

# CHÉNCHENSTWAY

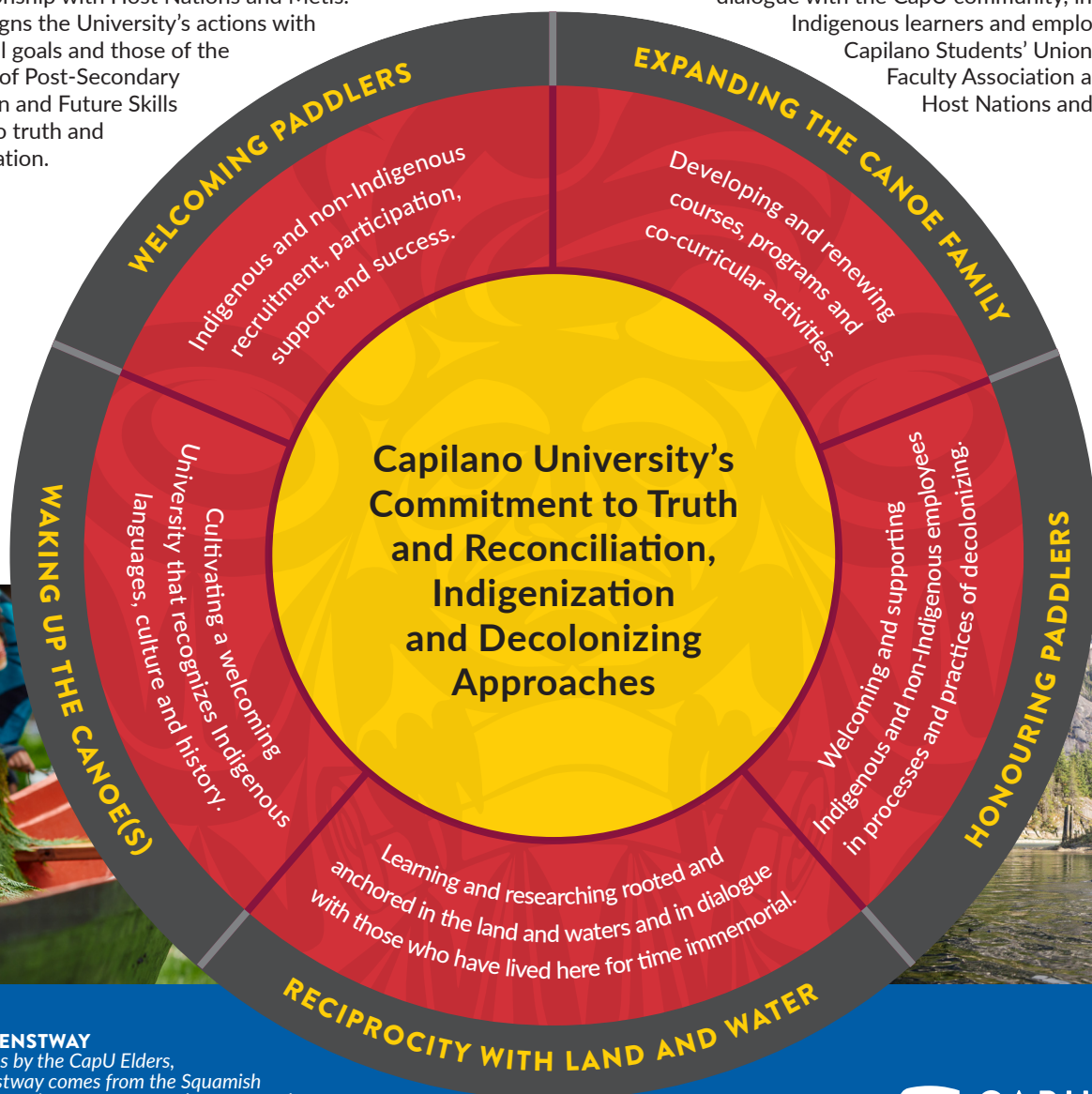
## A JOURNEY OF RECONCILIATION AND LEARNING

### PURPOSE

Capilano University is committed to Indigenizing and decolonizing education at our campuses and learning locations, and to including First Nations language, culture and knowledge. This document guides the University in supporting Indigenous ways of knowing and strengthening its relationship with Host Nations and Métis. It also aligns the University's actions with its overall goals and those of the Ministry of Post-Secondary Education and Future Skills related to truth and reconciliation.

### CANOE FAMILY

At CapU, we are all part of a canoe family—whether you are a learner or alumni, staff or faculty member, administrator or community partner. Together, we are on a journey of healing, understanding and learning. This document is grounded in the insights gathered through dialogue with the CapU community, including Indigenous learners and employees, Capilano Students' Union, Capilano Faculty Association and Host Nations and Métis.



### CHÉNCHENSTWAY

Gifted to us by the CapU Elders, Chénchenstway comes from the Squamish language meaning to support and respect each other and to work together with a light heart that lifts everyone up to get the work done.

# CHÉNCHENSTWAY ACTIONS

Capilano University is named after Sa7plek (Chief Joe Capilano), an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the territories of the Lílwat, x̣ṃəθḳəỵəm (Musqueam), shísháłh (Sechelt), Skwxwú7mesh (Squamish) and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

## WELCOMING PADDLERS

- Guided by specific definitions of key related terms that centre and privilege Indigenous dignity, increase the number of Indigenous representations in faculty, learners, Elders and youth.
- Develop and offer relevant Indigenous learner supports and services including bursaries, internships and scholarships along with enhanced work-integrated learning opportunities.
- Plan and implement ongoing awareness and education to address anti-Indigenous racism.

## HONOURING PADDLERS

- As part of the People Plan, create a plan for Indigenous recruitment, hiring, compensation and retention, including equity, diversity and inclusion (EDI) practices. Provide an onboarding session for every new employee that outlines efforts to decolonize the University.
- Implement supports and resources for Indigenous learners, employees, youth, women, two-spirit, CapU and Community Elders, Host Nations and Métis reflective of reciprocity and mutuality in community, learning and development that enable contributions to Indigenous Education Circles.
- Celebrate and showcase successful Indigenous learners and alumni to inspire others.

## WAKING UP THE CANOE(S)

- Establish protocols and engagement processes to develop relationships with CapU Elders and for the use of Indigenous language and signage on campus and online. This process incorporates an Indigenous arts purchase plan, including Coast Sálsh and Métis art, with the guidance of an Indigenous Education Circle to promote the expression of Indigenous identity within our campuses. CapU encourages a permanent presence on campus of Indigenous artists.
- Develop a capital plan and timeline to build a Canoe House(s).
- Explore appropriate ways to honour Chief Joe Capilano.

## EXPANDING THE CANOE FAMILY

- Collaborate with local Host Nations and Métis on an annually updated community needs and aspirations assessment that informs short- and long-term programming and learner supports as we undertake dialogue and processes to establish model(s) for increasing Indigenous participation and representation.
- Enhance Indigenous learner access to academic programs, including Indigenous universities and colleges, through community-based programs, laddering programs and pathway agreements. Also, review Cap Core learning outcomes for expanded opportunities to embed Indigenous ways of knowing.
- Guided by a land- and water-based learning framework, develop regular and high-flex courses for Indigenous and non-Indigenous learners to improve understanding of Indigenous history and culture, establish connections with Indigenous collaborators and develop relationships, including an Indigenous Studies course.
- Explore options for an academic department such as Critical Indigenous Studies, Indigenous Leadership Studies and a Centre for Indigenous Studies & Well-being.
- Create and sustain teaching and learning formative supports and strategies with Indigenization of courses/curriculum, Indigenous knowledge, decolonizing practices and Skw'cháyis (canoe) cultural programming for learners and employees.
- Establish and maintain partnership and applied research agreements as desired by Host Nations and the Métis.

## RECIPROCITY WITH LAND AND WATER

- Develop and establish protocols, guiding principles, policies and procedures for respectful engagement and community-based research projects conducted with Host Nations and Métis, inclusive of Indigenous knowledge and cultural artifacts.
- Encourage research and learning grounded in ancestral, contemporary tools and OCAP (Ownership, Control, Access, Possession) training modules, offering courses on leadership to address systemic injustices, and integrating Indigenous perspectives into modern academia and using culturally-reflective classrooms with private meeting spaces for Indigenous learners. Ensure the development of guidebooks and resources for faculty and student researchers partaking in community-based projects.
- Establish adjunct faculty positions that will enable Indigenous entrepreneurs, Elders and scholars with specific areas of knowledge/expertise to co-teach in our courses and to provide insights around how First Nations culture and language fit into modern academia and vice versa.

### FOR MORE INFORMATION

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