

# LaSalle College Vancouver 2025-2030 Indigenization Plan

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## Territorial Acknowledgement

Our campus is located on the unceded territory of the Coast Salish peoples, including the Musqueam, Squamish, and Tsleil-Waututh Nations. Our ability to honour, live, and learn in the spirit of collaboration with the Indigenous peoples of Canada is essential for our mutual success.

## Message from the Chief Academic Officer

It is my great honour to introduce LaSalle College Vancouver's first Indigenization Plan, a framework that seeks to align our educational mission with the principles of Reconciliation and the Province of BC's [Declaration Action Plan](#). The work of Indigenization at LCV involves honouring the culture, knowledge, Ways of Knowing, and unique contributions of Indigenous Peoples. It also describes actions that support Indigenous learners as they access and excel in their post-secondary

education through LCV. These efforts align with LCI Education Network's Purpose of nurturing a diverse learning community where everyone elevates each other (See Strategic Business Plan).

As part of a global network of post-secondary institutions, each situated in regions rich with culture and history, we recognize the importance of tailoring our approach to honour the specific place and community we are privileged to be part of here in Vancouver. Our campus sits on the unceded territory of the Coast Salish peoples, including the Musqueam, Squamish, and Tsleil-Waututh Nations; as educators, we hold a significant responsibility in shaping how learners understand this place.

The Indigenization Plan is built upon four foundational Pillars: (i) Teaching, (ii) Research, (iii) Indigenous Relations, and (iv) Procurement. Each of these pillars helps LCV to meet its academic and operational goals, including promoting responsible citizenship and sustainable development, considering interconnected local and global concerns in decision making, and participating in local and global community life (see Academic Plan).

I hope that this framework will inspire our community towards Reconciliation and help us to benchmark our commitment to the meaningful inclusion of Indigenous Peoples.

Dr. Jamie Kemp, Chief Academic Officer

## Institutional Commitment and Policy Framework

LaSalle College Vancouver (LCV) demonstrates an institutional commitment to Indigenization through several themes found in its Strategic Business Plan, Academic Plan, and institutional philosophies. Key areas of alignment include our Core Belief that **Openness is a cornerstone for unlocking human potential** and our Core Purpose of **Nurturing a diverse learning community where individuals elevate one another**. Further, our academic commitments include promoting responsible citizenship and sustainable development, engaging in decision-making processes that consider interconnected local and global concerns, and encouraging active participation in both local and global community life.

Our Indigenization Plan applies these institutional commitments to the goals set out in the Province of British Columbia's *Declaration on the Rights of Indigenous People* and the related [Declaration Action Plan](#). LCV has an opportunity to contribute meaningfully to Reconciliation by focusing on two of the *Action Plan's* themes, namely (i) ending Indigenous-specific racism and discrimination and (ii) supporting the social, cultural, and economic well-being of Indigenous Peoples.

## Policy for Ending Indigenous-Specific Racism and Discrimination

- LCV supports the respectful dissemination of knowledge about the rights and histories of Indigenous Peoples in British Columbia through educational programming and events, guided by Our Respectful Use of Indigenous Knowledge and Intellectual Property Policy (Appendix A).<sup>1</sup>
- LCV creates a welcoming environment for Indigenous learners and celebrates expressions of Indigenous identities in all aspects of campus life, supported by our Indigenous Recognition and Acknowledgement Policy (Appendix 2).<sup>2</sup>

## Policy for Supporting the Social, Cultural, and Economic Well-being of Indigenous Peoples

- LCV employs an intersectional approach, offering programming and tailored support services for Indigenous learners to facilitate their access to and success in post-secondary education, in accordance with our Indigenous Student Success Policy (Appendix 3).<sup>3</sup>

## 4 Pillars for Indigenization

The 4 Pillars for Indigenization at LaSalle College Vancouver (LCV) serve as a structured framework to guide the institution's tangible actions in support of Reconciliation. These Pillars, (i) Teaching, (ii) Research, (iii) Indigenous Relations, and (iv) Procurement aim to integrate meaningful initiatives into LCV's educational and corporate environment while fostering respect and collaboration with Indigenous Peoples. By organizing efforts under these four distinct areas, LCV ensures accountability and establishes benchmarks for measuring progress. The Pillars embody LCV's commitment to creating an inclusive space where the social, cultural, and intellectual contributions of Indigenous communities are recognized and celebrated.

### Teaching

In teaching, curriculum and new program development, LCV's process:

- Strives to work collaboratively with Indigenous individuals, groups, and experts.
- Draws upon internal resources, including Indigenous staff and Board Director Dr. Kim Baird, former Tsawwassen First Nation Chief.
- Uses external resources provided by Indigenous organizations including the First Nations Education Steering Committee ([FNESC](#)).

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<sup>1</sup> Declaration Action Plan, 18.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid, 22.



- Incorporates resources created by Indigenous people.
- Provides Indigenous Pedagogy education for all faculty at the time of onboarding.
- Includes Indigenous Studies courses and articulates them with institutions in the BC Transfer System.
- Participates in the BCCAT Indigenous Articulation Committee.
- Adopts SFU's Indigenous Program Development Guide to decolonize curriculum and incorporate non-Western epistemologies.
- Seeks to include place-based education for all students.

## Research

To support student and faculty research in the domain of Indigenous Studies, LCV:

- Continues to expand its library collections targeting works by Indigenous, Inuit, and Métis authors.
- Requires members of its internal Research Ethics Committee to be certified in the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS 2), including training on research involving Indigenous communities.
- Tracks and supports faculty participation in respectful and inclusive research involving Indigenous communities and knowledge holders.

## Indigenous Relations

To support relationship-building with Indigenous People and Communities, LCV:

- Includes Dr. Kim Baird, former Tsawwassen First Nation Chief, on its Board of Directors.
- Seeks engagement and collaboration with local Indigenous community groups by sending letters of introduction to targeted contacts.
- Seeks to share facilities and resources in a way that benefits Indigenous People and Communities.

## Procurement

In its operations, in order to provide economic opportunities to Indigenous People and Communities, LCV:

- Will prioritize sourcing goods and services from Indigenous-owned businesses to support local economic development.
- Establishes long-term partnerships with Indigenous suppliers to promote sustainable and inclusive procurement practices.

- Contracts Indigenous artists to create artworks.

## Responsible Parties

The Chief Academic Officer is responsible for the creation and oversight of the Indigenization Plan, with implementation managed by the Campus Director, Academic Director, Program Directors, and Members of Education Council. The Chief Academic Officer will review this plan annually and report on LCV's progress under each of the Pillars to Education Council and the Education Committee of the Board.

The Board of Directors and/or Education Committee of LCV's Board may monitor the institution's progress towards these goals.