5 YEAR REPORT

On the Implementation of UVic's
First Indigenous Plan (2017–2022)

University
of Victoria

In November 2022, the Office of the Vice-President Indigenous requested that faculties, schools, divisions and units share their achievements with respect to the goals and actions of the first Indigenous Plan (2017-2022). They also supported the collection of baseline data relevant for measuring the implementation of Xʷkʷənəŋ istəl | W̱ȻENEṈISTEL | Helping to move each other forward (2023), UVic's new Indigenous Plan.

As of May 2023, 23 reports were received from:

- The Centre for Studies in Religion and Society (CSRS)
- Co-op & Career Services
- The Division of Continuing Studies
- The Faculty of Education (including The Department of Indigenous Education)
- The Faculty of Fine Arts
- The Faculty of Human & Social Development (including The School of Child and Youth Care, Health Information Science, Nursing, Public Administration, Public Health & Social Policy, Social Work, Indigenous Governance)
- The Faculty of Humanities
- The Faculty of Law
- The Faculty of Social Sciences (including Anthropology, Economics, Environmental Studies, Geography, Political Science, Psychology, & Sociology)
- Associate Vice-President Faculty Relations and Academic Administration (AVPFRAA)
- Financial Services
- Human Resources
- Institute on Aging & Lifelong Health
- Internal Audit
- Learning & Teaching Support and Innovation (LTSI)
- The Office of Indigenous Academic & Community Engagement (IACE)
- The Office of the University Secretary
- The Office of the Vice-President Indigenous
- The Office of the Vice-President Research and Innovation (OVPRI)
- The Peter B. Gustavson School of Business
- The Division of Student Affairs
- University Systems
- UVic Libraries

This 5-year report includes: (i) a summary of high-level Indigenous Plan achievements, (ii) demographic information shared by reporting units, and (iii) unit-level initiatives within several target areas. With the intention of further identifying strengths, challenges and areas for growth within these target areas, this report also reflects the concerns and aspirations shared by Indigenous members of the university community during engagement sessions for Xʷkʷənəŋ istəl | W̱ȻENEṈISTEL, which took place from 2022 to 2023.

Indigenous Plan Achievements, Summary

Engaging with Indigenous Elders, Nations, communities and organizations:

- The Indigenous Community Engagement Council (ICEC) was created as an advisory body to the President and Vice-President Indigenous on matters related to Indigenous education and research, promoting mutual understanding and respect between UVic an local Indigenous Nations and communities.
- The Elders' Voices program received recurrent funding for permanent positions for Elders who support students and guide initiatives across the university.
- The Division of Student Affairs consulted with local Nations to support naming the new housing & dining buildings, Čeqʷəŋín ʔéʔləŋ and Sŋéqə ʔéʔləŋ, the first time that UVic has had Lək̓ʷəŋən names on any building.
- Financial Services created procedures to expedite and prioritize cultural handshakes and honoraria payments.
- Supported by partnerships with Indigenous Nations and organizations, Co-op and Co-op and Career reported annually hosting their Indigenous-specific Mock Interview Clinic and Career Fair and further noted that Indigenous students completed 353 co-op placements.
- Science Venture continues to serve Indigenous more than 1000 youth annually from at least 13 Nations and communities.
- UVic Libraries welcomed their inaugural Associate University Librarian – Reconciliation, offering guidance with respect to the Libraries' response to the TRC and the Indigenous Plan, and partnering with Indigenous communities to introduce and sustain Indigenous ways of knowing and being within the Libraries.

Prioritizing Indigenous hiring and retention strategies:

- Reporting figures account for 164 Indigenous faculty and staff at the university, including 32 Indigenous employees holding management and leadership roles.
- AVPFRAA reported supporting 15 Indigenous faculty hires through the Indigenous Recruitment Support Fund in negotiation with the Faculty Association.
- Human Resources created an Employment Equity statement with associated resources to support limited and preferential hiring for Indigenous applicants.
- Contracts include a paid leave policy for employees to participate in ceremonial gatherings or cultural responsibilities.
- Units have provided mandatory training for members of Appointment, Reappointment, Promotion and Tenure (ARPT) committees with respect to evaluating Indigenous research, completing the online course "Increasing Equity in Decision Processes."

Updating learning outcomes and supporting Indigenous pedagogies:

- A a Tri-Faculty Indigenous Resurgence Coordinator joined the faculties of Science, Social Sciences and Humanities to support staff, faculty, and students with events, initiatives, and committee work to support Indigenization and decolonization on a three-year term.

- Several LTSI grants were offered to, and accessed by, academic units working to develop new courses, Indigenize existing courses, update programming, create anti-racism workshops and teaching resources and conduct audits.
- Faculties reported reviewing and updating their core courses and program offerings to ensure that all learners have opportunities to gain a stronger understanding of colonialism and develop competencies related to Indigenous ways of knowing and being.
- In some cases, departments and schools integrated Indigenous course content as a mandatory requirement for program completion at undergraduate and graduate levels.
- Several units reported expanding land-, water- and community-based learning opportunities in partnership with Indigenous Elders and Knowledge Keepers.

Offering new degree and certificate programs:
- UVic launched the world's first Joint Degree Program in Canadian Common Law and Indigenous Legal Orders (JD/JID);
- Re-launched the MA in Indigenous Governance after extensive community consultations;
- Created an Indigenous Studies Major;
- Grew Indigenous Language Revitalization programming to expand certificates, diplomas, a BA in Language Proficiency and graduate-level programs, including a PhD cohort;
- Announced an MBA in Advancing Reconciliation;
- Expanded Indigenous Co-operative Education programming to include an Indigenous International WIL Exchange Program with Australian institutions.

Increasing Scholarship, Bursary, Granting, and Fellowship Supports for Indigenous people:
- Scholarships, fellowships and bursaries for Indigenous students increased by more than $300,000.
- A number of Faculties and Departments reported supporting and hiring for Indigenous-specific Research and Impact Chairs (e.g., Chief Mungo Martin Research Chair in Indigenous Mental Health, Impact Chair in Indigenous Art Practices).
- A handful of units reported securing reoccurring fellowship funding (e.g., Ed Martin Fellowship) for Indigenous graduate students, and the Centre for Studies in Religion and Society (CSRS) launched their Indigenous Arts and Research Fellowship program.
- OVPRI reported increasing financial commitments to the Center for Indigenous Research and Community-Led Engagement (CIRCLE) and to the Indigenous Research Associate Council.

Promoting Indigenous research & lifelong learning:
- Over the past five years, the university community has increased public talks, workshops, publications and events to expand opportunities for learning about Indigenous Peoples, histories, cultures and knowledges and for understanding past and continuing colonial systems.
- UVic Libraries reported mobilizing diverse media and communications strategies to support lifelong learning, exemplified by their podcast, *Taapwaywin*.
- CIRCLE received Aboriginal Service Plan funding to revitalize SAGE (Supporting Aboriginal Graduate Enhancement), hosting the SAGE Workshop Series and The Resilience of

Indigenous Nationhood: Indigenous Graduate Student Conference, with more than 500 Indigenous students attending six events.

Developing unit-specific action plans:
- The priorities identified within the first Indigenous Plan have been integrated within high-level planning documents (e.g., the Equity Action Plan, the Strategic Enrolment Management Plan, and the Climate and Sustainability Action Plan), guiding university-wide commitments.
- Academic and non-academic divisions across campus have developed a number of unit-specific action plans in response to the first Indigenous Plan, the TRC Calls to Action, the *BC DRIPA Action Plan* and the identified priorities of local communities.
- A handful of schools and departments reported surveying their membership and developing revitalized working protocols and mission statements to guide their work to come.
- Co-op and Career conducted a province-wide survey of Indigenous students' participation in work-integrated learning (WIL) and developed a set of recommendations and supporting resources responding to identified challenges and opportunities for Indigenous learners.

Providing professional development opportunities to address Indigenous-specific racism:
- From 2017 to 2022, ICAT has been delivered 117 times with 3,705 participants across all sessions.
- Units across campus reported increasing and introducing anti-racist professional development opportunities for current and incoming staff, many supported by grants administered by LTSI.
- Units developed specific learning resources to support anti-racist initiatives within their own fields.

Supporting Indigenous leadership and prioritizing Indigenous initiatives at executive levels:
- Within the 2017-2022 reporting period, the university welcomed the creation of the Vice-President role, and the development of the Office of the Vice-President Indigenous (OVPI).
- The Indigenous Community Engagement Council was created to provide guidance to the Office of the President, with membership from the leadership of local Nations, Indigenous organizations and Indigenous education in the School Districts and Camosun College.
- The university has supported creating new Associate Deans Indigenous to strengthen Indigenous research and support the implementation of the renewed Indigenous Plan, X̱ʷkʷənəŋ istəl | W̱ȻENEṈISTEL, across campus.
- The University Secretary reported facilitating a Joint Board and Senate Retreat wherein members focused on the responsibilities of post-secondary institutions with respect to UNDRIP, BC DRIPA, decolonization and Indigenization.

Demographic Information

Enrollment Data

	2017/18	2021/2
Indigenous undergraduate students	1,084	1,244
Indigenous graduate students	231	271
Indigenous students, total	1,315	1,515

Hiring Data (2021/22)

Tenured and Tenure Track Indigenous Faculty	63
Indigenous Sessional Faculty	63
Indigenous Staff	39
Coast Salish Faculty and Staff	23
Indigenous Staff and Faculty in Management or Leadership Positions	34
Indigenous graduate students hired annually as TAs and RAs	36-8

Collectively, reporting units counted 63 tenured or tenure-track Indigenous faculty, approximately 63 Indigenous sessional faculty, and 38 Indigenous staff. Of these university employees, 21 were reported as self-identifying as Coast Salish. 32 academic and non-academic Indigenous employees were reported to hold management or leadership positions within their units. For comparison, UVic reports a total of 5,000 employees, including 900 full-time faculty members. Reporting units estimated hiring 36-38 Indigenous graduate students annually as Teaching Assistants (TAs) or Research Assistants (RAs).

This demographic and hiring data remains an approximation, and the actual number of Indigenous teaching and non-teaching staff could be higher in units that do not or cannot collect or request personal data. This data has been generated through a process of self-identification and self-disclosure, and information relevant to specific community membership and belonging is not formally collected from Indigenous faculty and staff. In 2022, UVic's Employment Equity Survey reported 61 self-identified Indigenous continuing staff, 33 term Indigenous staff, and 41 continuing Indigenous Faculty and Librarians. Many reporting units stated that they do not track Indigenous graduate student hiring, and instead offered rough estimates.

To expand career opportunities and pathways for Indigenous staff and faculty, Xʷkʷənəŋ istəl | W̱ȻENE N̲ISTEL calls on units to implement special hiring programs, expand early career mentorship, develop high-level and leadership positions for Indigenous people, and revise job descriptions to prioritize experience and proficiency with Coast Salish protocols, languages and ways of knowing and being (Xʷ|W̱ Priorities 4.1.2, 4.1.3, & 4.1.4).

Specific Programming and Supports

We asked units to share their achievements and initiatives within 14 priority areas relevant to hiring and retention, student programming and supports, staff and faculty training, curricula updates, and academic specializations. Supplementing reports from division leads, and to better assess the campus climate, we draw on relevant comments and concerns shared by Indigenous staff, faculty, students, community leaders and Elders over a series of engagement sessions in 2022 & 2023. This section provides a general overview of where we are at and reflects on the priorities of Xʷkʷənəŋ istəl | W̱ȻENEN̯ISTEL to offer brief reflections on the path ahead.

Strand 1 | Students

The first Indigenous Plan (2017-2022) committed to:
- Increasing student enrolment, retention and success
- Creating a warm, welcoming, and respectful learning environment and sense of place
- Ensuring institutional support for Indigenous student services
- Providing opportunities to recognize Indigenous students' identity

The number of Indigenous students at the University of Victoria has increased significantly over the past five years, at both undergraduate and graduate levels. Units reported strengthening and creating a range of initiatives to attract and retain Indigenous students. These efforts have been both self-reflective (with the intent of addressing systemic inequities and transforming environments for learning and teaching) and wholistic (with units prioritizing personalized, whole-of-person approaches to retention and support).

Furthermore, reporting units shared ways that they have expanded physical spaces for Indigenous students and community members on campus. During engagement sessions, a number of Indigenous students celebrated to these efforts, and Xʷkʷənəŋ istəl | W̱ȻENEN̯ISTEL further prioritizes the growth of these spaces and supports for Indigenous cultural practices, research initiatives, social gatherings and events (Xʷ|W̱ Priority 1.1.3).

Community members identified opportunities to expand relational approaches to Indigenous student recruitment, and current UVic Indigenous students outlined financial challenges (housing and food insecurity, transit and childcare) as barriers to program access and completion. Students noted that they felt well supported by Indigenous nurses and mental health practitioners and called for further access to diverse (medical and cultural) accommodations.

Building on the work that has been done, the priorities of Xʷkʷənəŋ istəl | W̱ĆENEN̲ISTEL ask units to review and revise orientation materials for all students (1.1.2), and to emphasize strengths-based and relationship-oriented approaches to outreach, advising and retention for students (2.1.1). Committed to the wellness of all members of the university community, Xʷkʷənəŋ istəl | W̱ĆENEN̲ISTEL prioritizes mental health, mentorship, and holistic supports.

Indigenous-specific student supports

Supports	Reporting Unit(s)
The Centre for Academic Communication provides regular tutoring and workshops for Indigenous students.	Learning & Teaching Support and Innovation
The co-op program makes available: one-on-one support for Indigenous co-op students, a Career Fair and Mock Interview Clinic, and wage subsidies for employers hiring Indigenous students.	Co-op & Career Services
Students can receive support from: the Law Student Support Coordinator-Director, the Indigenous Initiatives-Coordinator and the Indigenous Initiatives-Indigenous Law Research Unit.	The Faculty of Law
Students receive research support from the AUL-Reconciliation and the Indigenous Law Librarian.	UVic Libraries
Students are supported by the Anti-Racism Anti-Oppression Initiative (a student-led and student-centered working group).	The Faculty of Fine Arts
Students have benefitted from the expansion of the Indigenous Student Mentorship Program, the faculty's participation in Noon Networking and the Indigenous Student Recognition Ceremonies. The faculty has also created a webpage for Indigenous students, and has participated in the Students at Risk (STAR) committee.	The Faculty of Social Sciences
Students were benefitting from the Indigenous Student Support Centre until its closure in 2022.	The Faculty of Human & Social Development
Students can access the BIPOC student support circle, the Métis Student Support Circle and the Indigenous Faculty Liaison for all field courses.	The School of Social Work
Students can work directly with one part-time staff member.	The Faculty of Education
Students can access support from the Indigenous Resurgence Coordinator, the Indigenous Academic Advisor, the research fair and the Faculty's participation in the noon-networking program.	The Faculty of Humanities
IACE hosts several services out of the First Peoples' House, including: Indigenous counselling services, the Elders in Residence program, financial aid and emergency funding, and the Campus Cousins program.	The Office of Indigenous Academic & Community Engagement
A job description was created for an Indigenous coordinator position to handle Indigenous student outreach and facilitate of a pathways program.	The Faculty of Science & the Faculty of Engineering*
Specialized training was provided to TAs who offer tutoring to students out of the First Peoples House.	The Department of Mathematics*

Physical spaces dedicated for Indigenous students

Spaces	Reporting Unit(s)
Offices across campus are reserved for drop-in meetings with the Indigenous Co-op Coordinator.	Co-op & Career Services
CIRCLE offers offices and meeting spaces.	OVPRI
There now exists smudging guidelines and units have identified spaces suitable for smudging.	Human Resources and UVic Libraries
Students can meet and study in the Law Student Association Room, and more space is under construction with the creation of the National Centre for Indigenous Laws.	The Faculty of Law
An Indigenous student study room is available in the Cornett building.	The Department of Anthropology
A desk with a computer is available for Indigenous community members working with (for example) UVic Living Lab and/or Special Collections.	The Department of Environmental Studies
Students, faculty and staff make use of a boardroom, office spaces and a kitchen.	The School of Indigenous Governance
A private office space has been reserved for Indigenous Fellows.	The Centre for Studies in Religion and Society
The Indigenous Student Support Center provided space, and rooms are available through an NEṮOLṈEW̱ partnership.	The Faculty of Education
Indigenous student study lounges are available in the Clearihue building.	The Faculty of Humanities
The First Peoples' House provides all Indigenous students access to: a lunchroom, a study room, a meeting room, a computer lab, the Elder's lounge, a patio, the Ceremonial Hall, the Native Students' Union (NSU) office and classrooms.	The Office of Indigenous Academic & Community Engagement

Strand 2 | Faculty and Staff

The first Indigenous Plan (2017-2022) committed to:
- Increasing the hiring, retention and success of Indigenous staff and faculty
- Providing professional development opportunities and training to expand staff and faculty understanding of Indigenous histories and cultures
- Supporting and recognizing the research and scholarship of Indigenous faculty

Units reported expanding and developing a range of retention initiatives for Indigenous staff and faculty. Additionally, units have increased their staff and faculty participation in Indigenous Cultural Acumen Training (ICAT) and other anti-racist workshops. These retention and training initiatives have been both self-reflective (with the intent of addressing systemic inequities and transforming environments for learning, teaching and research) and wholistic (with units prioritizing personalized and whole-of-person approaches to retention and support).

Staff and faculty engagement sessions revealed continued shortcomings with regards to adequate resourcing and compensation, where relational and emotional labour falls disproportionately on Indigenous employees. Additionally, engagement participants requested that hiring units prioritize attracting and retaining local, Coast Salish faculty and staff and that efforts are made to better integrate local cultural competencies and knowledges in ARPT processes where current evaluation standards do not fully recognize their value.

Building on these momentums and challenges, the priorities of Xʷkʷənəŋ istəl | W̱ȻENEN̳ISTEL ask units to review and revise orientation materials for all staff and faculty (1.1.2). Engagement with Indigenous staff and faculty also indicated continuing unsustainable and disproportionate workloads, to be addressed through increased hiring and compensation (2.1.2, 2.1.3, 3.1.3. & 3.3.2). Committed to the wellness of all members of the university community, Xʷkʷənəŋ istəl | W̱ȻENEN̳ISTEL asks units to prioritize mental health, mentorship, and holistic supports (4.1.1).

Retention Initiatives developed for Indigenous staff and faculty

Initiatives	Reporting Unit(s)
Offering professional development and networking opportunities.	Co-op & Career Services, & UVic Libraries
Supporting CIRCLE with funding, teaching releases, and stipends for administrative support and for Indigenous research projects.	OVPRI
Partnering with the Employee Family Assistance Program to ensure access to Indigenous counsellors as part of broader project to provide mental health support resources, and disability and medical accommodations.	Human resources
Providing salary adjustments for Indigenous faculty.	Gustavson School of Business
Creating individualized retention plans for Indigenous faculty, attentive to individual professional development and community engagement priorities.	Faculty of Law, UVic Libraries, and the Faculty of Humanities
Reviewing Academic Unit Standards to examine best practices for evaluating Indigenous and community-engaged contributions to teaching, research and service.	Faculty of Social Sciences
Providing annual course releases for Indigenous faculty members, integrating community-based scholarship into Unit Standards.	The Department of Political Science
Creating the Həuistəŋ Award to recognize efforts to promote the goals of the Indigenous Plan, and adding equity factors to the adjudication decisions for all faculty-wide awards.	The Faculty of Humanities
Providing mentors to newly hired Indigenous staff and faculty, in collaboration with CIRCLE and IACE. Faculty Evaluation Policy incorporates Indigenous knowledge to a greater degree.	The Faculty of Science*

Participation in ICAT, anti-racism training and/or training on decolonization

Statistics and notes	Reporting Unit(s)
A number of anti-racist workshops and Indigenous learning opportunities have been taken up by UVic staff and faculty, including: the Blanket Exercise, the use of *Pulling Together: A Guide for the Indigenization of Post-Secondary Institutions* for onboarding, EQHR's anti-racism training (levels 1-3), Five Days of Action programming, and the Colonial Realities Bus Tour in partnership with Songhees Nation.	Units and divisions across campus
From April 2018 – Dec 2022 ICAT has been delivered through HR 23 times with 1,050 people registered for 13 face-to-face and 10 online sessions. HR provides support through their learning calendar advertising, registration, and in-session co-pilot or course logistics.	Human Resources
Units and divisions have reported that, at the lower end, 40% of their staff and faculty have participated in ICAT, and, at the higher end, all of their staff and faculty have completed ICAT.	Units and divisions across campus
From 2017 to 2022, IACE reports that ICAT has been delivered 117 times with 3,705 participants across all sessions.	The Office of Indigenous Academic & Community Engagement

Strand 3 | Education

The first Indigenous Plan (2017-2022) committed to:
- Ensuring the quality, sustainability and relevance of Indigenous academic programs
- Developing opportunities for UVic students to better understand Indigenous peoples, histories, cultures, and the impact of colonization

In response to the previous Indigenous Plan as well as to the TRC Calls to Action, academic units reported revising their curricula and developing courses and programs relevant to Indigenous community interests and priorities. This five-year reporting period welcomed a significant increase to the number of courses integrating Indigenous content as well as Indigenous content required for program completion. Departments, Schools and Faculties also created new opportunities for learning beyond the classroom, developing land-, water- and community-based courses in partnership with Indigenous Nations, organizations, Elders and Knowledge Keepers. Units also shared ways they have expanded Indigenous program offerings at undergraduate, graduate and certificate levels.

During engagement sessions, Indigenous students called for more opportunities to engage with their own experiences, knowledges, lands and languages (reflected by priorities 1.2.4 & 2.2.2) and X̱ʷk̓ʷənəŋ istəl | W̱ẔENEṈISTEL further reflects aspirations to include the participation of

Elders and Knowledge Keepers as co-teachers (2.2.1). Indigenous students identified unmet opportunities to meaningfully engage with Indigenous Knowledges in STEM fields, and further prioritized the inclusion of Indigenous ways of knowing and being across all academic areas. Faculty and students both called for processes to evaluate teaching with respect to anti-racist practices and the maintenance of accountable classroom spaces.

Xʷkʷənəŋ istəl | W̱ȻENEN̄ISTEL builds on this increase in optional and mandatory Indigenous course content by asking units to revise core learning outcomes for all graduating students to include Indigenous cultural competencies and knowledge of colonial histories, current realities, and Indigenous rights to self-determination (Xʷ|W̱ Priority 1.2.1). Additional priorities call for the sustainable and robust growth of programs that respond to the interests and values of Indigenous students and communities (4.2.1), including the expansion language programming (1.2.5).

Indigenous academic programs and/or specializations

Initiatives to increase Indigenous programs and specializations	Reporting Unit(s)
Supporting Indigenous programming by expanding opportunities to train Teaching Assistants (TAs) to work with Indigenous cultural practices, learning methods, relational protocol and ways of knowing and being.	Learning & Teaching Support and Innovation
Expanding access to culturally-relevant work experience placements and career development programs through the Indigenous Work-Integrated Learning Exchange Program and the Indigenous Co-op and Career program (with dedicated Indigenous Co-op Coordinator).	Co-op & Career Services
Providing Indigenous-specific courses for staff and faculty participating in the recruitment process.	Human Resources
Expanding access to Indigenous materials and course content through the hiring of Indigenous Law and Indigenous Studies Librarians.	UVic Libraries
Creating a Certificate in Indigenous Language Revitalization (in partnership with En'okin Centre) and a Certificate in Foundations of Indigenous Fine Arts.	The Division of Continuing Studies
Integrating Indigenous content and engagement with Indigenous peoples, land and knowledges within all program streams.	The Departments of Environmental Studies, Geography, and Political Science, the School of Child and Youth Care, the School of Indigenous Governance, and Indigenous Studies
Developing Indigenous specializations and concentrations for Indigenous and non-Indigenous students.	The Department of Political Science, The School of Child and Youth Care & The School of Public Health & Social Policy

Launching the Indigenous Nationhood Certificate in partnership with Law and Indigenous Governance.	The Department of Political Science
Offering a Diploma, Minor and Professional Certificate in Indigenous Community Development & Governance.	The School of Public Administration
Offering a BSW in Indigenous Social Work, BSW in Indigenous Child Welfare, and MSW — Indigenous Specialization.	The School of Social Work
Creating an Indigenous Studies Major and Minor program, programs in Indigenous Language Revitalization (Certificate & Masters levels), and concentrations in Indigenous Feminisms and Indigenous Histories.	The Faculty of Humanities

Programs or courses with reserved seats for Indigenous students

Programs, courses, and services with reserved spaces	Reporting Unit(s)
The Jamie Cassels Undergraduate Research Awards reserves three spots for Indigenous students and the Valerie Kuehne undergraduate research awards internship reserves 20% of seats for students from under-represented groups.	Learning & Teaching Support and Innovation
Co-op offers the Indigenous WIL Exchange Program, the Indigenous Co-op Program, and the Mock Interview Clinic and Career Fair to ensure Indigenous student access to programming.	Co-op & Career Services
There is closed enrolment for some offerings and there are reserved seats in Executive programs.	Gustavson School of Business
The JD/JID program aspires for 50% of students in their cohorts to be Indigenous.	The Faculty of Law
The Certificate in Foundations of Indigenous Fire Arts has reserved seats.	The Faculty of Fine Arts
GEOG 453 reserves 6 (of 20) seats for Indigenous students, where enrolment also comes with a stipend.	The Department of Geography
The Clinical Psychology Graduate Program guarantees admission for Indigenous applicants .	The Department of Psychology
It is a formalized and standard practice to hold seats and prioritize applications from Indigenous candidates. An equity admissions process is used.	The Faculty of Human & Social Development
The Humanities Scholars Program reserves 2 spaces for Indigenous people and ATWP 135 (Indigenous section of writing requirement) reserves seats.	The Faculty of Humanities
In collaboration with the Registrar, early access to registration in science courses may be offered to Indigenous students.	The Faculty of Science*
A math upgrading course, IED-199, was developed and delivered to prepare Indigenous Education students to meet Bed requirements.	The Department of Mathematics*
The LE,NO_NET Preparation Seminar and the LE,NO_NET Graduate Seminar are offered to Indigenous students through closed enrolment.	IACE

Number of courses with Indigenous content

Courses & Notes	Reporting Unit(s)
All (or most all) courses have integrated Indigenous content	The Faculty of Law, The School of Public Health & Social Policy, The School of Indigenous Governance, and the School of Social Work
46 courses	The Division of Continuing Studies
Approximately 23 courses	The Faculty of Fine Arts
21 courses	The Department of Anthropology
10 courses	The Department of Economics
19+ courses	The Department of Environmental Studies
57 courses	The Department of Geography
43 courses	The Department of Political Science
A significant number of courses (55%+) integrate Indigenous content	The Department of Psychology and The Department of Sociology
10 courses	The School of Child and Youth Care
1 course	The School of Nursing
Comprehensive exam includes a reading list on Indigenous Content	The School of Public Administration
60 courses	The Faculty of Humanities
3 courses	The Department of Economics*
2 courses	The Department of Biochemistry and Microbiology*

Number of mandatory Indigenous-specific courses

Courses	Reporting Unit(s)
9-11 courses (JD/JID Program)	The Faculty of Law
6 courses (CILR), & 12-14 courses (FIFA)	The Division of Continuing Studies
1 course each	The Department of Political Science, the Department of Psychology, The School of Public Administration, The School of Public Health & Social Policy, the School of Nursing, The Faculty of Education, and The School of Child and Youth Care (Master's Program)
2 courses for the Bachelor's Program, 2 courses for MSW Foundations, and 1 course for MSW advanced.	The School of Social Work
1 course, EOS 525, incorporates ICAT	The School of Earth and Ocean Sciences*

Programs or Courses that engage land- and/or water-based learning

Programs, courses, and resources	Reporting Unit(s)
Funds are available to develop these opportunities.	Learning & Teaching Support and Innovation
Employers offer these opportunities to co-op students.	Co-op & Career Services

Land- and water-based learning is embedded in courses required for JD/JID Program completion.	The Faculty of Law
Resources are being created relevant to expanding understandings of place on campus and in Victoria, including digital mapping projects.	UVic Libraries
Certificate and diploma programs focus on land and language, with informal class initiatives led by Indigenous instructors.	The Division of Continuing Studies
Field schools and regular course activities bring students to these opportunities.	The Department of Environmental Studies
11 Instructors reported incorporating land- and water-based learning in their classes.	The Department of Geography
Three opportunities for this are provided, with one mandatory course for Masters students.	The School of Child and Youth Care
Mandatory co-op and practicum placements include land- and water-based learning.	Health Information Science & The School of Public Health & Social Policy
This is integrated in introductory courses	The School of Social Work
This is engaged through the ethnohistory field school with Stó:lō Nation (since 1998).	The Faculty of Humanities
This is integrated within land- and ocean-based courses.	The Faculty of Science*

Programs or courses that involve Indigenous community partnerships

Programs, courses, and initiatives engaging communities	Reporting Unit(s)
Work has been undertaken with PEPÁḴEN ḰÁUTW̱ to clarify and share their protocols of engagement. Further, resources are available to provide honoraria and gifts to support connections across campus.	Learning & Teaching Support and Innovation
Partnerships are established and maintained with community employers.	Co-op & Career Services
There are longstanding partnerships with the BC Association of Aboriginal Friendship Centres (BCAAFC) and Indspire. The Executive Indigenous programs (ACE/EAGLE/CAMP/MGT) are delivered in Indigenous communities and have mentorship components.	Gustavson School of Business
JD/JID field schools have varied partnerships, and the Indigenous Law Research Unit and Environmental Law Clinic maintain partnerships in other ways.	The Faculty of Law
There are partnerships with the Victoria Native Friendship Centre (VNFC), local schools and communities, where the Libraries support community research and communications training.	UVic Libraries
A significant number of field schools and courses are community-partnered, including the Certificate in Transformative Climate Action.	The Department of Environmental Studies
Some field schools and courses are community-partnered.	The Department of Anthropology

There was a course developed to support wildfire evacuees, as well as to support training for arts-based workshops.	The Department of Psychology
There are formal agreements in place with communities co-sponsoring Indigenous language revitalization programming.	The Department of Indigenous Education
One course is done in community.	The School of Nursing & the Department of Indigenous Education

Number of courses involving Elders and/or Knowledge Keepers in programming

Courses and programs involving Elders	Reporting Unit(s)
Elders are involved in staff onboarding and training, as well as resource and service development.	Human Resources & Co-op and Career Services
There is a process in place for establishing an Elders and Knowledge Keepers Advisory Circle.	UVic Libraries
All JD/JID courses involve Elders and/or Knowledge Keepers.	The Faculty of Law
The Certificate in Indigenous Language Revitalization benefits tremendously from engagement with Elders and Knowledge Keepers.	The Division of Continuing Studies
Elders' and Knowledge Keepers' general participation in programming is reported by several units.	The Faculty of Fine Arts, The Faculty of Social Sciences, The Faculty of Humanities, The Faculty of Human and Social Development, and The Department of Indigenous Education
Funds were provided to support departmental seminars presented by Indigenous researchers, Elders and Knowledge Keepers.	The Faculty of Science*
Funding is available to support meaningful engagement with Indigenous Elders through the Elder's Engagement Fund	IACE

Strand 4 | Research

The first Indigenous Plan (2017-2022) committed to:
- Establishing and promoting guiding principles and protocols for research with Indigenous people, communities and lands
- Identifying funding opportunities for Indigenous research initiatives
- Identifying resources for Indigenous research chairs, graduate students and postdoctoral fellows
- Identifying opportunities for students to be involved in Indigenous research initiatives
- Promoting Indigenous research internationally through global relationships

Reporting units identified several efforts to support Indigenous research and researchers through scholarship and granting opportunities. Initiatives relevant to faculty research with respect to appointment, retention, tenure and promotion (ARTP) are outlined in the above section on staff and faculty. Student-centered initiatives to increase access to apprenticeships, research opportunities, and Indigenous-specific knowledges is outlined in the previous 'Learning & Teaching' section.

Reporting data indicates significant gaps in service for Indigenous graduate students, where units reflect that the labour of mentoring Indigenous students and providing research opportunities falls on Indigenous faculty and their own access to research funds. A significant numbers of Indigenous students and faculty also identified funding and resourcing shortfalls for Indigenous researchers and graduate students, identifying a number of issues around the evaluation of Indigenous research in granting and promotion competitions.

Participants in Xʷkʷənəŋ istəl | W̱ȻENEṈISTEL engagement sessions called for further on-boarding opportunities for all members of the university to better understand Indigenous research and research practices. UVic's *Aspiration 2030* outlines university-wide priorities and strategies for supporting and honouring Indigenous scholarship, which includes specific action around funding and resourcing CIRCLE, granting programs and mentorship supports.

UVic's renewed Indigenous Plan likewise calls for the continued development of university-wide Indigenous research ethics protocols (Xʷ|W̱ Priority 1.3.1) and increased funding opportunities for Indigenous researchers and community members (Xʷ|W̱ Priority 2.3.1). Additionally, Xʷkʷənəŋ istəl | W̱ȻENEṈISTEL prioritizes the growth of opportunities for Indigenous communities to engage with research and research supports for their own knowledge projects (Xʷ|W̱ Priority 4.3.2).

Indigenous-specific scholarships, bursaries and awards

List of scholarships, bursaries, awards, and funding pools	Reporting Unit(s)
• Indigenous-specific and community-engaged Experiential Learning Fund • Indigenous Grant • Anti-Racism Grant (granted yearly at $7,500)	Learning & Teaching Support and Innovation
• Travel awards for Indigenous Wil Exchange Program ($80,000) • A funding pool of $50,000 for employers looking to hire Indigenous students	Co-op & Career Services
• Emergency Assistance Fund ($23,000) • Diversity Access Grants ($25,000) • Three bursaries, • a BIPOC professional development fund to support conference attendance ($10,000) • 19 Entrance Scholarships and Awards ($170,000 yearly)	The Faculty of Law
• $1,500 annually to support CILR students	The Division of Continuing Studies

• Awards and Endowments	The Faculty of Fine Arts
• Undergraduate Awards (3)	The Faculty of Social Sciences
• Two fellowships of $12,000 and $9,000 annually	The Department of Geography
• $5,000 Emergency Fund	The Faculty of Human & Social Development
• 3 awards of variable amounts	The School of Child and Youth Care
• 1 award ($3,000)	The School of Public Administration
• 1 variable award	The School of Public Health & Social Policy
• $1,500 per PhD Student • $2,5000 per Masters Student	The School of Indigenous Governance
• 1 fellowship program with two fellowships per year ($10,000 each)	The Centre for Studies in Religion and Society
• 4 Undergraduate awards (totalling $22,000) • 2 graduate awards (totalling $28,850)	The Department of Indigenous Education
• 5 variable amount awards	The Faculty of Humanities
• LE,NONET Bursaries (up to $3,000/year for undergraduate students, and up to $2,000/year for graduate students) • Emergency Funding	The Office of Indigenous Academic & Community Engagement
• Indigenous Science Undergraduate Research Award • Science Emerging Research Awards (in development) • Indigenous-specific awards (four)	The Faculty of Science*

Research supports or opportunities provided for Indigenous graduate students

Supports and services	Reporting Unit(s)
The Indigenous Arts and Research Fellowship is open to UVic Indigenous graduate students	The Centre for Studies in Religion and Society
Across campus, units have reported their support for Indigenous CGS applications, BCGS applications, and SSHRC applications. Divisions also note their contributions to CIRCLE, as well as supports and opportunities offered by individual faculty members within their units.	Units and divisions across campus

Governance

The first Indigenous Plan (2017-2022) committed to:
- Reviewing and revising governance structures for Indigenous programming, initiatives and engagement
- Identifying venues for communicating priorities and opportunities with external partners, including Indigenous communities, government and funding agencies

The previous five years welcomed the creation of the Office of the Vice-President Indigenous (OVPI) and the sustainable growth of services housed within the Office of Indigenous Academic and Community Engagement (IACE). Reporting units identified several efforts to address Indigenous-specific racism and increase overall understanding of the history of Indigenous peoples and colonial systems. Training programs and workshops were developed with the intent of transforming workplace practices and cultures, and aligning priorities with provincial, national and international redress frameworks.

Indigenous students, staff, faculty, community members and Elders called on the university to work to align itself with the laws and protocols of local Indigenous Nations, especially with respect to the governance, stewardship and use of the lands occupied by the university. A significant number of engagement participants identified opportunities to expand dispute resolution protocols that flow from Indigenous teachings. Further, the first Indigenous Plan was critiqued in terms of its measurability, reporting and resourcing, and engagement participants called for the development of more transparent and accountable reporting mechanisms.

The priorities of Xʷkʷənəŋ istəl | W̱ȻENEṈISTEL build on the existing knowledge base to call upon units to develop action plans to further transform approaches to teaching, research and service in ways that address colonial relationships and structures and in partnership with local communities, Elders and Knowledge Keepers (1.4.1). Engagement with Indigenous students, staff and faculty also revealed considerable gaps in communication across units, a concern reflected by priority 2.4.1, which calls for greater information and resource sharing across disciplines and offices, and between the university and communities. It was also clear during engagement sessions that the university as a whole must continue to formalize protocols for addressing systemic racism and experiences of discrimination (identified by priority 3.4.1).

Programs units have developed to address racism

Training programs, workshops, and resources	Reporting Unit(s)
Indigenous ways of knowing and being have been integrated into the Community Engagement and Partnerships Advisory Committee. The CEL Office worked with the Greater Victoria Coalition to End Homelessness to offer anti-stigma training to students.	Learning & Teaching Support and Innovation
The Board of Governors retreat will include anti-oppression training.	The Office of the University Secretary

The 'Increasing Equity in Decision Process' training was developed and made mandatory for ARPT committees.	AVPFRAA
The Indigenous WIL Resource Hub provides resources for students, employers and WIL practitioners to address tokenism, racism and discrimination in work placements. Co-op staff underwent cultural intelligence training and participated in Indigenous-specific professional development workshops.	Co-op and Career
Resources include: Leading for Engagement; the new Employee Welcome Programs; support for Land Acknowledgements; Equity, Diversity, and Inclusion training with understanding colonialism as learning objectives. HR provides ongoing support for Five Days of Action programming.	Human Resources
The student admissions committee participated anti-racism and personal bias training.	The Faculty of Law
The University Librarian hosts public lectures address Indigenous-specific racism. EDI language was added to all job posting.	UVic Libraries
Programs include a Diploma Program in Intercultural Studies and Practice, and Intercultural Communication in the workplace.	The Division of Continuing Studies
A Certificate Program related to Race, Racism, and Decolonization is in development; the faculty has EDI committees and a wide range of courses engaging with race and racism.	The Faculty of Social Sciences
This training is embedded in all programming.	The Faculty of Human & Social Development
There are talks hosted on race and racism.	The Centre for Studies in Religion and Society; The Faculty of Humanities
A committee is currently developing workshops and Brightspace resources.	The Faculty of Education
In collaboration with the Tri-Faculty Indigenous Resurgence Coordinator, units were guided to add and provide territory acknowledgements and participate in the formation of the Science EDI Council	The Faculty of Science*

Reporting Challenges & Opportunities

Sufficient baseline data was not collected from units alongside the release of the first Indigenous Plan in 2017. However, subsequent annual reports on the implementation of the Indigenous Plan indicate earlier gaps and unit priorities with respect to learning, research, governance and service. We are missing five-year data from a number of academic and non-academic units. Where available, information has been drawn from previous annual reports to offer a more complete picture of the implementation of the Indigenous Plan across campus (these entries to the summary tables above are indicated with asterisks).

Previous annual reports requested that units reflect on every priority of the first Indigenous Plan—a process that proved intensive for those submitting and collating reports. A new reporting framework and collaborative implementation model seeks to learn from these challenges and offer a more streamline, efficient approach to tracking progress.

Planning for the future

To determine the impact and success of Xʷkʷənəŋ istəl | W̱ȻENEṈISTEL, the Indigenous Plan Steering Circle (IPSC) and Office of the Vice-President Indigenous (OVPI) have collect baseline data from reporting units. The OVPI will continue to work with faculties, divisions and units to support and track the implementation of the university's commitments to redress barriers in post-secondary institutions and to honour Indigenous ways of knowing and being in education, research and governance.

The annual reporting process will call on all units to share their area-specific action plans and reflect on progress within relevant priorities. A detailed summary report, prepared yearly, will share these accomplishments and identify areas for continued growth. This reporting process will be strengthened through the development of co-measurement strategies in partnership with relevant data-collecting offices.

For up-to-date information about implementation and reporting strategies, refer to: uvic.ca/ovpi/reporting.