

Inclusion of Indigenous Perspectives, Scholars and Students: University of Victoria, Canada

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WE ACKNOWLEDGE WITH RESPECT THE LEKWUNGEN PEOPLES ON WHOSE TRADITIONAL TERRITORY THE UNIVERSITY STANDS AND THE SONGHEES, ESQUIMALT AND WSÁNEĆ PEOPLES WHOSE HISTORICAL RELATIONSHIPS WITH THE LAND CONTINUE TO THIS DAY.



Principled Indigenous Research



Artist D. Thomas

- Pursues community priorities
- Learn and honors community protocols and processes
- Equitably distributes decision-making power
- Accommodates the complexities and diversity of communities
- Values relationships over projects
 - Invest time and money in building relationships
- Allocates sufficient funds to indigenous communities and trainees
- Honors diverse laws of ownership
- Credits diverse knowledge systems
- Acknowledges what can't be shared

Acknowledging Indigenous Contributions to Epistemology

What is knowledge – what is truth?

We know in many ways – *interdisciplinary*

We are all learners – *participatory*

We are all teachers – *reciprocal capacity building*

- Dr. Charlotte Loppie, CIRCLE, University of Victoria

PATHWAYS TO KNOWING

INDIGENOUS

Place-based
Relationships
Experiential
Holistic



Research
Learning
Environments
Knowledge
Systems
Worldview



WESTERN

Topic-based
Institutions
Didactic
Compartmentalized

Celebrating an epistemology of place

‘decolonialisation is always contextualized within place, history and context’...”The theories and practices of CBPR with their focus on an epistemology of place have a significant role to play in the extraordinary project of decolonising our universities” (B. Hall, 2019)

Holistic and relational

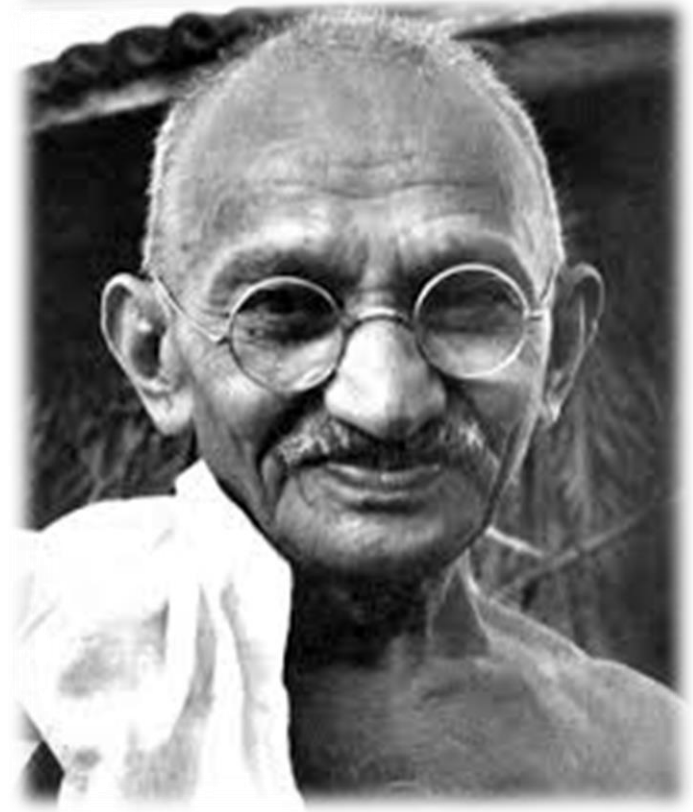
Embracing the whole person – including spiritual connection to and relationships with land and non-human beings

Land-based teachings, experiential and intergenerational

Orientation to collective and action

Commons, moving from ‘I’ to “we’ in all facets of life

Global movement and non-violent protests for environmental justice



Reconciliation in Canada



Truth and
Reconciliation
Commission of Canada



- History of colonization, assimilation and cultural genocide
- **Truth and Reconciliation Commission 92 Calls to Action** – action 65 to grow the capacity of First Nations, Métis and Inuit communities to lead their own research and partner with the broader research community.
- United Nations Declaration on the Rights of Indigenous Peoples (UN DRIP) Article 3 recognizes Indigenous peoples' right to self-determination, which includes the right “to freely determine their political status and freely pursue their economic, social and cultural development.”
- Decolonizing Higher Education



“Teachers in particular have a sacred responsibility to ensure that all their children, regardless of their heritage, are able to think about four key questions throughout their education:

where do I come from, where am I going, why am I here, and most importantly, who am I?

Education systems matter to us as humans, and should be designed to give a child answers to these very basic, yet profound, questions.”

- Hon. Justice Senator Murray Sinclair, Peguis First Nation, Manitoba



Strengthening Indigenous Research Capacity Renforcement des capacités en recherche autochtone

Setting New Directions to Support Indigenous
Research and Research Training in Canada - 2019-
2022

Four Strategic Directions:

1. Building relationships with First Nations, Inuit and Métis peoples
2. Supporting research priorities of indigenous peoples
3. Creating greater funding accessibility to granting agency programs
4. Championing indigenous leadership, self-determination and capacity building in research



SSHRC: 25% of partnership research (PG) dedicated to indigenous-led



“UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples’ relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.”
(Indigenous Plan)

FOSTER RESPECT AND RECONCILIATION

The University of Victoria will be a global leader in creating better opportunities for Indigenous students, entering respectful educational and research partnerships with Indigenous communities, and advancing respect, reconciliation and mutual understanding.



OVER THE NEXT FIVE YEARS WE WILL:

STRATEGY 4.1

Implement and advance the applicable calls to action of the Truth and Reconciliation Commission and the goals of our own Indigenous Plan.

STRATEGY 4.2

Develop new pathways for access to higher education for Indigenous students.

STRATEGY 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.

STRATEGY 4.4

Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.

STRATEGY 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 PLAN 2017–2022



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Five key areas:

1. Students
2. Faculty and Staff
3. Education
4. Research
5. Governance

Indigenous Research and Leadership at UVic

- Indigenous Academic and Community Engagement Office
 - Special Advisor Dr. Robina Thomas
- Indigenous Academic Advisory Council (IAAC)
 - provides a forum for faculty and academic administrators to discuss existing, emerging and potential academic programs
- Elders in residence program
- Indigenous Cultural Acumen Training (ICAT)

Academic Units & Programs

- Centre for Indigenous Research and Community-Led Engagement (CIRCLE)
- The world's first Indigenous law degree program - Joint Canadian Common Law and Indigenous Orders degree had its first intake of 26 students in September 2018.
- The Indigenous Law Research Unit (ILRU)
- More than 100 courses that include Indigenous content
- 15 degree, diploma and certificate programs with an Indigenous specialization
- The appointment of several Indigenous faculty and staff



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Dr. Lorna Wanosts'a7 Williams, of the Lil'wat First Nation, Mount Currie
Professor emeritus at the University of Victoria, and Canada Research Chair in Indigenous
Knowledge and Learning in Education and Linguistics

“Reconciliation means that Universities and Indigenous Communities must work together to find the ways to rebuild and reconcile Indigenous knowledge and Indigenous wisdom in the academy and in the communities. Finding the ways means learning from each other to communicate across the cultural differences and across the colonial relationships established by policies and practices.”