority 1.4.1b

Increase knowledge and use of local languages

- 10 responses prioritized language use and revitalization on campus.
- 4 responses called on the university to support and commission Indigenous arts on campus.
- Integrated in priorities: 1.2.5 & 1.4.1c



Nəcəmaat kʷəns čəʔi | ČĀNEUEL OL | Work together

Introduce strengths-based approaches to Indigenous student recruitment

- 23 (3.9% of) responses prioritized ways to support Indigenous students access and success at the university.
- 43% of these 23 responses came from community members.
- Integrated in priorities 2.1.1a-f

Diversify assessment practices

- 23 (3.9% of) responses called on the university to diversify grading methods and evaluations for students, staff and faculty.
- Integrated in priority 2.1.1c

Reduce financial barriers

- 3 responses identified housing needs, 4 identified food needs, 3 identified transit difficulties, and 19 responses overall identified accessibility concerns (childcare, tuition costs and healthcare).
- Integrated in priorities: 2.1.1d (and 4.1.1)

Review and adjust workloads to address overburdening of Indigenous staff, faculty and students

- 24 (4.1%) responses identified workload issues, especially where Indigenous people are asked to collaborate on and/or lead anti-racist projects, offer mentorship supports, and support dispute resolution processes.
- Integrated in priorities: 2.1.2 and 2.1.3 (and 3.1.3 & 3.3.2)

Offer land-based, water-based and community-based courses to expand learning

- A handful of responses identified co-teaching and diverse learning settings as priorities.
- Integrated in priorities: 2.2.1 and 2.2.2

Create sustained research funding opportunities for Indigenous researchers, undergraduate and graduate students, and community members

- 10 responses called for increased funding opportunities for Indigenous researchers.
- Integrated in priority 2.3.1 (and 4.3.2)

Expand communications strategies to facilitate cross-campus collaborations and community engagement

- 28 (4.8%) responses called for more centralized and connected communication strategies.
- Integrated in priority 2.4.1

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Nəwəs šxʷ cən ʔaʔ šqʷeləqʷən | ÁMEKT TʔEN ÍY, ŠKÁLEŽEN | Bring in your good heart and mind

Recognize student contributions and responsibilities with honoraria and accommodations

- 2 responses called for student work to be recognized with tuition credits or honoraria.
- 15 responses identified the need for diverse accommodation procedures for students.
- Integrated in priorities: 3.1.1a-b and 3.2.1a

Evaluate staff and faculty by their cultural competency and anti-racist practice

- 19 (3.2% of) responses identified anti-racism initiatives as a priority.
- 14 responses called on the university to integrate Indigenous cultural competencies and anti-racist practices within job descriptions and in evaluation procedures for staff and faculty.
- Integrated in priorities: 3.1.2 and 3.2.1c

Create more accountable classrooms

- 19 (3.2% of) responses identified accountability issues relating to classroom safety and the university responsibility's to creating a safe environment for Indigenous learners.
- Integrated in priorities: 3.1.2, 3.2.1b-c, 3.4.1

Ensure that relational work and emotional labour is recognized in ARPT processes

- 3 respondents specifically identified emotional labour as an additional workload burden.
- 10 responses identified that their relational work on campus and in communities was not adequately recognized in hiring and retention procedures.
- Integrated in priorities: 3.1.3, 3.3.1, and 3.3.2 (and 2.1.2)

Strengthen & expand access to dispute resolution protocols that flow from Indigenous teachings

- 29 (5% of) responses identified priorities relevant to the work of EQHR.
- 8 responses prioritized the development of Indigenous dispute resolution protocols.
- Integrated in priorities 3.4.1a-c

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Leʔt šxʷ helə ʔə cə makʷ sčəʔi səʔ | S,HOL ET MEQ EN ENÁ SE SCÁ | Be prepared for the work to come

Address housing and food insecurity

- 3 responses identified housing needs, 4 identified food needs, 3 identified transit difficulties, 2 identified health needs and 19 responses overall identified accessibility concerns (childcare, tuition costs, mental health supports).
- Integrated in priority 4.1.

Increase Indigenous leadership across campus

- 10 responses identified priorities relevant to increasing Indigenous senior leadership.
- Integrated in priorities: 4.1.2 and 4.4.1

Ensure sustainable workloads through adequate staffing

- 24 (4.1% of) responses identified workload issues, especially where Indigenous people are asked to collaborate on and/or lead anti-racist projects, offer mentorship supports, and support dispute resolution processes.
- Integrated in priorities: 4.1.3 (and 2.1.2, 2.1.3 & 3.1.3)

Hire and attract local Indigenous people

- 19 (3.2% of) responses called for locally-oriented approaches to hiring, student recruitment, community partnerships, and research priorities. 11 of these responses were specific to prioritizing local students and hiring Coast Salish staff and faculty.
- 6 responses asked the university to extend its partnerships and hiring priorities to island Nations and communities.
- Integrated in priorities: 4.1.3 (and 2.1.1a-f)

Support pathway, mentorship and apprenticeship programs to retain Indigenous students, staff, and faculty

- 7 responses called for mentorship programs
- Integrated in priorities: 4.1.4 and 4.3.1 (and 2.1.1a&b)

Design and resource programs, courses and research projects relevant to community-identified interests and needs

- 37 (6.3% of) responses identified community-oriented approaches to course, program, and research development at the university.
- Integrated in priorities: 4.2.1, 4.2.2 and 4.3.2

Ensure the plan, its metrics and reporting structures can track progress overtime

- 13 responses identified measurability concerns
- Integrated in priority 4.4.1

