



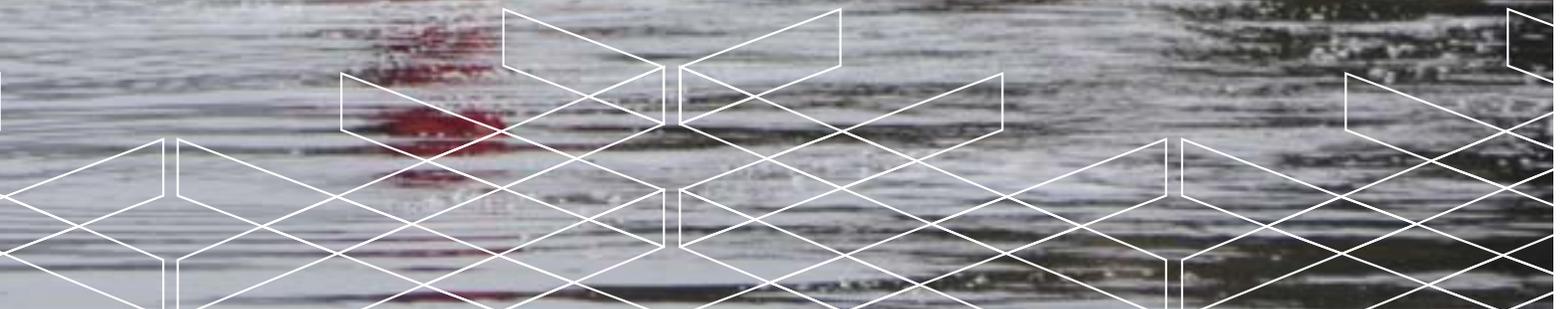
Faculty of Social Sciences

# INDIGENOUS PLAN

2018–2023



University  
of Victoria





## ACKNOWLEDGEMENT

The Faculty of Social Sciences acknowledges and respects the Lkwungen-speaking peoples on whose territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

We are grateful to be able to live, love and learn on these lands.

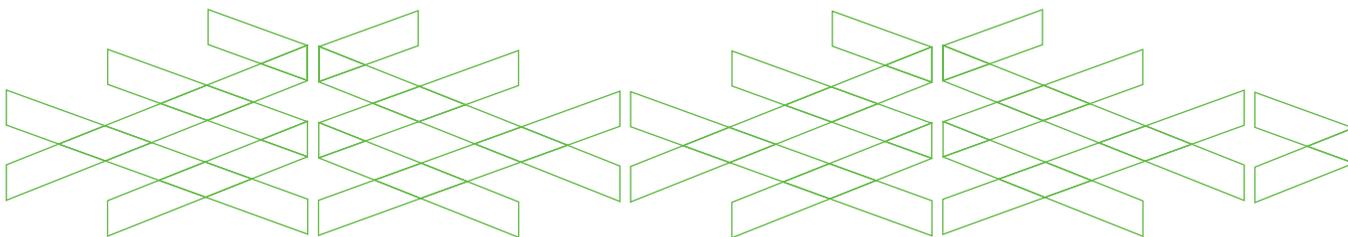
FRONT COVER PHOTO: Social Sciences students on a canoe journey in the Great Bear rainforest.  
(photo Chris Darimont)



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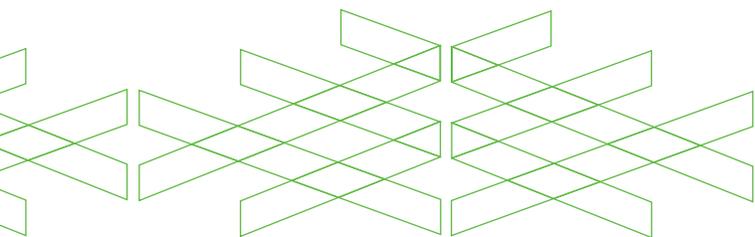
## PREAMBLE

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

—UVic Indigenous Plan

In 2016, the University of Victoria underwent a significant internal and external consultation process on its first-ever Indigenous Plan. This plan, launched in September 2017, identifies institutional goals and actions to move the university forward in meeting the commitments made in its Strategic Plan to build and strengthen respectful relationships with Indigenous communities locally, provincially, nationally and around the world in order to recruit and retain Indigenous students. Recognizing the importance of this work, the need for Indigenous and non-Indigenous faculty, staff and students to engage meaningfully with it, and the impact that we can have as the Faculty with the largest number of UVic Indigenous students, the Faculty of Social Sciences has identified our own goals and actions, aligned with the institutional Indigenous Plan, that reflect the foundational teachings and values within it. These goals and actions are the foundation of our own five-year Indigenous Plan.

Over the past two years, we have worked with the Social Sciences Dean’s Indigenous Advisory Forum—made up of faculty representatives from each department/school, one Indigenous graduate student, one Indigenous undergraduate student and one Native Students Union representative, and co-chaired by the Associate Dean of Undergraduate Students and the Social Sciences Indigenous Learning Centre Coordinator—to discuss and strategize how to enhance supports and improve the experience of Indigenous students and communities, and how to best decolonize and indigenize programs, courses, practices and spaces.



The Forum began work on identifying goals and actions for Social Sciences, which developed into a draft Social Sciences Indigenous Plan. We first consulted with Indigenous leaders across campus on the draft plan, then invited the Social Sciences community of faculty, staff and students to participate in a survey, providing feedback on the goals and actions identified. The Forum reviewed the feedback, made appropriate changes and we now present our Faculty of Social Sciences Indigenous Plan 2018–2023.

As our Faculty and the university contemplate how to best move forward with the “commitment to education that redresses the historical and continued barriers that Indigenous peoples have faced in accessing and participating in postsecondary education” (UVic Indigenous Plan 2017–2022), there has been much discussion and debate around concepts and definitions of “indigenization” and “decolonization”. We acknowledge that people have differing perspectives and opinions about what these terms mean and how they are used, and we also acknowledge that they are used extensively within the context of postsecondary institutions and education. As a means to

clarify our intentions, goals and actions, we are providing working definitions of these terms within the context and confines of this plan. Note that these definitions are not meant to replace or contest other definitions or approaches, but rather to enhance understanding of the work that we intend to do.

The Faculty of Social Sciences sees the work of indigenization and decolonization as inherently linked. This work requires contributions and engagement from all members of the Faculty. We are committed to both supporting and expanding stand-alone/autonomous Indigenous programming as well as decolonizing and indigenizing existing programs.

We use the term “indigenization” to refer to the infusion and inclusion of Indigenous knowledges and ways of knowing into our curricula and programs.

We use the term “decolonization” to refer to the restoration of Indigenous worldviews by confronting the intentional erasure of Indigenous peoples and their histories, and ensuring inclusive perspectives.

Decolonization requires the creation of space and support for Indigenous peoples to reclaim that which was historically theirs.

“We understand that the commitment to reconciliation also involves ensuring that UVic is a racism-free, inclusive environment that embraces the many diverse cultures present in the broader university community. Universities have a responsibility to ensure that students, faculty and staff are knowledgeable about the history of abuse and racism with respect to the Indigenous peoples of Canada, and the enduring and negative impacts of colonialism. Our university, like other institutions that are part of today’s Canada, needs to consider how colonizing structures and relationships continue to impact Indigenous students. We will provide opportunities and venues to foster intercultural understanding and connection, and to be a catalyst for reconciliation through courageous conversations and actions.”

—Jamie Cassels, UVic Indigenous Plan



## MESSAGE FROM THE DEAN

I am pleased to present the Faculty of Social Sciences Indigenous Plan. Our plan builds on and consolidates work that has been done throughout the Faculty over a number of years, including establishing scholarships for Indigenous students in the Faculty and departments, such as the Joyce Underwood Social Sciences Indigenous Scholarship, establishing the Dean's Indigenous Advisory Forum, establishing the Indigenous Resurgence Fund, mentoring new Indigenous students, cultural acumen training, indigenizing curricula, supporting Indigenous knowledge holders in the classroom, and engaging with Indigenous communities, and supporting Indigenous undergraduate and graduate student research.

Our plan is strongly aligned with the university's Indigenous plan and involved wide consultation throughout the Faculty and the university. I would like to personally acknowledge and thank everyone who participated in the development of this Plan—from the members of the Dean's Indigenous Advisory Forum, to the Indigenous leaders across campus who graciously gave their time to consult and advise on our draft plan, to the students, staff and faculty who participated in the broader survey consultation. This truly was a collective effort from our Social Sciences community. I look forward to continuing this level of collaborative engagement as we carry out the work ahead.

As we launch the Faculty of Social Sciences Indigenous Plan 2018–2023, we acknowledge that the Plan identifies numerous goals and actions that are meant to apply to a broad and diverse population from a wide range of social locations, disciplines and experience with Indigenous peoples, knowledges and histories. As such, not all sections of the plan will apply to all members of the Social Sciences community—for this work to be done well, we must recognize that each individual person and/or group comes to this work from a different place.

Given this, I encourage groups (departments, schools, student groups, etc.) and individuals (faculty, students, staff, postdocs, and sessionals) to find your place and your role in the work to be done, and to consider where you may be able to make meaningful and sustainable change in small and/or large ways as we strive together to create and foster a more welcoming, safe and diverse learning environment for everyone in the Faculty of Social Sciences.

Sincerely,

Catherine Krull  
Dean, Faculty of Social Sciences

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

—Summary of the Final Report of the Truth and Reconciliation Commission of Canada 2015 (p.8)



## WHY CEDAR?

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

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

### GOALS AND ACTIONS

In keeping with the UVic Indigenous Plan, we have sorted our Goals and Actions according to the strands found in that Plan—Students, Faculty & Staff, Education, Research and Governance. We further acknowledge the importance of Elders, knowledge keepers and community in binding these strands together.





Jess Housty (Heiltsuk First Nation) shares knowledge with Social Sciences students in front of the Big House, Koeve River. (photo Chris Darimont)



# STRAND 1 | STUDENTS

## GOAL 1 | INCREASE RECRUITMENT, RETENTION AND SUCCESS OF INDIGENOUS STUDENTS, IN ALL PROGRAMS OF STUDY, EXPANDING PATHWAYS AND SUPPORTING TRANSITIONS.

### ACTIONS

- a. In collaboration with the Centre for Indigenous Research and Community-Led Engagement (CIRCLE), support Indigenous graduate students and non-Indigenous graduate students working on Indigenous research/projects by providing space for students to gather, discuss and receive feedback and advice on their research/projects, funding applications and other relevant opportunities to enhance their work and portfolios.
- b. Coordinate a phone campaign where current Indigenous students (and/or faculty, Dean, Associate Deans) contact Indigenous applicants who have been offered admission to congratulate them, answer questions, offer advice and build a relationship to encourage them to accept the offer.
- c. Engage with prospective students and their families in communities and on campus (e.g., high school visits, MiniU).
- d. Engage Indigenous alumni in recruitment activities and mentorship programming.
- e. Continue and expand student mentorship opportunities.
- f. Increase focus on fundraising specifically for scholarships for Indigenous students.
- g. Continue working on a “Pathways” program for Indigenous students that provides a first-year cohort experience and offers alternative entry points.
- h. Build relationships/partnerships with local Indigenous communities/organizations (e.g., meet with a local nation’s leadership and discuss opportunities within their community plans to partner to support their priorities).
- i. Profile Indigenous Social Sciences students on the Internet and in print.

## **GOAL 2 | CREATE A WARM, WELCOMING AND RESPECTFUL LEARNING ENVIRONMENT AND SENSE OF PLACE.**

### **ACTIONS**

- a. Develop resources, tools and training for faculty, students, staff, postdocs, and sessionals to respond to racist comments.
- b. In collaboration with Indigenous Studies, explore mechanisms to offer a cross-listed credit-based course on Elders' teachings.
- c. Create mechanisms (such as monthly meet-and-greets) to develop one-on-one connections between Indigenous students and faculty.
- d. Create spaces for Indigenous students to mingle and share their experience. Once these spaces are created, host an Elders' tea once a month.
- e. Invite departmental speakers to educate instructors and staff on indigenization, decolonization and cultural safety in the classroom.
- f. Ensure that all departments and schools have undertaken the Indigenous Cultural Acumen Training.

## **GOAL 3 | PROVIDE OPPORTUNITIES TO RECOGNIZE/FOSTER INDIGENOUS STUDENTS' IDENTITY.**

### **ACTIONS**

- a. Offer place-based educational opportunities on and off campus (e.g., Koeye River, Tl'ches, Victoria Native Friendship Centre tribal journey, etc.).
- b. Offer field trips designed with Indigenous student interests and needs in mind (e.g., provide lunch and go to Royal British Columbia Museum with a specific tour theme in mind with a knowledgeable faculty member to foster connections between students and faculty).
- c. Organize an Indigenous conference highlighting the research, community engagement and accomplishments of Indigenous students and faculty.
- d. Develop relationships with other Indigenous-focused institutions and/or programs (e.g., consider working with Dechinta: Bush University Centre for Research and Learning for exchanges).

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

—UVic Indigenous Plan

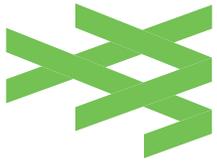


TOP PHOTO: Songhees Nation and Social Sciences students at Tl'ches (Chatham Island) prepare traditional root foods for a pitcook. (photo Darcy Mathews)

BOTTOM PHOTO RIGHT: Social Sciences students learning to clean sheep wool by hand with the 2013 Visiting Artist Program's Salish knitters from Tsartlip First Nation: May Sam, Joni Olsen, Adam Olsen and Sylvia Olsen. (photo Andrea Walsh)



Pacheedaht First Nation community pit cook hosted by the Faculty of Social Sciences.  
(photo Catherine Krull)



## STRAND 2 | FACULTY & STAFF

### GOAL 1 | INCREASE THE RECRUITMENT, RETENTION AND SUCCESS OF INDIGENOUS FACULTY.

#### ACTIONS

- a. Support units to recruit and hire Indigenous faculty and to implement equity hiring practices, including the opportunity for Indigenous self-identification and, when appropriate, preferential and limited hiring, in accordance with the University of Victoria Employment Equity Plan 2015–2020.
- b. Support the university in building a critical mass of Indigenous faculty through targeted and other alternative hiring methods (e.g., supporting cross-departmental hires and open hires where feasible and considering phased out retirement as opportunities for new Indigenous hires), thereby moving Social Sciences towards a more inclusive and multi-voiced community, while providing a cohort of support for new Indigenous faculty through the Indigenous Academic Advisory Council (IAAC) and CIRCLE.
- c. Increase the number of high-profile and senior-level research positions across the Social Sciences that strengthen Indigenous research across the Faculty.
- d. Work with the IAAC to create a resource document on recruiting/hiring Indigenous faculty (e.g., identifying the most effective avenues for advertising, good practices for composition of the hiring committee).
- e. Ensure Internet and print communications clearly state that the Faculty of Social Sciences is committed to recruiting, retaining and supporting Indigenous students, faculty and staff.
- f. Identify employment opportunities for Indigenous graduate students (teaching assistants, research assistants).

### GOAL 2 | INCREASE THE RECRUITMENT, RETENTION AND SUCCESS OF INDIGENOUS STAFF.

#### ACTIONS

- a. Support units to recruit and hire Indigenous staff and to implement equity hiring practices, including the opportunity for Indigenous self-identification and, when appropriate, preferential and limited hiring, in accordance with the University of Victoria Employment Equity Plan 2015–2020.
- b. Recognize Indigenous staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students.

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

—UVic Indigenous Plan

### **GOAL 3 | DEVELOP CULTURAL SAFETY/KNOWLEDGE, LEADERSHIP/ MENTORSHIP AND ALLYSHIP AMONG SOCIAL SCIENCES FACULTY AND STAFF, INCLUDING IDENTIFYING OPPORTUNITIES TO BUILD RELATIONSHIPS WITH STUDENTS AND COMMUNITIES.**

#### **ACTIONS**

- a. Host an annual Social Sciences pit cook.
- b. Partner with a local First Nation to host a faculty retreat in the community to build and/or strengthen the relationships and understanding between the people in Social Sciences and that community, considering opportunities to partner to meet the community's priorities identified in their community-planning processes.
- c. Work with CIRCLE to identify opportunities for new Indigenous Social Sciences faculty to become part of a larger Indigenous academic community and ensure they are supported and mentored in culturally appropriate and meaningful ways.
- d. Develop additional faculty training modules for ICAT that consider identifying and acknowledging one's own social location and privilege.
- e. Organize territorial tours, including with new graduate students, as departmental and interdepartmental events.
- f. Implement Indigenous and cultural awareness campaigns (e.g., Orange Shirt Day, Red Dress Day).
- g. Work with local communities on developing long-term partnerships to identify interests/needs and applicable expertise and how Social Sciences and the communities can best work together to address these interests/needs (e.g., faculty guest lectures in community, community guest lectures at UVic, research partnerships, LE, NONET Community Internships/Research Apprenticeships).
- h. Ensure all units participate in Indigenous Cultural Acumen Training (ICAT) and subsequent modules and consider its inclusion within faculty evaluations.
- i. Bring in Indigenous scholars to engage with Social Sciences faculty, students, staff and postdocs (e.g., Lansdowne Speakers Series).

### **GOAL 4 | SUPPORT AND RECOGNIZE FACULTY INVOLVED IN INDIGENOUS RESEARCH, SCHOLARSHIP AND SERVICE.**

#### **ACTIONS**

- a. Make greater space for classes that fit within an Indigenous scholar's research area, including cross-listing courses.
- b. Work towards establishing an endowment and funds for fellowships, scholarships, pre-docs and postdocs, as well as a model to support community scholars to work in partnership with Social Sciences researchers.
- c. In collaboration with IAAC and in accord with the Collective Agreement, devise considerations and criteria for merit/tenure and promotion that include selection committee and external reviewers who are well positioned to speak to the work and service of the scholar when there are few Indigenous faculty members to be called upon.
- d. In collaboration with IAAC and in accord with the Collective Agreement, devise considerations and criteria for merit/tenure and promotion that consider the workloads and service expectations of Indigenous faculty, including specific considerations for community-engaged work.

Wilfred George (Songhees Nation) collecting Pacific silverweed and springbank clover roots at Tl'ches/Chatham Island.  
(photo Darcy Mathews)





## STRAND 3 | EDUCATION

**GOAL 1 | ENSURE THAT ALL SOCIAL SCIENCES STUDENTS GRADUATE WITH PROFICIENCY IN INDIGENOUS KNOWLEDGE, HISTORY, REALITIES AND WAYS OF KNOWING.**

### **ACTIONS**

- a. Explore the effectiveness of different avenues to ensure students have this proficiency.  
For example:
  - i. Appropriate content in core required courses
  - ii. Consider mandating one (1) required course out of several approved courses centered around Indigenous knowledge, history, realities and ways of knowing offered through Social Sciences or Indigenous Studies
  - iii. Special topics course on Indigenous issues
  - iv. Cross-listing with Indigenous Studies
  - v. A dedicated first-year course for all Social Sciences students
  - vi. A 3–4 day land-/water-based experiential course partnered with a local community (similar to the Faculty of Law's AbCamp) focused on the history of the land and its peoples
  - vii. Field schools
- b. Implement the most effective avenues for ensuring that all Social Sciences students graduate with this proficiency.

**GOAL 2 | SUPPORT FACULTY IN DECOLONIZING AND INDIGENIZING CURRICULA.**

### **ACTIONS**

- a. Work towards establishing an Indigenous community scholar supported by Indigenous teaching assistants in partnership with Indigenous Studies.
- b. Encourage all faculty and sessional instructors across Social Sciences to include the land acknowledgement in all course outlines.
- c. Support the Division of Learning and Teaching Support and Innovation (LTSI) to provide workshops and to be a resource hub for indigenizing/decolonizing curricula, to effectively align academic programming goals with the Social Sciences Indigenous Plan.
- d. Support the LTSI to provide workshops on how to incorporate land-/water-based programming into curricula across disciplines.
- e. Increase funding for priority initiatives in Indigenous learning and community engagement in courses.

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“The university’s programs should be inclusive and respect participants. Communication of Indigenous content and concepts is most effective when integrated into the design of programs... When working in Indigenous communities, engaging with Elders, Knowledge Keepers and other community leaders is essential. Resources must be committed to support work in communities and land-and water-based teaching and learning.”

—UVic Indigenous Plan

### **GOAL 3 | SUPPORT THE CREATION OF AN INDIGENOUS STUDIES UNIT AND STRENGTHEN INDIGENOUS STUDY PROGRAMMING**

#### **ACTIONS**

- a. Work collaboratively to strengthen the Indigenous Studies Program (IS).
- b. Support the establishment of an Indigenous Studies unit with the same standing as other departments and recognition as an autonomous and distinctive field and discipline of study. These efforts would be reinforced by recognizing the autonomy and distinctiveness of the field in its own right.
- c. Ensure appropriate cross-listing of courses to support both Social Sciences and the Indigenous Studies Program (e.g., cross-listing Social Sciences Indigenous courses with IS and cross-listing IS courses with Social Sciences).
- d. Promote the LE~~N~~ONET grad seminar to Indigenous graduate students in Social Sciences.
- e. Ensure the Indigenous Studies Program is aware of key departments in Social Sciences with strong Indigenous focus/content/methods.
- f. Consider the actual costs of Indigenous research and compensate researchers accordingly.
- g. Invest in building strong Indigenous Studies programs that will attract more students and faculty rather than waiting for strong student demand.
- h. Recruit and create a safe space for Indigenous faculty by working with Indigenous Studies (e.g., through joint/cross appointments that can result in hybrid tenure and evaluation committees, creating transparency about standards and criteria).



LEFT PHOTO: Ahousaht First Nation students and Social Sciences student participating in a field school. (photo Ken Josephson)

RIGHT PHOTO: Adam Olsen (Tsartlip First Nation) Visiting Artist 2013, teaching Social Sciences students to knit in contemporary and traditional Salish styles. (photo UVic Photo Services)



Songhees First Nation student Darlene Joseph and Squamish First Nation graduate student Leigh Joseph record plants as part of a field school. (photo Darcy Mathews)



## STRAND 4 | RESEARCH

### GOAL 1 | VALUE, SUPPORT AND PROMOTE INDIGENOUS RESEARCH.

#### ACTIONS

- a. Recognize faculty for their Indigenous research and promote their achievements.
- b. Develop a database for Social Sciences that lists community research requests/needs and link to faculty members in respective disciplines (can also be used for linking graduate students to potential community projects/research).
- c. Develop clear spaces on the Social Sciences website highlighting current Indigenous research.
- d. Build relationships with Indigenous communities and enable discussions around specific partnerships to support their research needs.
- e. Identify, promote and support opportunities for undergraduate and graduate students, and postdoctoral fellows to be involved in Indigenous research initiatives.
- f. Recognize modes of research dissemination other than peer-reviewed journals as scholarly work.
- g. Work with CIRCLE and IAAC to establish and promote culturally appropriate and inclusive definitions, guiding principles and protocols for research with Indigenous participants, in Indigenous communities and/or Indigenous lands.
- h. View Indigenous research methodologies as legitimate and productive.
- i. Develop mechanisms that ensure accountability for valuing, supporting and promoting Indigenous research from all departments and schools (e.g., include in resource planning documents).
- j. Provide faculty and student training on indigenizing research, linking with existing research methods and LE, NONET.
- k. Partner with other interested faculties and/or CIRCLE to host an Indigenous Graduate Student Symposium that showcases Indigenous graduate students' work/research.

### GOAL 2 | TARGET FUNDRAISING TO SUPPORT INDIGENOUS RESEARCH.

#### ACTIONS

- a. Target additional funds for community-driven research.
- b. Increase funding for priority initiatives in Indigenous research and community engagement (see Faculty & Staff, Goal 4b for examples of potential priorities).
- c. Work with CIRCLE to identify and promote opportunities for funding of Indigenous research initiatives by faculty members in all fields and disciplines.

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"UVic recognizes that research in Indigenous communities or involving Indigenous peoples must be conducted in a respectful and culturally appropriate manner following protocols regarding: entering community sites, engaging with communities, Elders and Knowledge Keepers, acknowledging cultural knowledge and cultural property, and disseminating research findings."

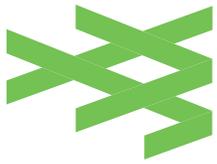
—UVic Indigenous Plan



TOP PHOTO: Howard Humchitt (Heiltsuk First Nation)—fisher, hunter and wildlife researcher—shares knowledge and time with Social Sciences students. (photo Chris Darimont)

BOTTOM LEFT PHOTO: Coast Salish Elder Sellemah/Joan Morris (Songhees First Nation) and Sellemah/ Dr. Nancy Turner, with Dr. Darcy Mathews, returning from Tl'ches. (Chatham Island) (photo Catherine Krull)

BOTTOM RIGHT PHOTO: Howard Humchitt (Heiltsuk First Nation) finishes a day of lecturing by leading a field class in a salmon BBQ barbecuing salmon on an outer coastal island. (photo Chris Darimont)



## STRAND 5 | GOVERNANCE

### GOAL 1 | REINFORCE ACCOUNTABILITY FOR THE SOCIAL SCIENCES INDIGENOUS PLAN.

#### ACTIONS

- a. Embed shared accountability for the goals of this plan into Social Sciences governance, planning, and management by ensuring their integration into appropriate governance and planning mechanisms.
- b. Develop an advisory group that focuses on a meaningful accountability mechanism and community engagement protocol.

### GOAL 2 | PROMOTE INTERNAL AND EXTERNAL ENGAGEMENT, COLLABORATION AND INFORMATION SHARING.

#### ACTIONS

- a. Ensure that Social Sciences is a participant in the UVic Indigenous Community Engagement Council (once established).
- b. Continue to participate in and contribute to the IAAC.
- c. Continue to use the Dean's Indigenous Advisory Forum as a venue to engage Indigenous and non-Indigenous faculty and students, and provide input to Social Sciences planning and practice.
- d. Continue to support the Dean's Indigenous Advisory Forum and provide resources (e.g., website) to more broadly share information and ideas (e.g., a resource guide, recommended reading list, recruitment and hiring guide).

### GOAL 3 | DEVELOP A COORDINATED APPROACH AND COMMITMENT TO FUNDRAISING TO SUPPORT INDIGENOUS STUDENTS, PROGRAMMING AND INITIATIVES.

#### ACTIONS

- a. Work with the Dean's Indigenous Advisory Forum to identify short- and long-term funding priorities that align with the Social Sciences and institutional Indigenous Plans.
- b. Build a fundraising strategy for Indigenous initiatives.

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"Governance that provides structures and processes to support Indigenous students, faculty and staff, and to engage with Indigenous communities, is a foundation for the implementation of this Plan."

—UVic Indigenous Plan



## NEXT STEPS

To ensure the implementation of the goals and actions laid out in this Social Sciences Indigenous Plan, annual reports and action plans will be developed by the Dean's Indigenous Advisory Forum in consultation with faculty, students and staff, and with the approval of the Dean.

The annual action plans will include priorities and will clearly lay out achievable actions to address the priorities.

Furthermore, the action plans will lay out deliverables, timelines, responsible individuals or groups to undertake the actions and proposed measures against which to evaluate accomplishments.

Finally, a report will be generated annually to report on accomplishments, circumstances that prevented actions from being achieved and priorities for the coming year.

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"Indigenous histories and cultures should be reflected throughout the campus and Indigenous thought and knowledge must inform our teaching and scholarly activity in order to remove barriers to education faced by Indigenous students."

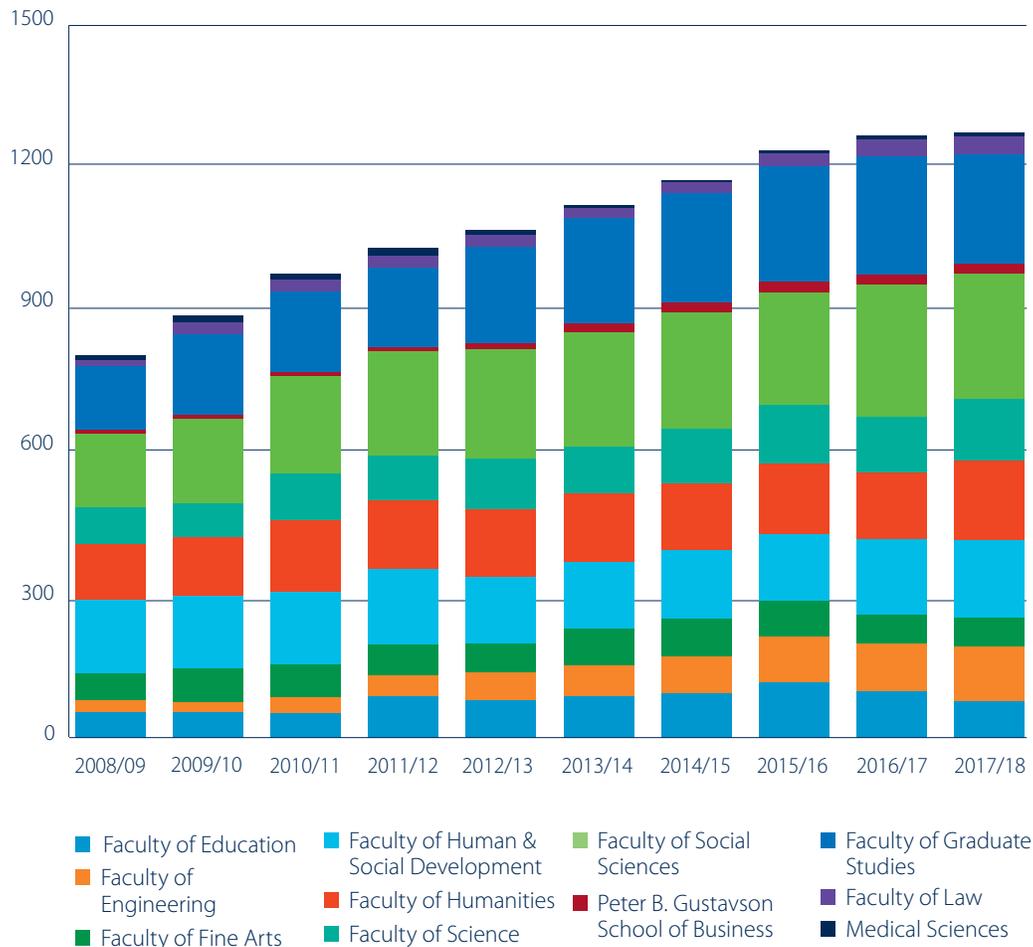
—UVic Indigenous Plan



RIGHT PHOTO: Elroy White and Charlie Brown of Central Coast Archaeology engage students of a field class. (photo Chris Darimont)

# APPENDIX A

## UVIC INDIGENOUS STUDENTS BY FACULTY (2008–2018)<sup>1,2</sup>

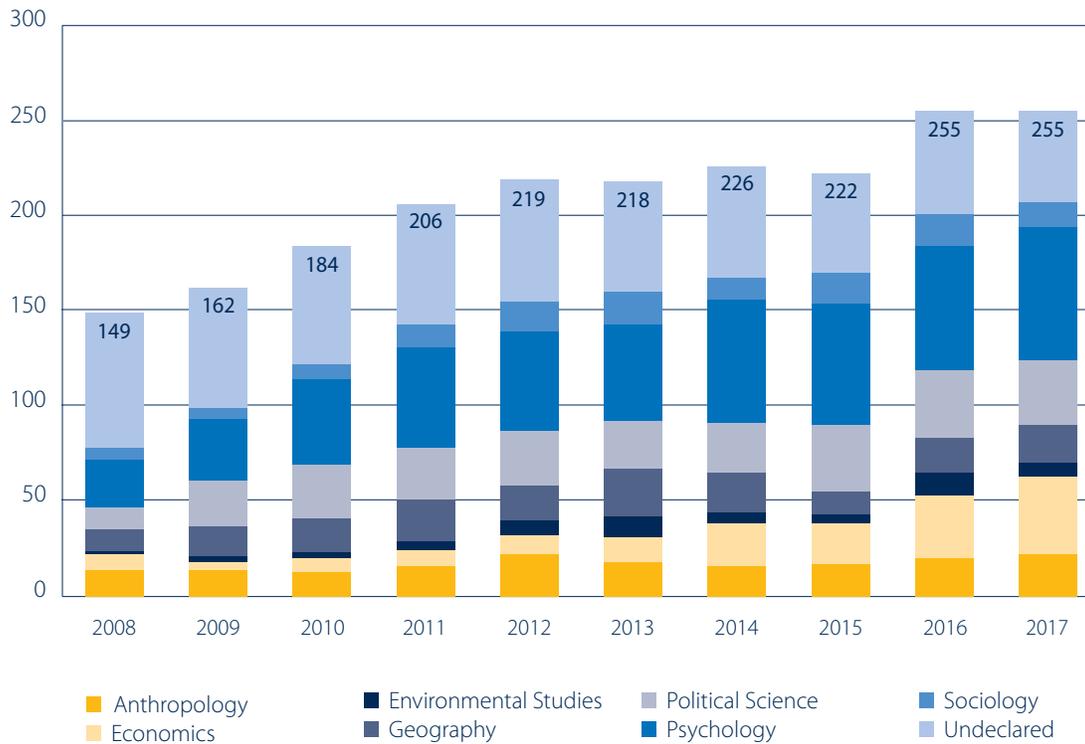


<sup>1</sup>Unique students

<sup>2</sup>All years revised based on additional source data Institutional Planning Analysis, May 18, 2018

# APPENDIX B

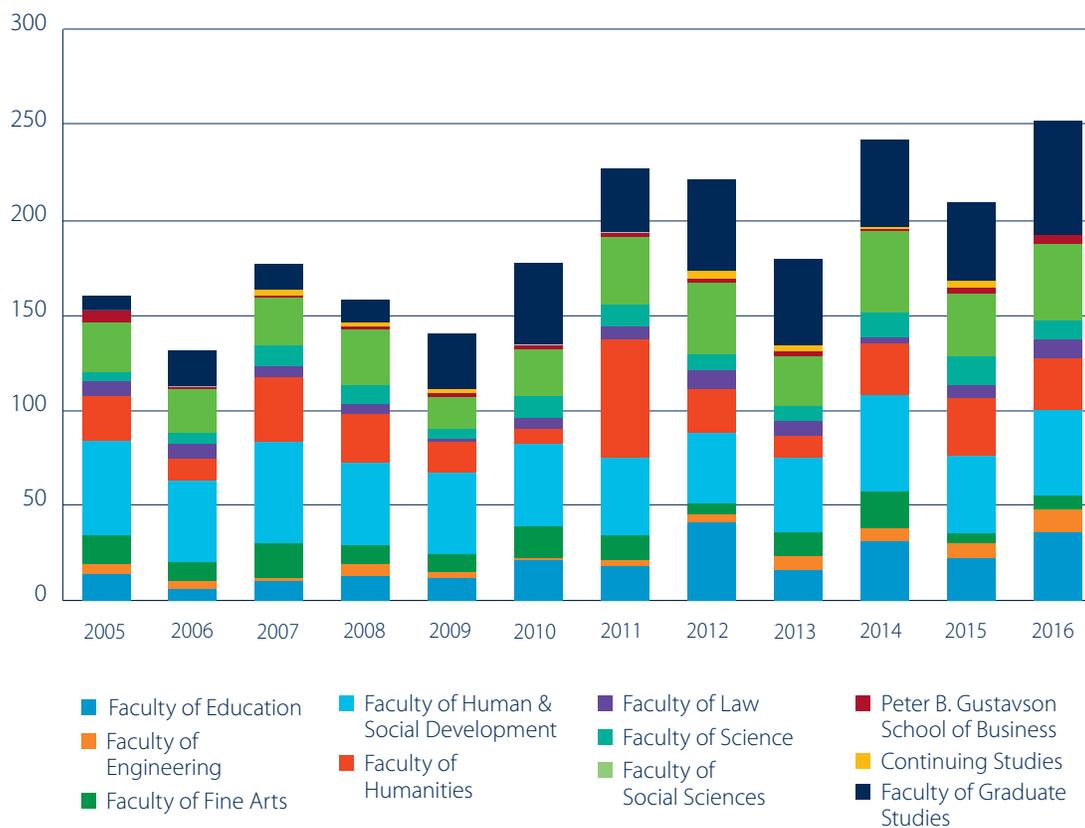
## SOCIAL SCIENCES UNDERGRADUATE INDIGENOUS STUDENT BY DEPARTMENT (2008–2017)<sup>1</sup>



<sup>1</sup>Unique headcount

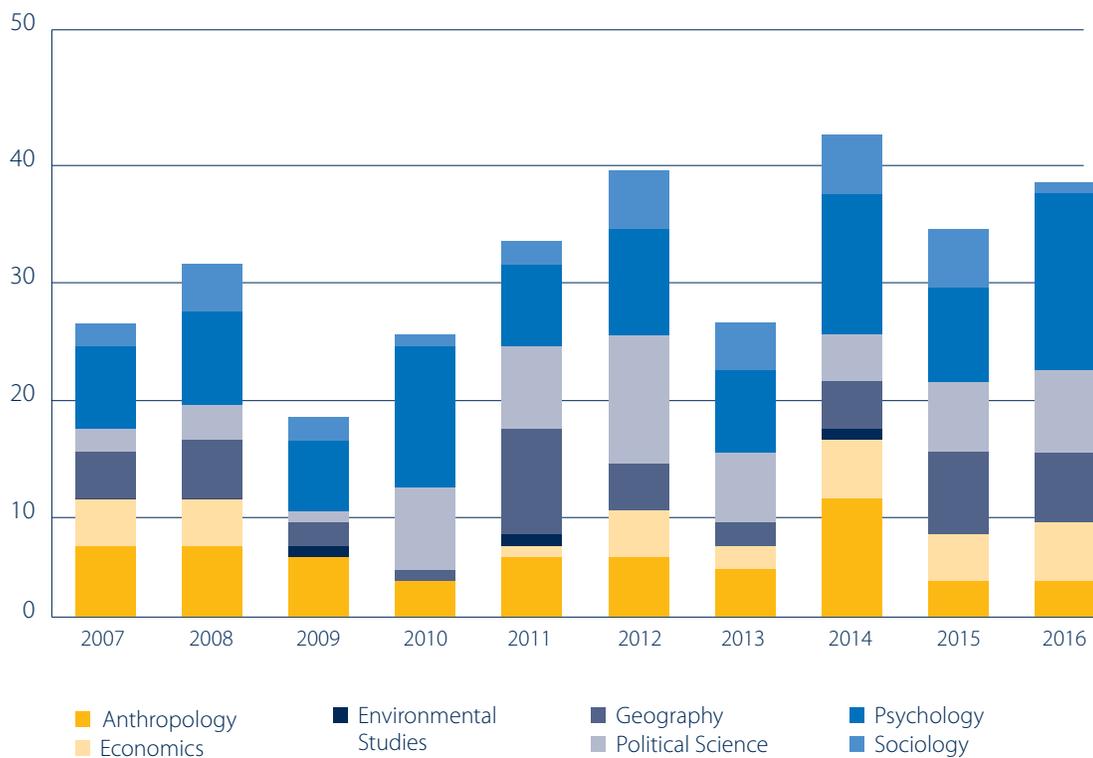
# APPENDIX C

## CREDENTIALS GRANTED TO INDIGENOUS STUDENTS BY FACULTY (2005–2016)



# APPENDIX D

## CREDENTIALS GRANTED TO INDIGENOUS STUDENTS WHOSE 1ST MAJOR IS IN SOCIAL SCIENCES BY DEPARTMENT (2007–2016)<sup>1</sup>



<sup>1</sup>These data do not include students whose 2nd major is in Social Sciences. Until 2015, Environmental Studies could only be designated as the 2nd major.



