



Indigenization Checklist

Engage as Experts

To obtain Indigenous knowledge in its highest honor is to engage Indigenous holders of the knowledge as experts and active participants in any project.

Indigenous people's active participation is vital to Indigenization efforts, as they are the keepers of traditional knowledge.

The best practice of obtaining ongoing mutual respect is achieved by observing trust, equity, and empowerment as the basic principles of interaction and ongoing engagement.

The TRU Indigenous Strategic Plan outlines the steps TRU will be taking to make the university a welcome and inclusive place for Indigenous learners.

How can you work respectfully with Indigenous partners?

- Include a formal statement recognizing the relationship you have to the land and acknowledging Indigenous peoples and the traditional territory you are on or connected to.
- Approach members of the Indigenous community as early as possible to discuss an idea or program (not after it's been developed then look for sign off).
- Consult with TRU Indigenous Cultural Advisor or the Indigenous Educational Developer before the development of Indigenization initiatives.
- Engage and attend Indigenous community-led initiatives when they are open to the public
- Check to see if your initiative requires approval by the Indigenous Education Department, including the Educational Developer, Cultural advisor, curriculum developers. This will ensure that you are:
 - Being respectful toward the Indigenous community
 - Have a reasonable dissemination plan
 - Have thought of how to evaluate and share the results
 - The work is linked to equity diversity and inclusion plans and efforts

What are the components of Indigenous Knowledge?

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| <ul style="list-style-type: none"> ○ Education ○ Agricultural ○ Tourism ○ Political ○ Health Care ○ Culture ○ Language ○ Economics ○ Law ○ Food ○ Support for both Indigenous and non-Indigenous learners | <ul style="list-style-type: none"> ○ Indigenous academic programs ○ Recruitment of students/Retention of students ○ Indigenous academic staff ○ Contract, tenure-track ○ Cluster hire ○ Recruitment plan, hiring plan ○ Indigenous Knowledge ○ Art/storytelling ○ Elders/Mentors/Knowledge Keepers ○ Research with Indigenous communities ○ Indigenous community-led initiatives |
|--|---|

Other: _____

Impact of Indigenization

- Have Indigenous community members internal and external to TRU been involved in measuring the outcome of the plan?
- Were the community protocols and expectations regarding the conduct of an Indigenous Knowledge acknowledged and adhered to?
- Did you have permission and support to have an Indigenous Mentor/Elder/Resource person involved (if applicable) through the project?
- Were you able to identify how Indigenous Knowledge could support the goals and objectives of course design, implementation, and or delivery of a program?
- Were you able to determine and identify expectations for handling, sharing, and incorporating Indigenous Knowledge?
- Were you able to identify possibilities for scoping Indigenization of future programs, classes of TRU in a manner that may also contribute to broader goals and priorities of the Indigenous local communities?
- What has been learned that can be used to guide future efforts?

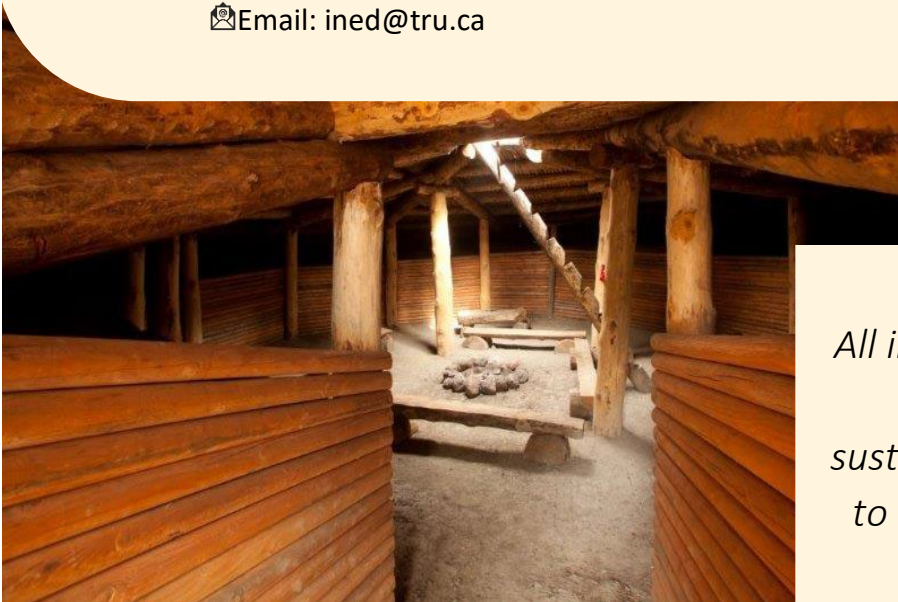
Reference and Instruction

- Did you give a land acknowledgement before teaching, hosting a meeting, or a conference, online and face-to-face?
- Did you meaningfully include Indigenous examples in your work, or your instruction materials when appropriate??
- Did you compensate Indigenous contributors appropriately (honorarium when required)?

To learn more about Indigenization at TRU, please contact Indigenous Education.

🔗 Website: www.tru.ca/indigenous/indigenous-education-team.html

✉ Email: ined@tru.ca



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All indigenization project goals and objectives should strive for sustainability and benefit all people to achieve the best results with a positive impact.