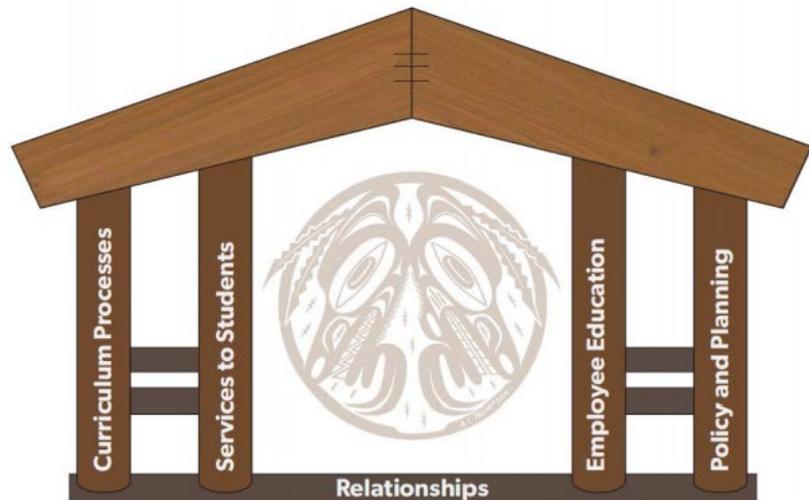


POLICY TITLE	Indigenization
POLICY NUMBER	G-2.2
APPROVAL DATE	June 8, 2020
APPROVAL BODY	Board of Governors
REPLACES (IF APPLICABLE)	N/A
LAST UPDATE	N/A
NEXT REVIEW DATE	2025
POLICY HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	President
SUPPORTING DOCUMENTS	E-3.2.5 E-Research Guidelines: Research Involving Aboriginal Peoples

INDIGENIZATION

PURPOSE

Indigenization incorporates the values, principles, and teachings of Na'tsa'maht – a Lekwungen term meaning “unity or working together as one.” The purpose of this policy is to articulate the commitment and vision of Camosun College in its ongoing work of Indigenization across and within all areas of the College.



The College seeks to support positive transformation through relevant learning and action, form respectful and reciprocal relationships, alongside other practices of reconciliation. Indigenization enables the College to act on these goals, in its work with Indigenous and non-Indigenous learners, employees, partners, and communities.

Indigenization is rooted in its relationship to the Land, the Water and the Natural World, in particular, the traditional territories of the Lekwungen and WSÁNEĆ Peoples. Indigenization serves to affirm the strength, beauty, and goodness of Indigenous worldviews and people, educate about the detrimental

ongoing impacts of colonization, acknowledge contemporary realities of Indigenous Peoples, and move forward towards Indigenous self-determination and healthy relationships between Indigenous and non-Indigenous peoples.

POLICY APPLICATION, SCOPE, AND/OR LIMITS

This policy applies equally to all persons associated with Camosun College: employees, students and other learners, and members of Camosun College Board of Governors, while engaged in College activities, including with long standing and emergent community partnerships.

DEFINITIONS

- 1. Indigenization:** Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures of the institution. Indigenization encourages a deliberate bringing together of Indigenous knowledge systems and approaches with Western knowledge systems and approaches within post-secondary education.
- 2. Self-Determination:** Self-determination of Indigenous Peoples and communities is articulated in Article 3 and 4 of the United Nations Declaration on the Rights of Indigenous Peoples. It is a right to freely identify, exercise, and participate in economic, social, and cultural resurgence and enrichment. Self-determination for Indigenous students acknowledges their right to be who they are and see themselves reflected in their education.
- 3. Cultural Resurgence:** Cultural resurgence is a process that enables Indigenous Peoples to retrieve and renew traditional teachings and practices in contemporary contexts to honour and celebrate cultural identities.
- 4. Colonization:** Colonization is an intentional process in which Indigenous ways of knowing, being, doing and relating are disrupted by deliberate systemic actions of settlers and emergent settler-governments. Within post-secondary education, colonization privileges settler thought and processes as legitimate and superior. In doing so, colonization displaces other knowledge systems.
- 5. Decolonization:** Decolonization is the process of deconstructing colonial ideologies of the superiority and privilege of settler thought and processes. Decolonization involves rethinking settler biases and assumptions and actively undoing colonial practices to re-establish relationships with Indigenous ways of being, knowing, and doing.
- 6. Reconciliation:** Reconciliation enables non-Indigenous learners to know those things that have been hidden from them about our shared history and enables Indigenous people to reaffirm their sense of identity and agency. Reconciliation seeks to redress past and contemporary

wrongs done to Indigenous Peoples through colonization. Reconciliation, through individual and collective action, makes amends and improves relationships between Indigenous and non-Indigenous people to create a better future for all.

7. **The 4Rs of Indigenous Education:** The 4Rs – respect, relevance, reciprocity, and responsibility – are a set of principles that need to be embedded in the development and delivery of post-secondary education to Indigenous students.¹
8. **Indigenous Knowledges:** Indigenous knowledges are systems that emerge from and express Indigenous relationship and interconnections to specific lands, cultures, and communities. There are multiple Indigenous knowledges across the Land and Waters.

PRINCIPLES

Camosun College’s leadership, employees, Indigenous partners and students acknowledge and recognize that Indigenization is influenced by relationships external to the college at the international, national and regional levels. As such this policy affirms the following principles:

1. Camosun College respects the teachings of local Indigenous Peoples on whose traditional territories we work and learn.
2. Camosun College seeks to weave the principles of the 4Rs of Indigenous education with all learners.
3. Camosun College is a signatory to Colleges and Institutes Canada’s [Indigenous Education Protocol](#) and commits to enacting its seven principles.
4. Camosun College commits to the spirit of the [Truth and Reconciliation Commission’s Calls to Action](#) and continues to move forward in meaningful and authentic ways to address historic and systemic injustices against Indigenous Peoples, and supports Indigenous self-determination and cultural resurgence.
5. Camosun College supports the principles of [United Nations Declaration on the Rights of Indigenous Peoples](#) and in particular Article 15.1 that “Indigenous Peoples have the right to



¹ Kirkness, V. J. and R. Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. In R. Hayhoe and J. Pan. (Eds.) *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.

dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.”

6. Camosun College respects, engages with, and protects Indigenous knowledge.
7. Camosun College seeks to advance the goals of Indigenization by incorporating the values of Indigenization into the educational, organizational, cultural and social structures of the college in all off and on-campus programming and services. Ultimately, Camosun is indigenizing to make a welcoming and relevant space for Indigenous learners, and to prepare non-Indigenous students, graduates and employees to better understand, live alongside of, and work with and learn from Indigenous Peoples.
8. Camosun College will provide supports to employees on how to Indigenize their practices.

RELATED LEGISLATED REFERENCES

- [Constitution Acts – Section 35](#)
- [Indian Act](#)
- [Bill 41 – 2019: Declaration on the Rights of Indigenous Peoples Act](#)

RELATED NON-LEGISLATED REFERENCES

- [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future](#)
- [Colleges and Institute Canada \(CICan\): Indigenous Education Protocol for Colleges and Institutes](#)
- [TCPS 2 \(2018\) – Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#)
- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 \(2018\)](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)

LINKS TO RELATED CAMOSUN POLICIES, DOCUMENTS, AND/OR WEBSITES

- [E-3.2 Ethical Conduct for Research Involving Human Subjects](#)
- [Equity, Diversity, and Inclusion Policy](#)
- [Indigenization Initiative](#)