

WESTERN
UNIVERSITY

Indigenous Strategic Plan

October 6, 2016



Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population.

Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).



Consultation Process

Indigenizing universities necessarily involves active partnership and engagement with Indigenous peoples and communities. In developing this plan, Western's Indigenous Strategic Initiatives committee consulted extensively with various communities including local Indigenous Communities and Organizations, Indigenous students, faculty and staff, and Western's broad campus community. Beginning with a series of talking circles in 2014, our consultation evolved over the next two years to include 689 individuals who participated in focus groups, town halls, in person meetings, surveys and online submissions which informed the content of this plan.

Context for Western's Indigenous Strategic Plan

THE GLOBAL CONTEXT

An exciting paradigm shift is taking place in Indigenous research, scholarship and education at post-secondary institutions in Canada and around the world. Now more than ever, Indigenous scholars, communities and organizations are participating in the creation of research and teaching on matters of direct relevance to their communities^{2,4}. Where education was once seen as a tool of oppression within Indigenous communities, for many, education is now seen as the “New Buffalo” and a tool for empowerment⁸. This Indigenous scholarship movement embraces research and pedagogical approaches that privilege Indigenous knowledges and ways of doing, making meaningful space for Indigenous learners and scholars to achieve success in postsecondary education^{5,6}.

On the global stage, the emergence of Indigenous scholarship has been fostered through a steadily growing presence of Indigenous scholars, staff and administrators in academic institutions. Increases in Indigenous representation across institutions fosters the development of Indigenous curriculum, student service programming and research innovation, with a goal of creating culturally safe spaces within post-secondary environments that will nurture the social, cultural and educational needs of Indigenous students^{6,8}. This movement is expanding the possibilities for Indigenous learning within post-secondary institutions. It does so by incorporating curriculum that is inclusive of Indigenous value systems, languages, and ways of knowing. Indigenous scholarship calls for the development of space within post-secondary institutions that will celebrate the authentic and diverse representations of Indigenous communities, including their complex histories^{4,6,9}.

CONTEXTUALIZING INDIGENOUS INEQUITY IN CANADA

Indigenous peoples are vastly under-represented in Canada's postsecondary education system as students, professors, staff and administrators⁷. Disparities in educational attainment and a number of other health and social indicators have manifested from a long history of oppression, systemic racism, and discrimination. The residential school system was one manifestation through which education was misused as a tool of oppression, assimilation and abuse. Contemporary products of Canada's colonial history and the residential school system include unequal access to resources such as education, training and employment, social and health care facilities, and limited access to and control over lands and resources^{1,3}.

While First Nations children are staying in school longer than in the recent past, there remains a lag in completion rates at all levels of education in comparison to the non-Aboriginal population. According to the 2012 Aboriginal Peoples Survey, 72% of First Nations people aged 18 to 44 living off reserve had completed the requirements for a high school diploma or equivalent, compared to 89% among non-Aboriginal peoples aged 18-44 in 2013. According to the 2011 Canadian National Household Survey, 9.8% of 25 to 64 year old individuals identifying as Aboriginal had completed a university degree, compared to 26.5% of the non-aboriginal population of the same age, with trends showing that younger Aboriginals are seeking higher levels of postsecondary education than previous generations.

SEEDING THE ROOTS FOR POSITIVE CHANGE: RECONCILIATION IN POST-SECONDARY EDUCATION

In 2015, The Truth and Reconciliation Commission of Canada (TRC) released a report and set of 94 calls to action to contribute to truth, healing and reconciliation following the traumatic individual, inter-generational, and socio-political impacts of residential school systems in Canada¹⁰. The residential school system operated in Canada for over a century, with the last residential school closing in 1996. During this time, more than 150,000 Indigenous children attended the schools, many of whom were forcibly removed from their families, and were subject to various types of abuse and neglect.

“ To the Commission, reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country....In order for that to happen, there has to be awareness of the past.... Without truth, justice, and healing, there can be no genuine reconciliation. Reconciliation is not about “closing a sad chapter of Canada’s past,” but about opening new healing pathways of reconciliation that are forged in truth and justice.”¹¹

Justice Murray Sinclair, Chair of the TRC, has repeatedly highlighted how “it was the educational system that has contributed to this problem in this country, and it’s the educational system that will [be the solution].’ The TRC made 11 recommendations specifically for post-secondary institutions, with heavy emphasis placed on the development of curriculum in medical and law schools¹⁰.

In November 2015, University Presidents came together with Indigenous leaders, Indigenous student leaders, and Indigenous scholars at the University of Saskatchewan to discuss how universities could respond to the TRC’s calls to action. This meeting recognized institutional responsibilities of Universities for fostering reconciliation through systemic, social and ideological changes that will make Universities culturally safe and responsive spaces for Indigenous people.

Western University recognizes its role and responsibility in responding to calls to action from The Truth and Reconciliation Commission, and the importance of creating a culturally safe, respectful, and empowering environment for Indigenous peoples across all levels of the institution. Indigenous faculty, staff, students and community members have played a crucial role as partners and strong voices informing our goals and priorities moving forward, and will be important partners in realizing the goals set out in this document. This plan summarizes themes, ideas and goals that were informed by vast consultation with the Western community and local Indigenous communities. Advancing reconciliation at Western University will be driven by commitment and action from leaders across the institution, constant engagement and partnership with Indigenous staff, faculty, students and communities, and a recognition that all members of our campus community have a role to play in advancing this important work. It is within the spirit of reconciliation that we present Western University’s first Indigenous Strategic plan.

Note: The term Indigenous is used throughout this document. The term Indigenous/Aboriginal is defined based on the Canadian Constitution Act of 1982 referring to a person of First Nations, Métis and/or Inuit ancestry.

Vision, Purpose, and Guiding Principles

Vision

Indigenous people are engaging in all levels of work, study and research at Western University, enriching campus life for the benefit of all.

Purpose

Western University will elevate Indigenous voices and agency to engage all faculty, staff, students and communities in advancing excellence in Indigenous research, education, and campus life.

GUIDING PRINCIPLES

The Western Community includes all undergraduate and graduate students, postdoctoral scholars, staff, faculty members, and administration. We value:

Academic Excellence: Taking Indigenous approaches to leadership and learning, striving toward excellence in teaching, research, and scholarship, and being a leader in Indigenous postsecondary education.

Balance: All members of the Western community working toward developing mutually beneficial and reciprocal relationships with Indigenous communities both within and outside campus, as the foundation from which institutional growth and change occurs. This approach recognizes that meaningful relationships require time, open listening, and commitment.

Collaboration: Working together as a collective community to build partnerships that increase Indigenous voices and agency, and promoting the reclamation of Indigenous peoples' personal and professional decision-making capacities.

Diversity: Indigenous learners are different and distinct with respect to their experiences, ideas, perspectives, and learning needs. Indigenous communities are similarly diverse in linguistic, cultural, social, and political goals and values.

Equity and Inclusion: Indigenous peoples' experiences are shaped by many complex historical and social factors, making proactive Indigenous initiatives necessary to eliminate barriers and ensure equal access to postsecondary education at the undergraduate and graduate levels. Inclusive education understands that academic programs, student services, and research opportunities are most effective when they are relevant to Indigenous peoples' needs.

Interconnection: We are all connected to the local context as well as the land and place we now call Canada. It is our collective responsibility to understand our shared Canadian history, and play a role in facilitating reconciliatory relationships between Indigenous and non-

Indigenous peoples. Interconnection often calls for people to develop cultural competencies for working respectfully and effectively with Indigenous peoples.

Personal and Cultural Identity: Recognizes and supporting Indigenous students, staff, and faculty members' personal, cultural, and community identities, and understanding and valuing the inherent responsibilities that accompany Indigeneity.

Respect: Recognizing the complex and diverse nature of Indigenous Knowledge systems and languages, and the need to foster congruence between Indigenous paradigms and academic worlds. Respect also requires the recognition and support of Indigenous peoples' inherent constitutional rights to self-determination.

Strategic Directions

Western's Indigenous Strategic Plan will advance Indigenous Initiatives under the following broad strategic directions (note that the strategic directions below are not represented in priority order – each priority is recognized as of equal importance to accomplishing outcomes associated with this strategic plan):

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|---|---------|
| Strengthen and build relationships with Indigenous Communities | Page 7 |
| Nurture an inclusive campus culture that values Indigenous peoples, perspectives, and ways of knowing | Page 7 |
| Enhance Indigenous students' experience at Western | Page 9 |
| Achieve Excellence in Indigenous Research & Scholarship | Page 11 |
| Excel in Indigenous Teaching & Learning | Page 12 |
| Indigenize Western's Institutional Practices and Spaces | Page 13 |
| Become a university of choice for Indigenous students | Page 15 |
| Increase Indigenous representation in staff and Faculty complement | Page 15 |



Indigenous Strategic Plan Goals Chart

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
|---|---|---|
| Strengthen and build relationships with Indigenous communities | Grow Indigenous youth outreach and pre-university programming in areas of needs. | Youth Outreach Sustain existing youth outreach programs such as the Mini University program, and develop new ones (eg. classroom visits to campus, speaker series in communities, youth mentorship programs, day programs). Focus on underrepresented areas such as Science, Technology, Engineering and Medicine (STEM) disciplines, arts and humanities, and Indigenous male youth outreach. |
| | Expand partnerships with Aboriginal Institutes and community Colleges provincially and nationally. | Maintain and grow Western's position within the University consortium with Six Nations Polytechnic. |
| | Develop mutually beneficial partnerships with Indigenous communities and organizations. Actively focus on Indigenous relations and fostering ongoing Indigenous community engagement. | Increase sponsorship of community events and programs. Enhance communications between Western University and Indigenous Communities. Dedicate staff to build sustainable relationships with Indigenous communities and stakeholders. Expand off-campus and community-based language course offerings and language revitalization initiatives in partnership with Indigenous communities. |
| Nurture an inclusive campus culture that values Indigenous peoples, perspectives, and ways of knowing | Students Build awareness about Indigenous peoples, cultures and histories among all Western students. Celebrate and reward leadership among Western students, staff and faculty members in the area of Indigenous initiatives. | Develop informal and formal learning opportunities for all Western students to learn more about Indigenous peoples, cultures and histories (e.g. embed Indigenous perspectives into co-curricular leadership education programs and community engaged learning opportunities, support Indigenous Awareness Week, etc.). Seek funding to develop online learning modules on a variety of topics related to Indigenous peoples and cultures that can be embedded in curricular and co-curricular learning experiences. |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
|----------------------------|--|---|
| | | <p>Create experiential learning opportunities and programs for all Western students in partnership with Indigenous communities and organizations (e.g. Alternative Spring Break, cooperative education, internships, international exchanges).</p> <p>Develop and offer Indigenous cultural competency training to Western student leaders (e.g. student staff, volunteers, orientation leaders).</p> |
| | <p>Staff and Faculty</p> <p>Build awareness and cultural competencies for working effectively with Indigenous peoples and cultures among all Western faculty and staff members.</p> | <p>Initiated through the Interdisciplinary Development Initiative in Applied Indigenous Scholarship, develop a campus-wide cultural competency training program geared toward different groups at Western (e.g. senior administration, faculty and staff members. Provide tailored training to student-facing roles such as academic counsellors and front-line staff supporting student mental health). This training will be implemented in partnership with the Teaching Support Centre, staff Learning and Development, Equity and Human Rights Services, Indigenous Services, and Continuing Studies.</p> <p>Develop an Indigenous Purple Guide to assist staff and faculty members in working with Indigenous students.</p> |
| | Support and grow Western's current Visiting Elders program. | <p>Increase the number and frequency of Elders on campus.</p> <p>Expand supports offered by visiting elders to include connections with Indigenous faculty and staff, and incorporation of Elders in course content delivery, in addition to current supports available to students.</p> |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
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| Enhance Indigenous students' experience at Western | <p>Support Indigenous students' successful transition, retention, and completion of their degrees.</p> <p>Expand holistic and culturally-relevant counselling, student supports, and space available through Indigenous Services.</p> <p>Expand career development opportunities and supports for transitioning to the workforce for Indigenous students.</p> <p>Create a welcoming and inclusive learning environment for Indigenous students at Western.</p> | <p>Increase culturally-relevant counselling supports for Indigenous students with special attention on mental health needs; provide increased resources to support counselling available through Indigenous Services.</p> <p>Support and grow academic transition programs for incoming Indigenous students at the undergraduate and graduate levels (e.g. orientation program/residence practices, mentorship program).</p> <p>Enhanced experiential learning opportunities (see Excel in Indigenous Teaching and Learning Section).</p> <p>Increase spaces for Indigenous students to gather, meet and study (indoor and outdoor), including but not limited to Indigenous Services.</p> |
| | <p>Increase supports for Indigenous student groups at Western.</p> | <p>Support the sustainability of the First Nations Student Association (FNSA) club.</p> <p>Support and grow Western's Supporting Aboriginal Graduate Enhancement (SAGE) group/chapter.</p> |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
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| | <p>Support the unique needs faced by Indigenous students navigating a university environment (financial, housing, etc.).</p> <p>Address unique needs of Indigenous student sub-groups (e.g. mature students, parents, students with disabilities, LGBTQ students).</p> | <p>Housing Needs</p> <p>Create Indigenous-specific residence options for Indigenous students that accommodate cultural needs and offer safe learning communities.</p> <p>Financial Needs</p> <p>Conduct a comprehensive review of Western's Financial Profile system to reduce systemic barriers faced by Indigenous students.</p> <p>Increase financial supports for Indigenous students by developing new scholarships, bursaries, emergency funding and grant options.</p> <p>Family Needs</p> <p>Explore affordable childcare options for Indigenous students with dependents.</p> <p>Students with Disabilities</p> <p>Streamline processes for students who require accommodation.</p> |
| | <p>Nurture ongoing relationships with Indigenous student alumni at Western.</p> | <p>Track and identify Indigenous alumni.</p> <p>Develop an Indigenous alumni chapter/group.</p> <p>Host an Indigenous homecoming event.</p> <p>Profile and celebrate successful Indigenous alumni.</p> |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
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| <p>Achieve Excellence in Indigenous Research & Scholarship</p> | <p>Advance Indigenous research and scholarship at Western with local, regional and global relevance.</p> <p>Celebrate and reward research in Indigenous areas.</p> <p>Foster innovative and collaborative community based research partnerships with Indigenous communities that meet community needs.</p> <p>Ensure that research with Indigenous communities and peoples is conducted in an ethical and responsible manner.</p> <p>Support community archiving and establishment of community libraries.</p> <p>Enhance Western Libraries' holdings related to Indigenous content.</p> | <p>Establish a cross-faculty and/or collaborative Indigenous Research Centre.</p> <p>Create and enhance opportunities for Undergraduate students to conduct community-based research in Indigenous communities.</p> <p>Sustain and expand research initiatives in the north which involve active partnerships with Indigenous communities (eg. climate change, food security, safe drinking water).</p> <p>Coordinate an annual Indigenous Research Day to profile Indigenous research at Western and connect campus members working in the space.</p> <p>Offer an international summer school on Indigenous Scholarship for graduate students and emerging scholars which could include Indigenous community researchers.</p> <p>Centralize communication vehicles relating to Indigenous research activities at Western. Create a one-stop shop for information about Indigenous research activities.</p> <p>Create Indigenous Research Chair positions.</p> <p>Create Indigenous Visiting Scholar opportunities.</p> <p>Create internal competitive funding opportunities to promote Indigenous research activities at Western.</p> <p>Review Western's ethical review process and guidelines for conducting research with Indigenous communities and peoples to ensure it promotes research while protecting and respecting Indigenous peoples and their communities.</p> <p>Create a webinar that educates scholars on conducting respectful and ethical research with Indigenous communities.</p> |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
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| <p>Excel in Indigenous Teaching & Learning</p> | <p>Increase all students' knowledge of Indigenous people and cultures through inclusion of Indigenous content, methods and approaches in academic programs and courses.</p> <p>Create catalogue of, and promote courses containing Indigenous Content.</p> | <p>Sustain, grow and celebrate Western's First Nations Studies program.</p> <p>Explore strategies to increase Indigenous content across undergraduate programs. (e.g. mandatory course and/or embedding Indigenous content into foundational undergraduate courses using common learning outcomes).</p> <p>Incorporate Indigenous knowledge and perspectives by inviting Elders and Indigenous community members to share Indigenous content in courses.</p> <p>Leverage expertise from First Nations studies to assist the University as they move forward with increasing students' knowledge on Indigenous peoples.</p> <p>Sustain, grow and celebrate Western's Faculty of Education Indigenous graduate program.</p> <p>Increase Indigenous content in Bachelor of Education program.</p> <p>Develop a new Collaborative Program in Indigenous Scholarship at the graduate level.</p> <p>Actively promote an inventory of Indigenous-related academic programs and courses offered at Western through a central website on Indigenous Initiatives.</p> |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
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| | <p>Expand reciprocally beneficial, community defined experiential learning opportunities available to all Western students in partnership with local Indigenous communities, including community placements, community engaged learning opportunities, internships and co-operative education.</p> <p>Increase course offerings available (open access or fee-based) to Indigenous community members,</p> | <p>Develop new partnerships with local, regional and international Indigenous communities to offer mutually beneficial community-based experiential learning opportunities (e.g. international experiences, community engaged learning courses, internships, field experiences in Indigenous communities, etc.).</p> <p>Streamline administrative process for enrolment in community based course offering open to Indigenous community members.</p> <p>Enhance community involvement and partnership in development of additional community-based course offerings.</p> |
| | Embrace Indigenous pedagogical practices for use in classrooms. | Develop and offer training to faculty members on Indigenous pedagogical practices in the classroom (e.g. narrative / storytelling approaches, Elders, land-based learning). |
| | Support and enhance existing and new language revitalization initiatives through the Native Language Centre. | <p>Emphasize critically endangered languages to support cultural survival.</p> <p>Provide independent study opportunities in Indigenous languages for students.</p> <p>Provide office space for language instructors.</p> <p>Act as a hub for community learning initiatives and community services, as well as repatriation of materials.</p> |
| <p>Indigenize Western's Institutional Practices and Spaces</p> <p>(Governance, Funding, Policies, Procedures and Facilities)</p> | <p>Governance</p> <p>Support the awareness, role, and engagement of Western's Indigenous Postsecondary Education Council (IPEC) on matters related to Indigenous peoples / initiatives.</p> <p>Seek Indigenous representatives on Western's Board of Governors and Senate.</p> | <p>Strike a Provost Task Force to explore the implementation of the Truth and Reconciliation Commission (TRC) recommendations and affirm institutional commitment to implementing the Indigenous Strategic Plan.</p> <p>Formalize the role of IPEC within Western's governance structure through formal reporting and advising roles within Senate.</p> <p>Seek representation of an Indigenous community leader on Western's Board of Governors.</p> |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
|----------------------------|--|---|
| | Funding Allocate sustainable operational funding to support core services for Indigenous students, and implementation and monitoring of the Indigenous Strategic Plan. Advance philanthropic and government fundraising efforts to support growth of Indigenous initiatives at Western. | Set clear and aspirational fundraising targets for Indigenous initiatives at Western. Actively seek grant funding opportunities to support Indigenous initiatives across campus. |
| | Policies and Procedures Create new and/or review existing Western policies and procedures as it relates to Indigenous peoples. | Create an Indigenous cultural practices policy and/or procedure to accommodate smudging and sacred fires at Western. Review and update Western's academic accommodation policy to recognize Indigenous ceremonial obligations as a religious observance. Acknowledge traditional territories in convocation, public documents, plaques, website, and formal activities of the University. |
| | Facilities Increase Indigenous gathering spaces at Western. Increase the presence of Indigenous cultures, languages and symbols across Western. | Increase dedicated gathering spaces for Indigenous people at Western; intentionally consider use of facilities for Indigenous cultural ceremonies and gatherings in campus master plans. Increase visibility of Indigenous symbols and artwork, outdoor sculptures and naming of buildings across the campus. Increase outdoor spaces for Indigenous people to gather and conduct cultural practices (e.g. fire pit for sacred fires, outdoor pavilion, Indigenous Food and Medicine Garden). Seek Indigenous representation among grounds crew, specifically related to work with the anticipated outdoor learning space and Indigenous Food and Medicine Garden. |
| | Communications Enhanced centralized communications tools and development of an institutional communications plan with regard to Indigenous Initiatives | Create a central website with direct link from Western's homepage to profile Indigenous initiatives across campus. |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
|--|---|---|
| <p>Become a university of choice for Indigenous students</p> | <p>Enhance supports for prospective Indigenous student applicants.</p> <p>Increase special admission pathways and representation of Indigenous students across all Faculties at the undergraduate and graduate levels, with particular focus on underrepresented areas.</p> | <p>Dedicate core funding for staff positions to support Indigenous student recruitment initiatives.</p> <p>Develop a comprehensive Indigenous student recruitment strategy to increase Indigenous student applicants, with expanded focus on graduate students locally, provincially and nationally.</p> <p>Enhance Indigenous communication strategies and partnerships to increase Western's presence in Indigenous communities locally, regionally and nationally.</p> <p>Conduct a program review to enhance Western's undergraduate Aboriginal Admission Access Category and program partners.</p> <p>Actively promote existing and develop new accessible entry options for Indigenous applicants in professional programs (e.g. Medicine, Dentistry, Law, Occupational Therapy).</p> <p>Explore innovative recruitment strategies to increase Indigenous graduate student representation (e.g. entry scholarships, self-identification question in the application process, and creation of an Indigenous collaborative masters' program).</p> |
| <p>Increase Indigenous representation in staff and Faculty complement</p> | <p>Staff Members</p> <p>Increase Indigenous staff members working at Western in underrepresented employee groups.</p> | <p>Western's employment equity policy.</p> <p>Develop an Indigenous employee recruitment and retention strategy including aspirational targets and benchmarks over the next 5 years.</p> <p>Work in partnership with employee groups to increase accessibility; review and revise equity articles and statements in various employee agreements.</p> <p>Explore hiring an Indigenous Human Resource Consultant to support targeted outreach, partnership building, training of hiring managers, and recruitment of Indigenous peoples in targeted areas.</p> |

| BROAD STRATEGIC DIRECTIONS | GOALS | STRATEGY SUGGESTIONS |
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| | | <p>Establish a network of Western faculty and staff who have relationships with Indigenous communities, which can act as a gateway for communications regarding relevant initiatives and employment opportunities.</p> <p>Promote relevant employment opportunities in Indigenous communities through centralized Indigenous communications plan.</p> |
| | <p>Faculty Members</p> <p>Increase Indigenous faculty members working at Western.</p> <p>Through promotion and tenure, and annual performance review processes, recognize additional demands placed on time and workload of Indigenous faculty members through involvement in a number of activities that support Indigenous education and scholarship across the institution, including:</p> <ul style="list-style-type: none"> • Guest lectures • Community based work • Planning / consulting on development of new courses / Indigenous content across the university • Academic advising / support for students • Ongoing expectation to consult on Indigenous related issues | <p>Develop and implement a strategy to increase recruitment and retention of Indigenous faculty members working at Western (pipeline development / talent acquisition strategy, mentorship programs).</p> <p>Work with Joint Employment Equity committee to assess the efficacy of the current employment equity article in UWOPA collective agreement.</p> <p>Review strategies to reduce gap in aboriginal peoples' representation (eg. training of appointment committees, review and revise Employment Equity guide).</p> <p>Conduct a market analysis to determine key disciplinary areas of focus, and work to promote specific faculty positions within Indigenous communities.</p> <p>Expand definitions of service within faculty workload at Western to capture unique demands placed on Indigenous faculty members.</p> <p>Recognize in workload specifications the unique time demands involved in, and diverse research products of, conducting community based research with Indigenous peoples (eg. relationship and partnership building, ethical review process, applied research products).</p> <p>Increase training and supports available to Annual Performance Review Committees to recognize the specific demands articulated in this section.</p> |

Implementation & Accountability

While developing a plan is very important the real work begins after it is adopted, making it come to life at Western. Western Faculties, departments and administrative units will be encouraged to connect their internal plans and priorities with the Indigenous Strategic Plan.

UNIVERSITY PLANS AND INITIATIVES RELEVANT TO IMPLEMENTATION OF THE INDIGENOUS STRATEGIC PLAN INCLUDE:

- Provost Task Force on the Implementation of the Truth & Reconciliation Commission (TRC) recommendations and Indigenous Strategic Plan goals and priorities, which will be established upon the launch of the Indigenous Strategic Plan
- Strategic Mandate Agreement (SMA)
- Strategic Enrolment Management (SEM) Framework
- Interdisciplinary Development Initiative (IDI) in Applied Indigenous Scholarship
- Joint Employment Equity Committee
- Western University Institution-wide Learning Outcomes
- Campus Master Plan
- Open Space and Landscape Plan
- Unit and Academic Strategic Plans



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