

Lálém ye mestíyexw ("House of the Peoples")



LALEM YE MESTIYEXW

"House of the Peoples"



This Indigenization Report is submitted by the Office of the Vice Provost and the Indigenous Affairs Office. The working group consisted of the following: Shirley Hardman, Eric Davis, Peter Geller, Ken Brealey, Sue Brigden, Adrienne Chan, Jacqueline Nolte, Sylvie Murray, and Tracy Ryder-Glass.

Artist Statement

S'i:wes – Teaching

The man and woman are in a circle to represent the circle of life, the left hands are open to represent receiving, and right hands are open in down positions to represent giving. Their heads are down representing humbleness to each other. The cedar hats and cedar clothing represents Stó:lō culture and signifies the importance of cedar to our people. The paddle represents the journey of our First Nation people. The salmon on the paddle represents the river. The Stó:lō are the people of the river. The male and female salmon in the background also to show the circle of life as salmon are the Stó:lō people's main source of food.

About the Artist

Jonathan (Jonny) Williams is Stó:lō from the Chiyó:m (Cheam) First Nation. He grew up in Chilliwack, BC. Jonny is a self-taught artist. Through many years of practice, Jonny has developed his own style of First Nation art.



Executive Summary

Since its founding in 1974, the history of the University of the Fraser Valley has been intertwined with the people and communities of S’olh Temexw. In the last 15 years in particular, UFV has endeavored to accept its role and responsibilities to be a place of learning that understands and respects that it is situated on the ancestral territory of the Halq'eméylem-speaking Stó:lō peoples. From a strategic planning perspective this included the consultation and planning from 2005-2007 that resulted in *Indigenizing our Academy: Strategic Planning Indigenous Education at University College of the Fraser Valley* and which guided the work that followed over the next decade.

There were significant successes, including the growth of the Indigenous Student Center; establishing an Elders in Residence program; launching a Bachelor of Arts Major and Minor in Indigenous Studies; hosting the national conference *Indigenizing the Academy: S’iwes Toti:lt Q’ep – Teaching and Learning Together*; the creation of the Indigenous Gathering Place at UFV’s Canada Education Park campus in Chilliwack; the hiring of the Teaching and Learning Indigenization Specialist; and addressing Education for Reconciliation through the Indian Residential School Day of Learning and the exhibit, ceremonies and events surrounding the Witness Blanket exhibition.

Recognizing the work accomplished also calls to mind that much remains to be done in terms of ensuring that the University of the Fraser Valley is a place that honours and supports Indigenous knowledge, history and culture. The following report outlines the work undertaken to move forward with an Indigenization plan that underpins and supports UFV’s new Integrated Strategic Plan and particularly the following strategic imperatives:

- Honour Indigenous knowledge at all touchpoints of learning (Engaging Learners / Yoystexw ye totilthet)
- Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University (Transforming Lives / Ayeqet kw’e shxwaylexws)
- Commit to achieving the Calls to Action from the Truth and Reconciliation Commission



and the United Nations Declaration on the Rights of Indigenous Peoples (Building Community / *Thayt kw’e st’elt’elawtexw*).

This Indigenization plan, with the Actions and Recommendations that follow, is intended to build a framework for working together effectively within the university, but also respectfully with Indigenous communities and partners to continue to Indigenize Our Academy. Guiding the plan is the vision of *Lálém ye mestíyexw*, or “House of the Peoples,” which can be visualized as both a communication mechanism and a structural model for Indigenization at UFV, mirroring the Stó:lō longhouse structure. *Lálém ye mestíyexw* provides a structure for Indigenization in which people and their work come together from their distinct areas throughout the university to strengthen their presence and relationships.

In looking at the work of Indigenization at UFV, four areas clearly emerged: Students; Relationships, Partnerships and Governance; Academic Curriculum and Programs; and Faculty, Staff and Administrators. These four areas can be seen to “build the Lalem.” They are both centres of current activity as well as areas that require further action to ensure a healthy and wholistic *Lálém ye mestíyexw*. Further emerging from the discussions and planning are the following recommendations:

1. Create an Advisory Council of Elders, Knowledge Keepers and Leaders.
2. Ensure the Indigenous Leadership position is a participant in the discussions, direction-setting and decision-making at UFV.
3. Create an organizing structure for Indigenizing at UFV.
4. Create a communication structure for Indigenizing Our Academy.
5. Create a new position for Director of Indigenized and Indigenous Curriculum.
6. Develop the position for coordination and administrative support.

The *Lálém ye Mestiyexw* presents a much-needed structure that will allow UFV to fully embrace our commitment to Reconciliation, Indigenizing Our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples’ goals for self-determination and well-being.



A. Overview

This strategic vision for Indigenizing Our Academy is grounded in Board Policy 200.05: Fulfilling Our Commitment to Aboriginal Peoplesⁱ and dovetailing with the recently approved Integrated Strategic Planⁱⁱ while honouring our UFV Values: *letse o sqwelewel* [integrity]; *lexwsq’eq’ostexw* [inclusivity]; *st’elt’elawtexw* [community]; *ey shxweli* [excellence]ⁱⁱⁱ.

This plan for Indigenization at UFV has its roots in earlier work in “Indigenizing our Academy” and the recognition that it was time to revisit these earlier efforts.^{iv} In 2017 an inventory of the work, initiatives, special projects and “the off the sides of desks” Indigenous learning and Indigenizing Our Academy^v was undertaken. Initially the goals were to:

- 1) identify the relationships and linkages among various units delivering Indigenous programming and support; and
- 2) explore strategies to strengthen relationships and build capacity.

A working group was established, and in examining the comprehensive inventory of activities and initiatives that the various university departments and service areas^{vi} were engaged in, shed light on the complex and overarching activities as well as the primarily fractured way in which these activities were being coordinated and communicated within the institution. As well, it was apparent that the size and depth of work being undertaken, and the rate of speed at which this was happening, was taking a toll on those engaged in this work.

The working group determined:

- ✦ a substantial amount of work and activities are currently taking place
- ✦ capacity is limited; in particular, the need for more Indigenous faculty, staff and administrators is critical, and Indigenous leadership must be at the tables where discussions, direction-setting and decision-making take place



- ✦ more non-Indigenous faculty, staff, and administrators are to be encouraged to become Indigenized (have the background, knowledge, and community connection)
- ✦ interaction and consultation with community is paramount (Indigenization Committee of Senate is to play a key role in coordinating community consultation)
- ✦ there is a need for greater coordination and integration among units
- ✦ it is important to move away from a hierarchical/traditional organizational structure in Indigenizing to adopt instead an Indigenous organizing structure.

Several consultations were undertaken in 2018-19, including with Indigenous Faculty and staff, the Indigenization Committee of Senate, the Senior Academic Leadership Team (SALT) and the wider UFV community. The consultations resulted in resounding support for the plan and its recommendations and raised some insightful questions. This document represents the original recommendations rewritten and reformatted to incorporate the feedback from the consultations and hopefully provides the clarity that was sought in these consultations. One of the points of clarity, for example, was whether the recommendations found herein would require a centralizing of activities and initiatives. If so, there was concern that the various departments and service areas would not be able to continue in these activities with the honour, privilege, and responsibility that they currently hold.

Indigenizing Our Academy at UFV has taken an integrative approach that seeks to involve every faculty, department, service, and administrative area (and all the people in those areas). This approach is one that is inclusive, shares the “work” as we move along the trajectory of Indigenizing and is one that is likely to have contributed to the fractured model that currently exists. The fractured nature can be described as it was in one of the Working Group meetings as “too often the left hand does not know what the right hand is doing, or they find out at the last minute, or after the fact”. In reality, what we want to happen is to continue with all of the things^{viii} that are in motion but continue in a way that honours Indigenous teachings and pedagogies and that allows all of us at UFV to be a part of a larger whole. This wholism would allow working together effectively within the university but also



respectfully with the Indigenous communities and partners and engage in meaningful ways throughout the university to continue to Indigenize Our Academy.

Additionally, the original discussions contained a recommendation for a Si:yam^{viii}. However, in meeting with Indigenous faculty and staff it was proposed that instead the recommendations include a leadership position such as it exists now (Senior Advisor on Indigenous Affairs) and that we learn to rely on a council of Elders/leaders to advise Indigenizing Our Academy and its intricacies. This document reflects this change.

B. Indigenizing Our Academy

Lálém ye mestíyexw (“House of the Peoples”)

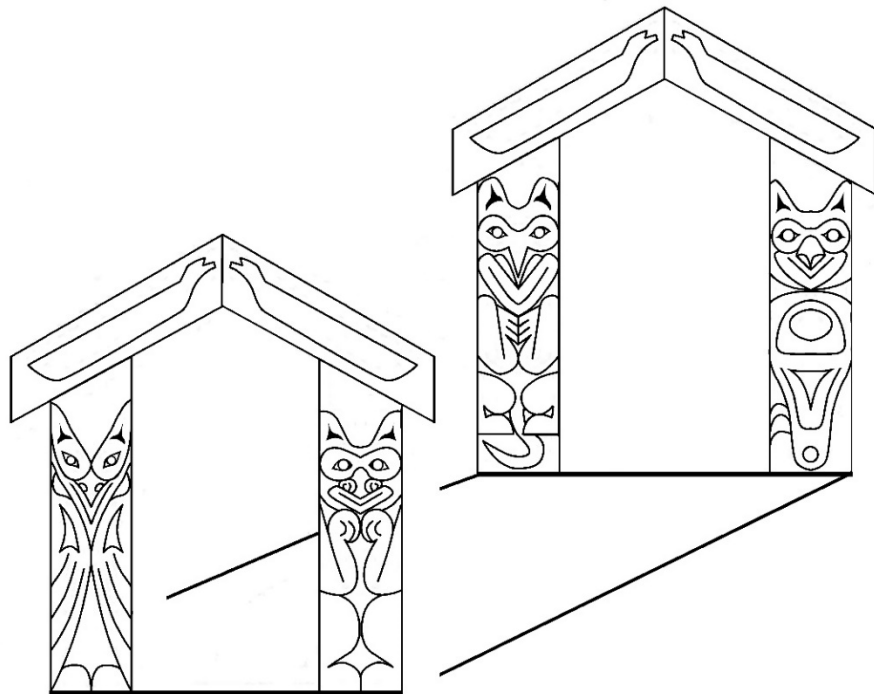
Throughout the discussions, the idea of a *Lálém ye mestíyexw*, or “House of the Peoples”^{ix} as translated from the Halq'eméylem, emerged as a main theme to address our purpose. While not an actual house or newly created department or service area, the concept of the *Lálém ye mestíyexw* provides both a communication mechanism and a structural model for Indigenization at UFV. We introduce this at the outset because it provides a visual context for the work and recommendations contained in this document. As visualized in Diagram 1, *Lálém ye mestíyexw* mirrors the Stó:lō longhouse structure. *Lálém ye mestíyexw* provides a structure for Indigenization in which people and their various work(s) come together from wherever they are situated in the university to strengthen their presence and relationships.

In looking at the work of Indigenization at UFV, there were apparent areas and themes that clearly emerged: Students; Relationships, Partnerships, and Governance; Academic Curriculum and Programs; Faculty, Staff, and Administrators. These themes have been used to “build the Lálém” as found in Diagram 1.



Diagram 1

Lálém ye mestíyexw



Each of these themes are detailed below with accompanying Actions.

1. Students

Students and student learning is at the heart of what we do at UFV. In terms of Indigenization and the *Lálém ye mestíyexw*, recruitment, retention, and provision of culturally relevant services for Indigenous students is a core element. Indigenous students may and many do access services throughout UFV available to any student in attendance at UFV. Additionally, the Indigenous Student Centre (ISC) currently provides comprehensive supports, which include:

- 🍃 Outreach to prospective students
- 🍃 Support student access to education paths and programs
- 🍃 Support Indigenous students’ transition
- 🍃 Accessing educational and academic supports
- 🍃 Referrals to appropriate external agencies
- 🍃 Cultural events and activities on campus
- 🍃 Elder – in – Residence support for students



The ISC staff do an excellent job of connecting with students, some as early as when they are first thinking about attending UFV, and others when they present at the ISC, or when ISC staff see them elsewhere on campus and invite them to visit the ISC. Some academic and service units have considerable collaboration with the Indigenous Students Centre to support Indigenous learners. However, the ISC would benefit from a higher profile internally among faculty, staff and particularly amongst sessional instructors who may not know the intricacies of the university. Awareness of the ISC at this level will bolster the awareness of the center and what is available to self-identified Indigenous students on campus.

The Indigenous Student Centre continues to grow, and while it does not keep perfect step with needs, it is not specifically targeted with a recommendation at this time.

- Action:** Strengthen the on-going collaboration between the ISC and other areas on campus.
- Increase the profile internally across disciplines and all areas of the institution.

2. Relationships, Partnerships, and Governance

UFV has an established record of developing and delivering curriculum, engaging in research and community service, and organizing conferences and events in partnership with local, regional, and provincial Indigenous communities and organizations. This has included working with Stó:lō leaders, educators, knowledge keepers, and Elders^x. What became evident in the inventory and subsequent discussion is the amount of community collaboration taking place throughout the university. It was also apparent that some individuals from the community were being called upon multiple times from different areas of the university. This collaboration can include program development, program review, cultural advice, participation in university activities (cultural and other), use of the Halq’emeylem language, providing advice to the President and or Senate / Board, professional development for reconciliation (TRC), research protocols, as well as provincial mandates and agreements. It is possible with this amount of engagement that one Indigenous community member may be called to the university to provide advice multiple times per semester. It should also be noted that this process does



not compensate Indigenous advisors for their time nor travel (with few exceptions).

- Actions:**
- Establish a model for community engagement
 - Create a communication structure (to ensure Indigenous advisors’ time is respected)
 - Establish a communication mechanism (network) for cross-faculty and service area engagement and awareness of Indigenous initiatives, activities and programs that engage Indigenous community and communities.
 - Coordinate and support relevant programming, including community delivery, Indigenous cohort programs and special projects funded initiatives.

3. Academic Curriculum and Programs

This area encompasses the development and delivery of curriculum (courses and programs) and programming (events, workshops, and professional development activities). As conceived in response to the Truth and Reconciliation Commission’s Calls for Action, curricula and programming are designed to educate, build awareness, and develop capacity for Indigenization and Reconciliation at UFV. Responsibility for development and delivery of these activities is shared by the departments, schools and interdisciplinary programs across all Faculties. The Teaching and Learning Centre, specifically through the position of Teaching and Learning Specialist (Indigenization Specialty) supports curriculum development and revision. As well the Senior Advisor on Indigenous Affairs provides support, guidance and community liaison for programming. The Indigenous Studies Curriculum Committee (ISCC) oversees the development of Indigenous Studies curriculum at UFV, as well as maintaining communication from the various academic units on curricula and development of educational resources. What remains unclear is the role of the ISCC after it receives the information. Expansion of activities in this area has been significant in the last few years and, while the ISCC’s mandate and make-up as a cross-faculty committee is designed to provide the coordination that is needed university-wide, our current Indigenous faculty capacity is not sufficient to support the work.

- Actions:**
- Create and maintain an inventory of relevant activities, and publicize through website, social media, and other platforms



Create and maintain a record of Indigenized curricula. It would also be helpful to know who is teaching this (Indigenized curriculum)

Coordinate relevant programming, including faculty development opportunities, in liaison with Teaching and Learning, and various groups/individuals (e.g. RAN, department/school and Faculties/College)

Create a new position of Director of Lálém ye Mestiyexw.

4. Faculty, Staff, and Administrators

UFV currently support Indigenous learners in all areas knowingly and unknowingly. Indigenous students do not all self-identify as Indigenous, nor do they necessarily identify themselves to individual instructors, (and staff) even if they have self-identified through the Registrar’s office. Additionally, the goals of Indigenizing Our Academy require that Indigenizing take place throughout the institution, across disciplines and in all service areas. There has been an emphasis on Indigenizing not only the curriculum but also on faculty, staff and administrators becoming conversant in what it means to Indigenize their practice and to put this into practice. This undertaking relies on the professional development of everyone who works at UFV.

The development of the skills and knowledge needed by faculty, staff and administrators will also be integral to all new hires at UFV. This, over time, will negate the need for professional development activities that could be viewed as entry – level and instead focus on scaffolding up and increasing the Indigenizing capacity among everyone who works at the university.

- Actions:**
- Develop and deliver mentorship and professional growth programs for Indigenization of faculty, staff, and administrators.
 - Ensure HR hiring practices (and policies) screen for Indigenizing knowledge and practice from all applicants.
 - Provide on-going supports and educational opportunities for Indigenizing curriculum across all disciplines
 - Provide Elders-in-Residence to be available to support instructors and



departmental/Faculty events and activities.

Indigenous Faculty, Staff, and Administrators currently work across the university in various roles^{xi}. There is not, however, a critical mass of Indigenous people working at our university. What also comes to light is that with Indigenous people working across the institution there is limited opportunity for them to get to know one another, to work together – even on interdisciplinary or university-wide activities, and nearly impossible to support one another in each other’s work. Often Indigenous people working in universities can experience feelings of isolation or of missing their cultural connections. Other experiences include being expected to know everything Indigenous, participate in everything Indigenous and to support colleagues with Indigenizing. Currently, there are no targeted supports for Indigenous employees, no functional network of Indigenous staff, and no fail safe to ensure that Indigenous employees will choose to continue their tenure at UFV.

- Actions:**
- Develop policy and procedures to support targeted hiring of Indigenous faculty, staff, and administrators.
 - Develop awareness of the need and cultivate support for Indigenous hiring initiatives among Deans and other administrators
 - Recruitment of faculty, staff and administrators who are Indigenous and Indigenized; and
 - Provide Elders-in-Residence to be available to support Indigenous faculty, staff and administrators.

C. Recommendations

The Lálém ye Mestiyexw presents a much-needed structure. One that will allow the university to fully embrace its commitment to Reconciliation, Indigenizing Our Academy and improve our ability to be both responsive and responsible to Indigenous peoples’ goals for self-determination and well-being. In addition to the above Actions in the four areas of Students; Relationships, Partnerships, and Governance; Academic Curriculum and Programs; Faculty, Staff and Administrators the following



Recommendations emerged from the discussions and planning phase:

Recommendation #1

Create an Advisory Council of Elders, Knowledge Keepers and Leaders.

Rationale: *An advisory council of Indigenous Elders, Knowledge Keepers, and Leaders (elected and those working in education) is crucial to doing things in an authentic way at the university, to building (and improving) relationships, and to ensuring that we are responsive to and responsible to Indigenous people’s goals of self-determination and well-being in every aspect of everything we do at UFV.*

Recommendation #2

Ensure the Indigenous Leadership position is a participant in the discussions, direction-setting, and decision-making at UFV.

Rationale: *Embedding Indigenous Leadership in the university is integral to the goals of Indigenizing Our Academy. Ensuring that the Indigenous Leadership position is participating at the tables in the university where discussions, direction-setting and decision-making take place will ensure the voice of Indigeneity at UFV. Taking this action embeds the Indigenous Administrative position into the body of the institution.*

Recommendation #3

Create an organizing structure for Indigenizing at UFV.

Rationale: *There is a significant amount of Indigenizing work taking place, this is happening across all service areas, and within all departments. Additionally, the numbers of Indigenous employees and Indigenized employees are growing. An organizing structure will provide at the very least grounding and more holistically it will provide a sense of belonging.*



Recommendation #4

Create a communication structure for Indigenizing Our Academy.

Rationale: *Currently the activities of Indigenizing Our Academy possess a fractured nature. The fractured nature is best described as “the left hand does not know what the right hand is doing”. A strong communications structure will allow everyone involved in Indigenizing our Academy to not only be aware of all things Indigenous (on campus) but more importantly provide an opportunity to support each other’s work; streamline community connections; and build a community committed to Indigenization.*

Recommendation #5

Create a new position for Director of Indigenized and Indigenous Curriculum.

Rationale: *The Director will coordinate relevant programming (including special projects, cohorts, and community delivery), serve as a point person for communications of all initiatives, activities and opportunities, and oversee the Indigenization Our Academy.*

Recommendation #6

Create a new position for coordination and administrative support.

Rationale: *Administrative support will contribute to the important job of community engagement, support committee / advisor work, support the work of the Indigenous Leadership position, and the Director of Curriculum (R#4), and provide the logistics of all Indigenous / Indigenization communication at UFV. Note: this recommendation has already been supported.*



Appendix A

Students

- Recruitment, retention, and provision of culturally relevant services for Indigenous students (advising faculty and staff; in collaboration with Indigenous Student Centre)
- Student Services provide all services to Indigenous students (that they provide to all students)

Indigenous Student Centre

- Outreach to prospective students
- Help prospective and ongoing students identify educational goals and learning needs
- Support students transition in to and out of UFV
- Support students by working with external agencies and other UFV departments
- Act as liaison for students with instructors (extensions, rewrites, absences, etc.)
- Provide cultural activities
- Provide academic supports
- Indigenous graduation celebration
- Organize and deliver cultural events
- Elder support for students
- Elder support for instructors/classes

Student Services

Educational Advising, Financial Aide, Counselling, Student Life, are infused services. Indigenizing originated in student services. Student Services were the first department to undertake department wide professional development opportunities.

Student Services employees should be hired as being *Indigenized* – i.e. recognizing the unique needs of Indigenous students. Student Services engagement in on-going Indigenization for all colleagues. Indigenizing all student services presentations (territorial acknowledgements, Indigenous examples). Recruitment has depended on Indigenous Student Centre (ISC); however, this area too can be Indigenized – this is not currently the case. There is a need for Indigenized recruitment materials,



Indigenized program brochures etc.

Student Housing and Resident supports. This area can also be indigenized. For example, hiring Indigenous student RA’s. Also, ensuring the needs of Indigenous students seeking housing are met.



Appendix B

Relationships, Partnerships, Governance

Program Advising

Faculty of Professional Studies

Social Work and Human Services

Social Services Diploma

Alcohol and Drug Counselling certificate

Teacher Education Program

Early Childhood Education

College of Arts

Halq’emeylem

Maps, Films, Land Claims

Indigenous Studies

Bachelor completion (NVIT)

Program Partnership Delivery

Seabird Island College

NVIT

Stó:lō Nation

SASET

Bella Coola / Nuxalk Nation

Institutional Advising

Board of Governors

Indigenization Committee of Senate

Indigenous Studies Curriculum Committee

Curriculum Development

Halq’emeylem

Indigenous Leadership (and Education)



Cultural Advising

Stó:lō Cultural Committee

Art and artefact acquisition process

Halq’emeylem language use in the institution

Ceremonial event planning

Convocation ceremony



Appendix C

Academic Curriculum and Programs

- Development of Indigenous programs, services, and curricula
- Development of Indigenous focused courses and programs
- Development of Indigenizing resources to faculty, departments, and schools
- Development of Indigenization resources (UNDRIP/TRC/Decolonization)
- Delivery of courses and programs in Indigenous communities (settings)
- Respond to Indigenous community requests for programs / course
- Respond to non-Indigenous community request for Indigenization education

Faculty of Professional Studies

- Indigenous Affairs: Associate Dean (new position – shared portfolio)
- Responds to Calls to Action on Education throughout the Faculty
- Program administration
 - 1 release/year and mentoring for IS Program chair
 - Integrate program chair in Arts Heads leadership team
- Indigenous Studies Curriculum Committee (reports to College of Arts?) who view all course outlines of Indigenous content.

School of Social Work and Human Services

- Oversight: Director and reports to Dean
- Social Services Diploma – First Nations Option and one course in BSW
- Responds to Calls to Action on Education #1

School of Business

- Oversight: Director and reports to Dean
- Courses in BBA
- Responds to Calls to Action on Education #92



Teacher Education Department

- Oversight: Department Head and reports to Dean
- Stó:lō history and Indigenous ways of knowing weaved throughout the curriculum
- Responds to Calls to Action on Education #62 and #63
- Required 3-credits, Indigenous Youth and Schooling

Child, Youth and Family Studies Department

- Oversight: Department Head and reports to Dean
- Stó:lō history courses and Indigenous practice courses
- Responds to Calls to Action on Education #12

Library and Information Technology Department

- Oversight: Department Head and reports to Dean
- Practicum with First Nations communities
- Responds to Calls to Action on Education #92

College of Arts

- Faculty support/mentoring and performance review in relation to teaching, research, and service.
 - Three-year evaluations
 - Workload plans and mentoring
 - Trouble shooting/responding to students’ complaints, etc.
 - Promotion and Tenure
 - Ensure good fit between departmental home for interdisciplinary faculty
- Course scheduling and timetabling for timely completion
 - Course scheduling and timetabling of course offerings for IS major/minor and other programs
 - Role of advising as well – no Indigenous advisors



- Curriculum (ongoing review)
 - Programs: IS major and minor, certificates, etc. in different areas, including Arts departments, e.g. GATE (Land certificate), Social Work, etc.
 - Courses: offered across departments/faculties (FNST, Social Work, EDUC, Tep; CYC courses, IPK, Arts, Halq, MOLA, etc.)

Faculty of Access and Continuing Education (FACE)

- Faculty Council Responsibilities
 - TRC’s Calls to Action and our responses to it to be discussed every meeting.

UUP Department

- Deliver IPK courses
- Deliver off-campus classes at Aboriginal sites
- Indigenize curricula
- Work with ISC to support Indigenous learners

ELS Department

- Help students understand the history of the Sto:lo people and their lands

CE Department

- Deliver off-campus classes at Aboriginal sites
- Indigenize curricula
- Work with ISC to support Aboriginal learners
- Provide programming to businesses/organizations related to Indigenous peoples

ABT Department

- Indigenize curricula
- Work with ISC to support Indigenous students
- Reserved seats for Indigenous students



Appendix D

Faculty, Staff, and Administrators

Faculty staff and administrators has two focuses. Indigenous and non-Indigenous. Both have specific needs and some overlapping needs. An example of this is that both may need Indigenization professional development, while Indigenous faculty may appreciate specific opportunities for community building. This inventory has been organized with all Faculty, Staff and Administrators first, followed by Indigenous Faculty, Staff and Administrators.

Faculty, Staff, and Administrators

Supporting Indigenous Learners

Recognizing needs and being able to meet these students' *unique* needs

Activities on-campus

Indigenization – pedagogical, epistemological, ontological

Student projects / research projects

Shared learning opportunities

Decolonizing – self / practice

Professional development

Curricular, experiential, discipline specific

Roles in the university departments and areas – base of knowledge and scaffolding knowledge
(Indigenize)

Research Initiatives

HR hiring – Indigenized Faculty, staff and administrators

Tenure and Promotion criteria include Indigenization / Decolonization

Hiring new faculty, staff and administrators – bringing Indigenization expertise with them into UFV (recruitment and retention of Indigenized faculty and staff)



Indigenous Faculty, Staff, and Administrators

Recruitment of Indigenous Faculty, Staff, and Administrators

HR processes including SAC process

Targeted hiring

Retention of Indigenous Faculty, Staff, and Administrators

A critical mass is needed – building a community of Indigenous people on campus ie increasing numbers of Indigenous people work at the university.

Building a community – make it possible for Indigenous faculty to support one another, learn from one another, engage with and grow with one another. Most importantly know what one another are doing.

Cultural supports are not readily available for Indigenous Faculty and Staff (some who re-locate at some distance from their home communities)

Tenure and Promotion Indigenous Faculty

Policy and process to recognize Indigenous Faculty engage in Service and Research differently is many instances. Recognize that Indigenous Faculty are vulnerable in mandatory classes when it comes to student evaluations, and when it comes to the emotional labour required to deliver some Indigenous content.

Links:

Collective Agreement and Bargaining (pre-bargaining and actual, TPP)

Faculty Standards Committees

Senate Standards Committee

HR

Develop and advocate for guidelines for recruitment consistent with university mission on Indigenization.

Linkages: Senate Indigenization Committee, Deans, Provost and Vice-President Academic, Senior Advisor on Indigenous Affairs



Recruitment / Hiring

Establish processes: B faculty for IPK and across programs/departments; Sessional (Standing SAC); LTA (establish shared appointments e.g. Arts and Professional Studies)

Collective Agreement

HR

HR proactive in bargaining to enable flexibility in credentials, selection advisory processes, workload, etc.

Policy Development and Revision

HR

Review existing and potentially new policies that enhance and enable Indigenization at organizational level. I.e.: Employment Equity, Prior Learning Assessment, University Education Directions, Naming of Buildings Spaces and Facilities.



Appendix E

Indigenization Communication

Academic Curriculum and Programs

- Cross institution information about Indigenous / Indigenizing initiatives (on-campus and community delivery)
- Curriculum development across the disciplines (it is happening but there is limited awareness)
- Workshops, supports, professional development
- Program development and delivery (i.e. Introduction to Stó:lō)
- Recruitment materials
- Website, newsletters, and annual reports
- Internal and external requests for program delivery / program development
- Course scheduling – avoid conflicts in student timetables

Students

- Recruitment
- “Student services”
- Website
- Funding (opportunities, deadlines, accessing help to apply etc.)
- Student activities (academic, cultural, social/ emotional supports)
- Campus wide events / activities (particularly Indigenous guest speakers)
- ISC activities / on-going supports
- Current events (Indigenous news)
- Requests for information on Indigenous affairs



Faculty, Staff, and Administrators

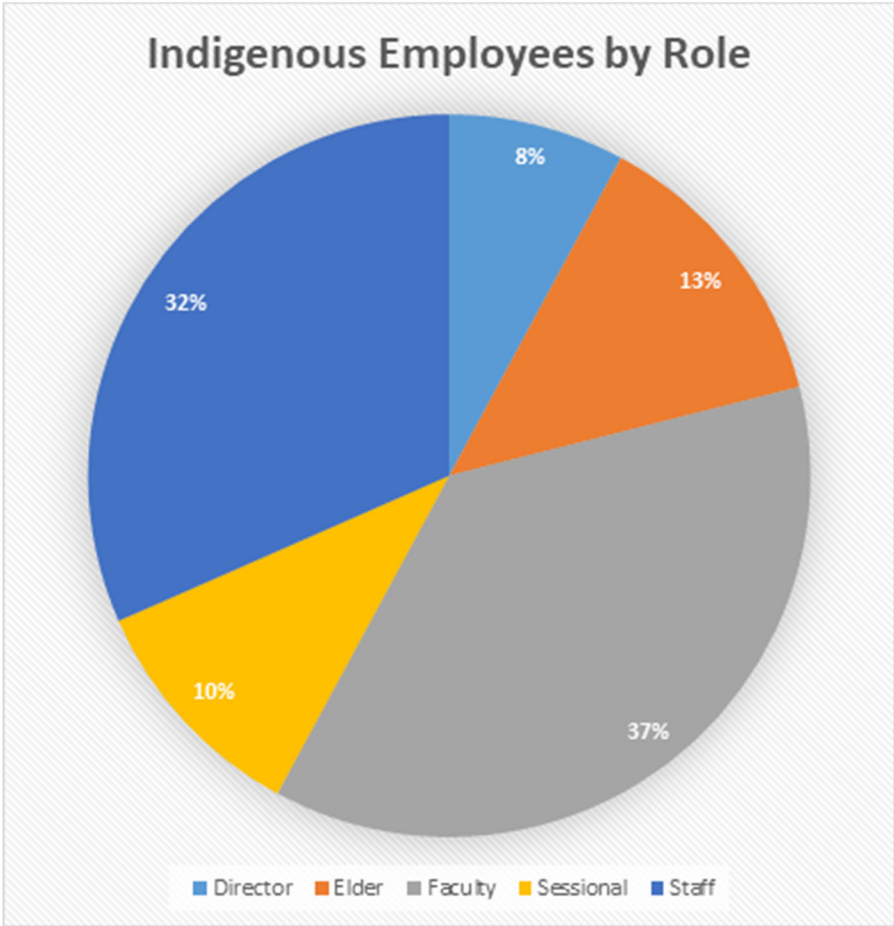
- Cross institution information about Indigenous / Indigenizing opportunities (seminars, pro-d opportunities, conferences etc.)
- Internal communications for initiatives (partnerships, curriculum, programs, research)
- Requests for information on Indigenous affairs
- Indigenous research opportunities / initiatives
- Conferences, symposiums, professional development, journal calls
- ISC communications
- Internal / External event information
- Website / ListServes

Relationships, Partnerships, Governance

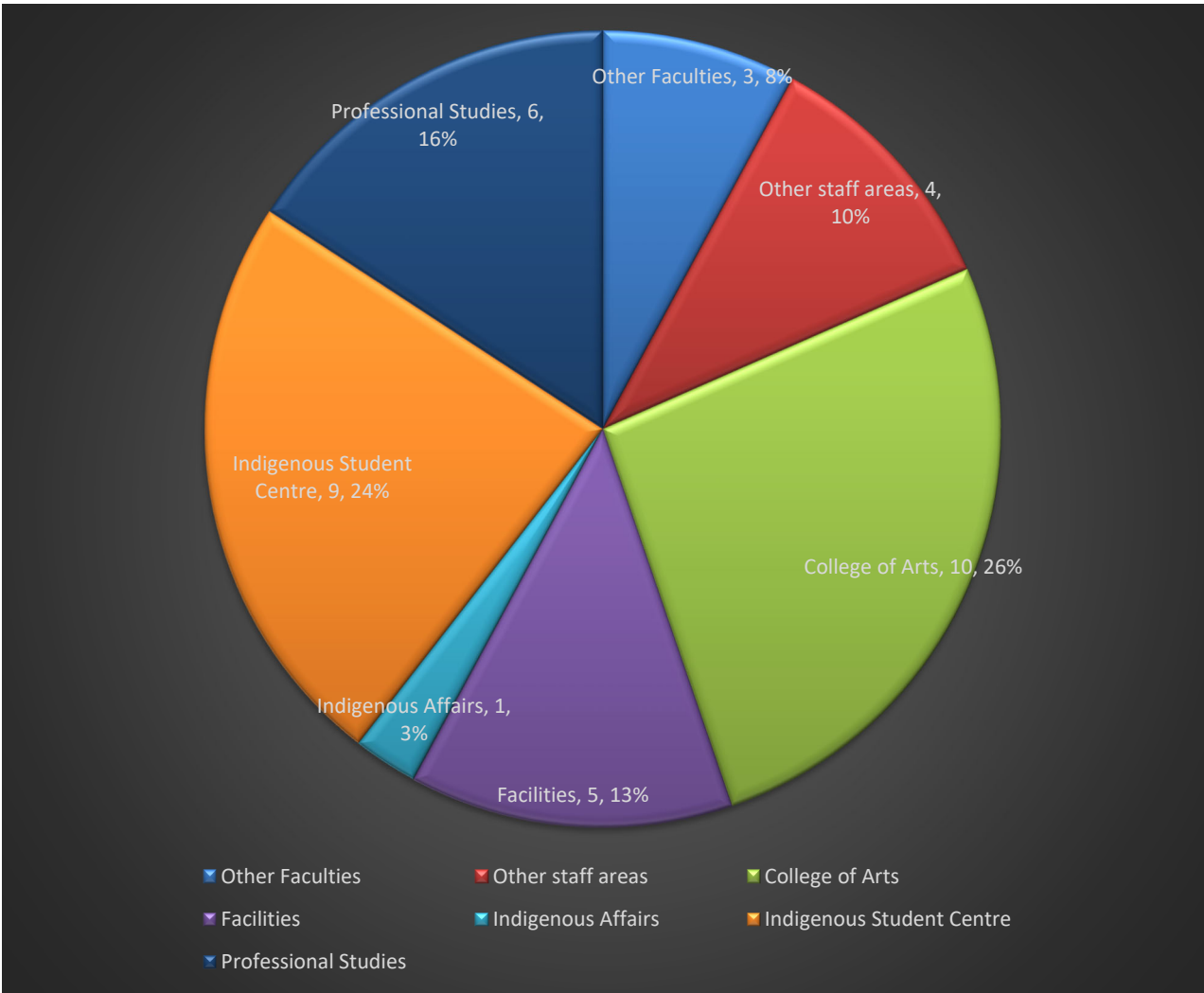
- ISC Communications with Band Education Staff / Metis Nation
 - Recruitment materials
 - Website
 - Funding (opportunities, deadlines, accessing help to apply etc.)
 - OReg, Student Services, Finance (for tuition payments)
 - Student activities (academic, cultural, social/ emotional supports) available
 - ISC activities / on-going supports
- Cross institution information about Indigenous / Indigenizing initiatives (on-campus and community delivery)
- Program development and delivery (i.e. Introduction to Stó:lō, Halq’emeylem language)
- Recruitment materials
- Website, newsletters, and annual reports
- Requests for program delivery / program development
- Requests for information on Indigenous affairs
- Cross community awareness of MoU, Service Agreements, and community advisors



Appendix F



Indigenous Employees by Department/Area



Notes

ⁱ BRP-200.05 reads in part: UFV embraces its responsibility to peoples of Aboriginal ancestry ... [t]he university will establish an environment that is welcoming...and provide support services that address barriers...develop respectful and ethical educational, service and research protocols...respect, promote and celebrate...Aboriginal history, language, culture, values and Indigenous ways of knowing...[in] curricula and other training opportunities...will acknowledge publicly its location on...Stó:lō territory...[and] support employment opportunities for people of Aboriginal ancestry...encourage students, faculty and staff of Aboriginal ancestry to participate in the leadership and management of the university...[and] will seek...counsel from Aboriginal Elders, leaders, and communities.

ⁱⁱ Specifically, the Strategic Imperatives: honour Indigenous knowledge at all touchpoints of learning; identify and remove barriers for individuals from marginalized and underrepresented groups; enhance deep listening, dialogue and democratic civil engagement; dismantle settler colonialism by centering Stó:lō ways of knowing and being in the university; support targeted personal and professional development for faculty and staff; foster meaningful collaboration and engagement opportunities with members of our community; commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples; offer programs and conduct scholarly activities that enrich the lives of those in the Fraser Valley; improve community access to UFV’s programs; build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices; and create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.

ⁱⁱⁱ Integrity, Inclusivity, Community, and Excellence.

^{iv} Indigenizing Our Academy at UFV originates from the 2005 Aboriginal Post-Secondary Special Project Funded research “Indigenizing Our Academy” which “provide[d] a point of departure to [UFV] for effective management towards Indigenizing Our Academy: developing an Aboriginal Studies Department, enhancing Aboriginal research capacity, boosting Aboriginal enrolments, improving retention and success of learners, with an encompassing goal to introduce all students to local Aboriginal history(ies) and culture(s) via a range of study options. In 2012 UFV furthered this work by hosting Indigenizing the Academy: S’iwes Toti:lt Q’ep – Teaching and Learning Together, a national conference that brought together teams of senior administrators, senior advisors in Indigenous Affairs, deans, faculty, students, Elders and community members to share best practices, to understand de-colonizing knowledge from Indigenous worldviews and to develop a network and plan for Indigenizing academies across the country.

^v The working group consisted of people working within Indigenizing, and Indigenous projects (including student services, research and governance): Shirley Hardman, Eric Davis, Peter Geller, Ken Brealey, Sue Brigden, Adrienne Chan, Jacqueline Nolte, Sylvie Murray and Tracy Ryder-Glass.

^{vi} This inventory did not include individual initiatives such as research, or community work of individuals which are not a part of departmental oversight.

^{vii} Inventory included: Appendices A to E

^{viii} Si:yam is the Halq'eméylem word for “trusted leader” and includes the following characteristics: a reputation for leadership, good manners, extra human support, and wealth. As well the Si:ya:m (plural) are recognized within their family, have the respect of the community, and are known to have special skills and / or knowledge, including the ability to build consensus. (for further understanding see Carlson, p. 91 – 94)

^{ix} The Lálém ye Mestíyexw originated with Wendy Ritchie in an Aboriginal Community Council planning meeting in 2005.

^x Examples of this work can be found in Appendix B



^{xi} See Appendix F for an anonymized listing of self – identified Indigenous employees and their current assignment.

