

Faculty of Humanities

Indigenization Implementation Strategy 2022



University
of Victoria

Humanities



FACULTY OF HUMANITIES INDIGENIZATION IMPLEMENTATION STRATEGY March 2022–2026

The Faculty of Humanities is committed to implementing principles of decolonization and Indigenization¹ in its programs and structures. Reflecting this commitment, this Indigenization Implementation Strategy (IIS) guides the Faculty in its efforts to support and implement the principles of the UVic Indigenous Plan, UVic Strategic Framework and, guided by that framework, the applicable Truth and Reconciliation Commission (TRC) Calls to Action at the faculty and unit level.

Although the Faculty has already begun implementing the Indigenous Plan, the IIS provides a basis for both accountability and reporting as a way of holding ourselves accountable for our shared responsibility for decolonization. It also directs units to undertake their own implementation planning. Although the university collects data from all faculties on their progress toward implementing the Indigenous Plan, the IIS helps to clarify the concrete actions that our Faculty is planning, has in process, and has undertaken. It also provides a structure through which the Faculty will track its own progress.

The IIS was drafted by the Associate Dean Academic (ADA), Lisa Surridge, and the Tri-Faculty Indigenous Resurgence Coordinator (TFIRC), Lydia Toorenburgh.

To prepare to draft the IIS, the TFIRC and the ADA met with each unit in the faculty to hear about their Indigenous initiatives, their future goals, and their needs. Next, an initial draft was completed and was then reviewed by the Dean's Office and Chairs and Directors. Next, we met with the Associate Vice-President Indigenous, Robina Thomas, to garner administrative feedback. We invited feedback from Faculty Council and held in-person meetings with Indigenous faculty and staff.

¹ "Decolonization is about practices and/or thinking that supports individual and collective determination as a starting point for this work. To decolonize is to recognize that current western paradigms should not automatically hold privilege; Indigenous ways of thought are equal in value. Decolonization work includes determining how these alternate forms of scholarship are evaluated": see "Collective Responsibility for Decolonization and Indigenization," University of Victoria. <https://rise.articulate.com/share/fkpu1ujpc8zYG7UwJNsztIWupNtNeMR#/lessons/rXN0zQIoM-L7JxYe123KWN3-zDx39FEp>. "Indigenization is a collaborative process of naturalizing Indigenous intent, interactions, and processes and making them evident to transform spaces, places, and hearts. In the context of postsecondary education, this involves including Indigenous Perspectives and approaches. Indigenization benefits not only Indigenous students but all students, teachers, staff members, and community members involved or impacted by Indigenization." Iain Cull, Robert L.A. Hancock, Stephanie McKeown, Michelle Pidgeon, and Adrienne Vedan, *Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors*.

The IIS guides the efforts of the TFIRC, as a relatively new position within the Tri-Faculty. The TFIRC has a term of three years, from 2020–2023. This three-year term partially overlaps with the timeframe of the current document, which outlines actions to be continued or initiated in the short term (by December 2022), medium term (by December 2024; one year after the end of the current TFIRC appointment), and long term (by December 2026 or after; ideally, to be led by a TFIRC in a reappointment or continuing position).

This IIS creates tactics and strategies by which the Faculty will work towards the implementation of the Indigenous Plan (2017-2022), which established a five-year commitment to Indigenization and decolonization. The plan has five strands: Students, Faculty and Staff, Education, Research, and Governance. Under these strands are numerous goals and tactics that offer action items for faculties, units, programs, and individuals to undertake. The current Indigenous Plan will end in 2022, with a new plan set to be released shortly thereafter. This means that this IIS will require revision; the commitments outlined in this document will nevertheless remain critically important to the necessary work and actions of reconciliation.

Statement of Commitment:

The following Statement of Commitment is intended to summarize the values and commitments of the Faculty. This statement is intended to provide a horizon of success to work toward, to increase accountability, and to remind ourselves of the ownership and responsibility we have in this important work.

The Dean, the Dean's Office, and Faculty of Humanities commit themselves to the following goals:

- to create a warm, welcoming and respectful learning environment and sense of place for all Indigenous students, faculty, and staff;
- to increase the recruitment, retention and success of Indigenous staff and faculty across all units;
- to support and recognize the research and scholarship of Indigenous faculty and graduate students;
- to increase recruitment, retention and success of Indigenous students;
- to support all faculty, staff and students to gain a better understanding of settler-Indigenous relations, the ongoing realities of colonization, and their own relationship to the territory on which they live and the Indigenous peoples of that territory, and to reflect critically on settler-colonial values and assumptions;
- to support and promote Indigenous research initiatives and opportunities for faculty, graduate students, and undergraduate students;
- to establish and promote culturally appropriate and inclusive definitions, guiding principles and protocols for research with Indigenous researchers, materials, and participants;

- to examine curricula and pedagogy across the faculty with a view to decolonizing and Indigenizing, as well as affirming and including Indigenous ways of knowing; and
- to support Indigenous Studies to thrive in the faculty.

To these ends, we commit to undertake implementation work as follows:

- to implement the strategies and tactics outlined below;
- to undertake regular reflection on steps taken so far under this IIS;
- to engage in regular (re)appraisal of whether these steps are having the desired effect and how we might improve upon them; and
- to update this plan as necessary when guiding documents from the university require such revision.

Format:

Part 1 of the IIS template reflects the strands, goals, and tactics of the Indigenous Plan, with the goals and tactics listed in the left column, the strategies for implementing these listed in the short, medium, and long term on the right, and those responsible for coordination or leadership indicated in brackets. Some of the Indigenous Plan's goals and tactics have not been included because they were deemed to be outside of the Faculty's purview.

Part 2 reflects UVic's Strategic Framework, Strand 4 (Foster Respect and Reconciliation) and its strategies.

Part 3 reflects the TRC calls to action that apply to our faculty and identifies implementation strategies for these.

This format is designed to help the dean's office, the TFIRC, and units in the Faculty to focus on actions in a given timeframe and report on progress. The vast majority of the goals and tactics will be ongoing once initiated.

Colour Key:

Strand		Tactic	
Goal		Term	

Abbreviation Key:

AA: Administrative Assistant, Faculty of Humanities
 AAC: Academic Advising Centre
 ADA: Associate Dean Academic, Faculty of Humanities
 ADR: Associate Dean Research, Faculty of Humanities
 CA: Collective Agreement (Faculty Association)

C&D: Chairs and Directors
 CC: Curriculum Committee
 CO: Communications Officer, Faculty of Humanities
 Co-Op: Co-operative Education program
 DA: Director of Administration, Faculty of Humanities
 DO: Development Officer, Faculty of Humanities (not currently in place)
 FC: Faculty Council
 GE: Office of Global Engagement
 GD: Graduate Directors
 IACE: Indigenous Academic and Community Engagement
 IIS: Indigenous Implementation Strategy
 NSW: New Student Welcome
 OREG: Office of the Registrar
 RC: Research Coordinator, Faculty of Humanities
 RO: Recruitment Officers
 TFIRC: Tri-Faculty Indigenous Resurgence Coordinator
 TRC: Truth and Reconciliation Commission

PART 1: Implementation of the UVic Indigenous Plan

Strand 1: Students			
Tactic	Short Term (by December 2022)	Medium Term (by December 2024)	Long Term (by December 2026 or after)
Goal 1: Increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university.			
1c. Support pre-university as well as other outreach programs for Indigenous youth (e.g., Science Venture, a summer preparation term)		Explore the possibility of developing or partnering on school-age camps on Indigenous knowledge (TFIRC & ADA)	
1d. Further develop support and mentorship programs that connect current and future Indigenous students with other	Continue to participate in Mini University (TFIRC & ADA) Continue to support New Student Connect	As needed, hire a work study student to support the role of the TFIRC. Explore mentorship options for both	

students, faculty or staff (e.g., Campus Cousins, Mini University)	program (TFIRC & ADA) Continue to participate in Noon Networking at First People's House (TFIRC, ADA & ADR)	graduate and undergraduate students (TFIRC; ADR, ADA).	
1e. 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	Collaborate with Indigenous Recruitment Officers to support recruitment strategies for Indigenous undergraduate students (TFIRC & ADA) Collaborate with Graduate Recruitment Officer to support recruitment strategies for Indigenous graduate students (ADR, TFIRC) Initiate a town hall for incoming Indigenous undergraduate and one for incoming grad students in the Tri-faculty (TFIRC & AA, ADA, ADR)	Work with other faculties and IRCs to identify barriers to campus and advocate for solutions to overcome/remove them.	
1f. Increase the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous	Pilot a section of ATWP 135 designated for Indigenous students (ATWP Director & TFIRC) Support revision of English Equivalency Placement exam	Support development of access and pathways programs for Indigenous students as recommended by SEM (ADA & ATWP Director already serve on this committee)	

student enrolment across campus	(ATWP Director & TFIRC) Reserve two seats in the HUMA 180 section (the entry path to the Scholars Program) for the top two Indigenous students entering the faculty in a given year (ADA, ADR)	Monitor success of new expanded qualifications program; if successful, expand & promote. Recruit Indigenous graduate students in faculty Encourage the progression of Indigenous students from undergrad to grad.	
Goal 2: Create a warm, welcoming and respectful learning environment and sense of place.			
2a. Support development of a community that is accepting of diversity, and inclusive of Indigenous ways of knowing and being.	Faculty and units to put land acknowledgement on websites; unit leaders and staff to put it under their signature line (Dean, C&D, staff) TFIRC to join ATWP Advisory Board (TFIRC, ATWP director)	Sponsor and support an Indigenous LLC in UVic residence (with Tri-Fac partners plus IS Director, ADA & TFIRC) Create spaces and murals in Clearihue that reflect Indigenous culture and art (Dean, TFIRC, CO).	
2b. Provide opportunities for students to learn about the history of Indigenous peoples and the enduring impacts of colonization on individuals, families, and communities	Support and launch IS 100, a large-format class, with no pre-requisites. Starts Fall 2022 Meet with unit advisers to ask them to promote 1.5 units of Indigenous-focused courses, including those from outside IS, to undergraduate	With support of the dean's office, the TFIRC, and the equity committee, units should undertake a curriculum audit for Indigenizing and decolonizing their graduate and undergraduate curricula (Dean, TFIRC, CC)	

	students. Communicate this goal to AAC (ADA and TFIRC)	Prompt each unit that does not already have one to consider one course with a focus on Indigeneity or the history and ongoing reality of colonization as related to its field. This could be listed as an IS breadth course but will not be developed by IS (Dean) Consider a faculty-based HUMA course on these topics, grad and/or undergrad (ADA, ADR, HUMA Committee) Obtain data on how many current graduates (undergraduate and graduate) have taken an Indigenous-related course in their degree (ADA, ADR & TFIRC)	
2c. Further develop and enhance processes to deal with racism and discrimination at the university to support Indigenous students to safely address such concerns		Initiate a discussion to develop a student-centred protocol to assist Indigenous Tri-Faculty students with anti-Indigenous racism. This should include local protocol, for example cedar brushing and blanketing. (Deans, Crystal Seibold and Office of Student Life, TFIRC, EQHR & Ombudsperson)	

		Dean to work with C&D to build awareness and capacity to deal with incidents of racism whether it is targeted at individuals or groups. (Dean, EQHR, Ombudsperson)	
Goal 3: Ensure stable institutional support for Indigenous student services.			
3b. Increase the number of student scholarships, fellowships and bursaries for Indigenous students	Endow the Christine Welsh Scholarship (Dean, ADA, Development, GNDR Fundraising Committee)	Fundraise for new scholarships for Indigenous students (grad and UG) in HUMS; consider naming these in honour of distinguished Indigenous alumni, faculty, and/or community leaders (Dean, ADA, ADR, DO, TFIRC). Create awards that celebrate and support UG Indigenous student success. Consult Ruth Young (Dean, ADA, TFIRC). Explore creating awards for the Indigenous Studies Program (Director, TFIRC, ADA, Dean). Endow new awards that support and Indigenous students with financial need.	Create awards that celebrate Graduate Indigenous student success. Consult Ruth Young. (Dean, ADR, TFIRC)
3c. Expand availability of	Consider offering more online and in-		

supports to Indigenous students, whether they are studying on campus, online, or in community	person events for information and cultural support and activities (TFIRC, ADA, ADR, AAC, IACE)		
3e. Map support services for Indigenous students across UVic to assess potential gaps or needs as a means of retaining Indigenous students	Develop an “Indigenous” tab for students on the Humanities website (TFIRC, CO)		
Goal 4: Provide opportunities to recognize Indigenous students’ identity.			
4a. 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	Support and expand existing land and ocean- based courses in IS and GNDR, as well as other units (ADA, DA) Explore other faculty or Tri-Fac wide land-based activities like invasive species pulls. (ADA and TFIRC)	Encourage units develop new land and water-based courses and activities (ADA, C&D, TFIRC)	
4b. Increase the involvement and support of Elders and Knowledge Keepers in student programming	Develop an annual budget for class visits by Elders and Knowledge Keepers; funding will be conditional on following the protocol sheet that will be forthcoming from the TFIRC (DA, TFIRC)	Explore using SSHRC Connection Grant or Lansdowne funding to support a visiting Indigenous Elder or Knowledge Keepers (ADR, TFIRC, possible campus partners)	
4c. Develop opportunities to bring international Indigenous perspectives into the		Prompt units to integrate international Indigenous perspectives into the curriculum (Dean)	Support international exchange programs that will benefit Humanities students

curriculum and explore new international Indigenous education and research exchange opportunities		Explore the possibility of expanding current or developing new study-abroad programs to include Indigenous language and experiential learning component. (TFIRC, ADA, ADR) Explore possibility of joining existing field schools (TFIRC, ADA, ADR)	(ADA, TFIRC, IS Directors, GE, IACE) Develop field schools or co-teach such schools with partner institutions (TFIRC, ADA, ADR)
4d. Profile the success of Indigenous students on websites and in UVic publications	Identify and profile Indigenous students on Humanities websites and social media (CO, TFIRC, Chairs to identify students). TFIRC to recognize such contributions. Create website tab for Indigenous students (see 3e). (TFIRC and CO).		

Strand 2: Faculty and Staff			
Tactic	Short Term (by December 2022)	Medium Term (by December 2024)	Long Term (by December 2026)
Goal 1: Increase the recruitment, retention and success of Indigenous staff.			
1a. Support units and faculties to recruit and hire Indigenous staff, including members of Coast Salish and First	Encourage preferred or limited hires for Humanities staff (Dean, DA to raise with C&D).	Advocate for the role of the TriFac Indigenous Resurgence Coordinator to be full-time, ongoing	Support IS to hire an additional .5 staff when departmental status is attained (Dean, DA).

Nations in our region, in accordance with the University of Victoria Employment Equity Plan 2015–2020	Encourage units to develop positive strategies for retention of Indigenous staff (DA). Offer Indigenous and staff mentors for Indigenous staff (DA, C&D). Organize a welcome meeting with TFIRC for new hires (TFIRC)	rather than term (Dean)	
1b. 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	Ensure equity hiring processes for staff hires (DA).	Include current Indigenous staff/faculty on hiring/search committees for limited or preferential Indigenous staff hires. (DA, C&D, TFIRC)	Work with EQHR and AVPI to develop/offer training regarding best practices for hiring Indigenous staff (Dean, C&D, TFIRC, EQHR)
1c. Recognize Indigenous staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students	Recognize Indigenous staff in their reviews and performance evaluations for their particular contributions to university and faculty activities that benefit Indigenous students, staff, and faculty (DA, C&D).	Nominate Indigenous staff for awards (Dean, ADA, ADR, TFIRC, C&D, DA). Work with EQHR and AVPI to develop/offer training for C&D regarding best practices for annual assessment for Indigenous staff (DA, TFIRC, AVPI, EQHR)	

Goal 2: Provide professional development opportunities and recognition to non-Indigenous staff to foster understanding of Indigenous history and culture.			
2a. 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	Make ICAT training part of staff onboarding (DA, C&D, TFIRC) Find out how many staff in Humanities have completed ICAT training; aim for 95% by end of year; follow up with IACE if we need HUMS sessions (DA, C&D).	Explore why any remaining staff have not done ICAT; address barriers (DA, C&D, TFIRC).	
2b. Recognize staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students	Humanities has already established the award for the person in the faculty (staff, faculty, or student) who does the most to realize the goals of the Indigenous Plan (Həuistəŋ Award, established 2020). Recognize non-Indigenous staff in their reviews and performance evaluations for their particular contributions to university and faculty activities that benefit Indigenous students, staff, and faculty (DA, C&D).	Explore ways of recognizing contributions to Indigenization in staff assessments (DA, C&D)	
Goal 3: Increase the recruitment, retention and success of Indigenous faculty across the university.			

3. Increase the recruitment, retention and success of Indigenous faculty across the university.	Encourage preferred and/or limited hires as well as cluster hires for faculty (Dean, C&D). Require units to develop positive strategies for retention of Indigenous faculty; build into permission to hire (Dean, C&D). Continue to use the Indigenous Recruitment Support fund opportunities (if these continue in the next CA) (Dean, DA, C&D). Offer Indigenous and unit mentors for Indigenous faculty (Dean, C&D).	Include current Indigenous faculty on hiring/search committees for limited or preferential Indigenous faculty and leadership hires. (Dean, C&D, TFIRC)	
3a. Identify opportunities to employ Indigenous graduate students as Teaching Assistants (TA) or Research Assistants (RA) as well as for sessional work	Identify opportunities to employ Indigenous graduate students as Teaching Assistants (TA) or Research Assistants (RA) (ADR, GD, C&D, TFIRC). Continue to identify opportunities to employ Indigenous graduate students for sessional work (ADA, DA, C&D).	Explore possibility of prioritizing Indigenous students when assigning TA and RAs.	
3b. Continue to provide an	Verify that Indigenous mentors		

Indigenous mentor to newly hired Indigenous faculty	are assigned to Indigenous faculty (Dean, C&D).		
3c. 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 next revisions of Unit Standards, all units to consider how reappointment, tenure, promotion and merit can encourage and recognize the work of Indigenous faculty involved in service, Indigenous teaching & mentorship, curriculum development, and leadership (Dean, C&D).	
Goal 4: Support and recognize the research and scholarship of Indigenous faculty			
4. Support and recognize the research and scholarship of Indigenous faculty	Develop Hæuistəŋ award to recognize the efforts, excellence, and success of faculty, staff, and students in promoting the goals of the Indigenous Plan (Dean, TFIRC). Add EDI language to all awards; mandate committees to consider equity factors in reaching decisions.	Support the research of Indigenous faculty with grants facilitation, mentorship, and seed money (Dean, ADR) Involve Indigenous faculty in Grants Board (ADR)	
4a. Encourage faculties and departments to develop criteria for merit, tenure and promotion to ensure that		In the next revisions of Unit Standards, all units to consider how to develop criteria for merit, tenure and promotion to ensure that	

Indigenous faculty are recognized and valued for their unique contributions to community-engaged and community-based research		Indigenous faculty are recognized and valued for their unique contributions to community-engaged and community-based research (Dean, C&D).	
4b. 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			Use HUMS Commons to support Indigenous and non-Indigenous faculty undertaking interdisciplinary Indigenous research & scholarship (Dean, ADR).
Goal 5: Support faculty to develop greater knowledge of Indigenous history and culture.			
5a. 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	Encourage & support the formation or continuation of departmental/unit committees dedicated to decolonizing and indigenizing the curricula and pedagogy, and to making concrete steps toward reconciliation (Dean, TFIRC, C&D).	Support indigenization and decolonization of curricula and pedagogy (Dean, TFIRC, C&D).	
5b. Continue development and delivery of the	Make ICAT training part of faculty	Explore why any remaining faculty have not done ICAT;	

Indigenous Cultural Acumen Training (ICAT) programming for faculty	onboarding (Dean, C&D). Find out how many faculty in Humanities have completed ICAT training; aim for 95% by end of year; follow up with IACE if we need HUMS sessions (Dean, TFIRC, C&D).	address barriers (DA, C&D, TFIRC).	
5c. Encourage, and provide opportunities for, faculty to participate in professional development opportunities about decolonization	Arrange for Colonial Realities Bus Tour for faculty, staff, and graduate students (TFIRC, DA, ADR) Arrange for blanket exercise for faculty, staff, and graduate students (TFIRC, DA, ADR) Arrange for a workshop on the land acknowledgement, local pronunciation to connect with Tiffany Joseph's work (TFIRC).	Arrange faculty workshops on decolonization and the sensitive teaching of colonial histories and current realities (Dean, TFIRC, ADA, C&D)	Use HUMS Research Commons for discussions, lectures, presentations, and/or workshops on decolonized & Indigenized pedagogy (Dean, ADR)

Strand 3: Education			
Tactic	Short Term (by December 2022)	Medium Term (by December 2024)	Long Term (by December 2026)
Goal 1: Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.			
1a. Ensure that students in	Develop, fund, and promote IS 100 for	If IS still not on list of Ministry teachables,	

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	Fall 2022 (Dean, ADA, DA, Director of IS, CO)	work to include it (Dean, ADA, Director of IS). Connect to local BC high, middle, and elementary school teachers for Pro-D presentations and workshops on Indigenous knowledge that support the BC Curriculum (Dean, C&D, TFIRC); possibly collaborate with IED, CIRCLE, IGOV on this effort.	
1b. 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		Collaborate to offer one on-campus local Indigenous language course (Dean to consult with IED and CILR).	Units across the faculty to work to offer courses that will interest and attract Indigenous students; to do this, departments will have to demonstrate the commitment and results of decolonizing and indigenizing curriculum and courses (Dean, C&D, TFIRC)
1c. Review existing programs to ensure they are of high quality and they are meeting Indigenous student and community needs		Arrange an Academic Program Review for Indigenous Studies (Dean, Director of IS)	Review curriculum of all units to monitor progress on Indigenization and decolonization (Dean, TFIRC, ADA, ADR)
1d. Support the development of new programs where there is an identified		Consider a Certificate in Indigenous Language and Culture (Dean, ADA, TFIRC,	

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		C&D; Dean to consult with Director of IS)	
1e. Develop an Indigenous Studies Major to complement the existing Indigenous Studies Minor (done)	Expand IS courses and offerings as appropriate (Dean, ADA, DA, Director of IS).	Make IS a department; advocate for faculty resources for this (Dean, DA, Director of IS). Establish IS honours program (ADA, Director of IS).	Advocate for IS or Indigenous Humanities graduate program, contingent on gaining sufficient faculty resources for this (Dean, ADR, Director of IS).
Goal 2: Develop opportunities for UVic students to gain a better understanding of Indigenous peoples, histories and cultures, and the impact of colonization.			
2a. Develop opportunities for students to gain intercultural acumen competency related to Indigenous culture and history		Offer ICAT training to graduate students (ADR, TFIRC, GD). Develop, fund, and promote IS 100 for Fall 2022 (Dean, ADA, DA, Director of IS) Explore opportunities to cross list or jointly offer Indigenous-focussed courses in the faculty or across faculties (ADA, TFIRC).	
2b. Work with the Division of Learning and Teaching Support and Innovation and academic units to support a framework		Encourage applications for the SI-I grants from LTSI (ADA, TFIRC). Develop pedagogy workshops to provide	

to indigenize curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories		guidelines on how to teach Indigenous epistemologies, histories, and current realities (Dean, ADA, TFIRC, C&D)	
2c. Offer faculty professional development opportunities about how to indigenize and decolonize pedagogy and curricula	(see Strand 2, 5a, 5c	(see Strand 2, 5a, 5c).	(see Strand 2, 5c).
2d. Highlight in campus publications and promotional materials opportunities for students to learn about Indigenous histories and issues	Review first-year guide for recommended Indigenous-focussed courses for students (CO, ADA, TFIRC) Include list of courses under Indigenous tab on website (CO, TFIRC). Include Indigenous focussed courses under themed electives (ADA). Review recruitment materials for fall: to ensure it highlights opportunities for students to learn about Indigenous histories, issues,		

	and ongoing realities (CO, ADA, TFIRC). Highlight in faculty publications (e.g., annual report, website, social media) opportunities for students to learn about Indigenous histories, issues, and ongoing realities (CO, TFIRC). Develop communications strategy to highlight opportunities for students to learn about Indigenous histories and issues (CO to consult with Director of IS & TFIRC). Review <i>Why Write?</i> (ATWP OER) for Indigenous content (TFIRC)		
2e. Continue to develop, identify and promote opportunities for cultural learning through land- and water-based and community learning in a range of		Expand upper-year land-based offerings in IS (Dean, DA, ADA, Director of IS). (see Strand 3, 1b.) (see Part 1, Strand 1, Goal 4, 4c.)	(see Part 1, Strand 1, Goal 4, 4c.)

programs and courses at the undergraduate and graduate levels			
---	--	--	--

Strand 4: Research			
Goals	Short Term (by December 2022)	Medium Term (by December 2024)	Long Term (by December 2026)
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.	Publicize & apply SSHRC guidelines RE: Indigenous research (RC & ADR). Advocate for culturally safe research ethics processes and support the establishment of an Indigenous Research Advisory Committee, as called for in Aspiration 2030 (ADR). Embed EDI in research processes and activities (ADR & RC).	Identify ways to recognize and valorize research impacts that go beyond traditional, colonial, metrics (Dean, ADR, C&D).	
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.	Set aside a fund for seed money for Indigenous-themed conferences (Dean, ADR, DA). Support applications for Relational Knowledge Grants, through OVPRI, for Indigenous faculty (ADR & RC).	Identify and promote funding opportunities, both internal and external, for Indigenous research initiatives (ADR, RC). Advocate for teaching releases for Indigenous faculty with major research projects, in line with	

		Aspiration 2030 (ADR, Dean). Engage faculty members across fields and disciplines with Indigenous research (RC & ADR)	
3. Identify resources for Indigenous research chairs, graduate student scholarships and postdoctoral fellowships.	Lobby for the full return of the BC Graduate Scholarships, esp. those reserved for Indigenous students (Dean & ADR). Advocate with FGS and with OVPRI for new scholarships for Indigenous graduate students and postdoctoral fellows (Dean & ADR).	Advocate to the university to create targeted chairs in Indigenous research, consistent with Aspiration 2030 (Dean, ADR). Consider a CRC in Genocide and Human Rights (Dean, ADR & RC)	
4. Identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives.	As appropriate, identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives (ADA, ADR & RC). Promote involvement of undergraduate Scholars Program students in	As appropriate, work with researchers to build targeted funding for Indigenous students into research grants. (ADR & RC)	

	Indigenous Research (ADA & ADR). For Scholars Program, reach out to highest achieving Indigenous high school students to invite; include self-identification on application (ADA & ADR)		
5. Promote internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.	Explore existing faculty connections to international Indigenous communities (ADR).		Work with partner universities (e.g., Macquarie University, University of Hawai'i at Mānoa) to promote internationalization of Indigenous research (Dean, ADA, ADR, TFIRC).

Strand 5: Governance			
Tactics	Short Term (by December 2022)	Medium Term (by December 2024)	Long Term (by December 2026)
Goal 1: Review and potentially revise the governance structure for Indigenous programming, initiatives, and engagement.			
1g. Develop a protocol for working with Elders and Knowledge Keepers	Develop protocol for working with Elders and knowledge keepers based on IACE guidelines; link to fund (see Strand 1, 4.b). (TFIRC, IACE)		
1h. As appropriate, develop additional governing or advisory bodies that ensure	Consider having a Dean's Advisory Council on Indigenization (standing or ad hoc)		

representation of Indigenous students, local community members and Elders	(Dean to consult Director of IS, Indigenous faculty & students)		
Goal 2: Identify venues for communicating priorities and opportunities internally and with external partners, including Indigenous communities, government, and funding agencies.			
2a. Develop an effective communication strategy (including a strong online presence) for ensuring the exchange of, and access to, information about Indigenous initiatives and events	Use New Student Connect program and new Indigenous ATWP 135 class as a means of reaching Indigenous Students (TFIRC). Maintain a list of Humanities and Tri-fac Indigenous students (TFIRC & AA). Support the development of a website for IS (TFIRC, IS director, CO) Support the development of a directory of Indigenous faculty (TFIRC, IS director, CO) (see Strand 1, 3e)	Develop an effective communication strategy (including a strong online plus digicaster presence) for ensuring the exchange of, and access to, information about Indigenous initiatives and events (Dean, TFIRC, CO). Consider locating a new digicaster in an area of impact for Indigenous students (e.g., such as on third floor, near IS) (Dean, CO, TFIRC).	
2b. Develop a coordinated approach and commitment to fundraising to support Indigenous students, programming and initiatives		After hiring of Development Officer: develop a coordinated approach and commitment to fundraising to support Indigenous students,	

		programming and initiatives (Dean, TFIRC, DO)	
2c. Develop an Indigenous community communication strategy that helps keep local communities updated on current initiatives, events, programs, and activities		Collaborate with IACE communications officer to help keep local communities updated on current initiatives, events, programs, and activities (CO & TFIRC).	
2d. Collaborate with faculty to identify important research or project outcomes that should be profiled for community, non-governmental agencies, or funders		Collaborate with faculty to identify important research or project outcomes that should be profiled for community, non-governmental agencies, or funders (ADR & RC).	

PART 2: Implementation of the UVic Strategic Framework

UVic Strategic Framework			
Strategy	Short Term (by December 2022)	Medium Term (by December 2024)	Long Term (by December 2026)
4.1: Implement and advance the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan.	For the TRC calls to action, see Part 3 ; for the implementation of the Indigenous Plan, see Part 1.		
4.2: Develop new pathways for access to higher education	Support development of access and pathways programs	Work with OREG to identify and address barriers to admission for Indigenous	Work to address barriers identified in previous column

for Indigenous students	for Indigenous students as recommended by SEM (ADA & ATWP Director already serve on this committee) Work with the STEM and Kinesiology working group to provide AWR and pre-AWR programming for this cohort (TFIRC, ADA, ATWP Director). Hold recruitment events for Indigenous students to encourage graduate applications (TFIRC, ADR, RO)	students (nb. in 202009, 40% of Indigenous students who applied to Humanities and were not admitted; in 202109, this figure was 22%) (ADA, TFIRC, OREG). Survey admitted students who declined their offer to find out why they did so and how to address any barriers (ADA, TFIRC, OREG). Units to work to recruit Indigenous graduate students and to indentify and address barriers (ADR, GD)	(ADA, TFIRC, OREG, RO)
4.3: Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success.	Addressed in part 1		
4.4: Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in	Addressed in part 1		

Indigenous-engaged learning to promote mutual understanding and respect			
4.5: Foster respectful partnerships with Indigenous communities, governments and organizations—developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.	Indigenous communities: addressed in part 1; Build relationships with Indigenous communities, governments and organizations who require the research and educational programs that we can provide (Dean, TFIRC).		

PART 3: Implementation of the Applicable TRC Calls to Action

TRC Calls to Action			
Strategy	Short Term (by December 2022)	Medium Term (by December 2024)	Long Term (by December 2026)
7: We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians	See Part 2, 4.2 above. Investigate any employment gaps between Indigenous and non-Indigenous BA graduates from Humanities (TFIRC, Co-Op).	Work to address any employment gaps between Indigenous and non-Indigenous BA graduates from Humanities (TFIRC, Co-Op).	
14.i: Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is	Consult IEd, IS and LING on what is needed to continue to support revitalization, resurgence and reclamation of		

an urgency to preserve them.	languages (Dean, TFIRC) Contribute expertise & advocacy (Dean, LING & IS faculty) Continue to find ways to support this work, materially, through grants, awards, and scholarships (Dean, ADR, C&D).		
16: We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages	See Part 1, Strand 1, Goal 3. 1d.		
57: We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous	Support IS 100 as a service to the whole university (Dean, ADA, IS Director)	Continue to support delivery of IS 100. Continue to develop and support courses that serve this educating role for pre-law, pre-government, pre-education students (Dean, ADA, TFIRC) Consider a certificate in IS and/ or ISP	Possibly expand delivery of IS 100.

Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.		(Dean, ADA, ISP Director). Consider a certificate in IS (Dean, ADA, Director of IS).	
63.ii: Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.		Provide Professional Development events for teachers on Indigenous history, culture, languages (Dean, ADA, TFIRC); possibly partner with IEd.	
63.iii: Building student capacity for intercultural understanding, empathy, and mutual respect	Support ISP as a service to the whole university (Dean, ADA, ISP Director). Promote the Humanities Breadth Requirement (ADA). Promote IS 100 and 101 as key courses in the faculty (ADA, TFIRC). Offer ICAT training and possibly postcolonial bus tours for incoming and current students (TFIRC, NSW).		
65: We call upon the federal government, through the Social		Promote research on reconciliation as an	

Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.		area of research growth (ADR, RC).	
66: We call upon the federal government to establish multiyear funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.		See part 1, strand 1, goal 1, 1c, above.	