



## INDIGENIZATION COMMITTEE OF SENATE

February 27, 2018

5 pm to 8 pm

Chilliwack Education Park Campus – Aboriginal Gathering Place

1. Welcome and Opening
2. Approval of Agenda
- p. 2* 3. Approval of Minutes from September 26, 2017
- p. 5* 4. Review of Notes from November 28, 2017
5. Business Arising from the Minutes:
  - p. 8* a. Senate Motion re: Territorial Acknowledgement
    - Draft Territorial Acknowledgement Guidelines (*Attachment #1*)
6. Membership Update
- p. 11* 7. Canada Research Chair in Indigenous Studies (Request for Consultation) (*Attachment #2*)
- p. 12* 8. Indigenous Education Summit (*Attachment #3*)
9. Indigenization Update:
  - p. 13* • Report to Board (*Attachment #4*)
  - MNBC Collaboration
- p. 16* 10. ICS Terms and Composition – Annual Review (*Attachment #5*)
11. Next meeting:
  - Tuesday, April 24 from 5 pm to 8 pm (at CEP)

### Information Items

- p. 17* 1. Indigenization Committee of Senate Membership Application Form
- p. 19* 2. Indigenization Committee of Senate Vision and Mission Statement
- p. 20* 3. Indigenization Committee of Senate Membership

**DRAFT MINUTES for the  
University of the Fraser Valley  
INDIGENIZATION COMMITTEE OF SENATE  
September 26, 2017  
5 pm to 8 pm  
Student Union Building – Abbotsford**

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**Present:** Dianna Kay, Terry Prest+, Clarence Pennier, Peter Geller, Shirley Hardman, Lorna Andrews, Vandy Britton, Wenona Hall, Luanne Yellowfly, Tracy Ryder Glass

**Guests:** Sukhi Brar

**Regrets:** Eric Alex, Cheryl Gabriel, Colleen Hodgson+, Mark Point, Judy Swakum, Greg St. Hilaire, Anita Vaillancourt, Michael Chutskoff, Cody Dumas+

**Resources:** Janice Nagtegaal (recorder)

+ waiting for Senate confirmation

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**1. Welcome and Opening**

**2. Selection of Chair and Vice Chair**

Mark Point was nominated as Chair for the Indigenization Committee of Senate for this academic year. No other nominations were received and Mark Point was acclaimed as Chair. (S. Hardman/C. Pennier)

Luanne Yellowfly was nominated as Vice-Chair for the Indigenization Committee of Senate for this academic year. No other nominations were received and Luanne Yellowfly was acclaimed as Vice-Chair. (S. Hardman/T. Ryder Glass)

**3. Approval of Agenda**

Additions to the agenda:

- 5. Witness Blanket
- 6. b. Video Created by Social Work Students
- 6. c. Indigenous Studies Course

**MOTION:**

**It was moved and seconded that the September 26, 2017 agenda be approved as amended.  
Carried. (W. Hall/V. Britton)**

**4. Approval of Minutes**

**MOTION:**

**It was moved and seconded that the May 17, 2017 minutes be approved as presented.  
Carried (L. Andrews/P. Geller)**

**5. Witness Blanket**

The Witness Blanket will be exhibited at UFV until November 8, 2017 at Evered Hall in the Student Union Building (SUB) on the UFV Abbotsford Campus. The artist, Carey Newman, wanted the Witness Blanket to educate people's hearts and change their minds on the history of residential schools in Canada.

The opening ceremony for the Witness Blanket was on September 13, 2017 and included a number of speakers and an honouring ceremony for Josephine Charlie. The ceremony acknowledged Josephine for her work and appointed her as Honorary Care Taker of the Witness Blanket.

**6. Business Arising from the Minutes:**

**a. Senate Motion re: Territorial Acknowledgement**

Senate supported the motion that came forward from the Indigenization Committee of Senate at its May 5, 2017 meeting. Senate asked that the Indigenization Committee of Senate bring forward ideas that will help support and encourage territorial acknowledgement in every course. The committee continued the discussion of ways this could be done and made a plan to move this discussion forward. Ideas included creating a teacher's guide for the territorial acknowledgment (webinar, PD workshop, Q&A video and/or document). Information about the territorial acknowledgement should be available any time (create or build on a website).

**ACTION**

P Geller will start an inventory of ideas shared to date and what has been done. This will be brought back to the committee to review and then the recommendation will be sent to Senate (as requested by Senate).

**ACTION**

To keep momentum going, P. Geller will also take what has been talked about so far to Senate as a part of the recommendations requested by Senate: endorsement of the territorial acknowledgment video & provide PD opportunity and information about the territorial acknowledgement.

**b. Video Created by Social Work Students**

The students who created the video made the suggested changes from the Committee and the final version is now ready. The revised version of the video was shown to the Committee. Making the video available should be part of the recommendations to Senate on how to support and encourage territorial acknowledgement in every course.

**MOTION**

**It was moved and seconded that the Indigenization Committee of Senate endorse the territorial acknowledgement video created by students in Social Work and encourages the video to be used widely. (W. Hall/C. Pennier)**

**Carried**

**MOTION**

**It was moved and seconded that a letter of thanks be sent to the students who created the territorial acknowledgement video recognizing them for their work. (S. Hardman/V. Britton)**

**Carried**

**c. Indigenous Studies Course**

The course noted in the minutes from May 17, 2017 under 6.b. is a course for faculty and staff that would be developed by Teaching & Learning.

## 7. Membership Update

There are a number of vacant spots for community members on the Committee. S Hardman is willing to approach individuals suggested by members. If members are willing, they can also help community members with the form and encourage others who may be interested.

### **ACTION**

Electronic membership form to be circulated to Committee members.

## 8. Strategic Planning for Indigenization at UFV

It was suggested that it is important for the University to work on a plan and then go to the community for feedback. The community has already identified their top priorities (including recruitment, transition support, and a degree Indigenous Studies) and the subcommittee should keep these in mind when discussing the Strategic Plan. It was noted that the University of Victoria has recently implemented an Indigenous Strategic Plan and could be a good resource. Other guiding documents would be the United Nations Declaration on the Rights of Indigenous Peoples and the recent Principles respecting the Government of Canada's relationship with Indigenous peoples.

### **ACTION**

The subcommittee (M Point, L Andrews, D Kay, and P Geller) will look at the Committee's Vision & Mission statement and see where the University is and where it can make more progress.

## 9. Indigenization Update

As part of the Witness Blanket exhibition, there will be a President's Leadership Lecture Series in October. Speakers will be Shelagh Rogers, Cecelia Reekie, and Chief Dr. Robert Joseph. In addition, a course is also being offered which will incorporate the Witness Blanket and the Lecture Series (see Attachment #2 of meeting package for further details).

V Britton and S Hardman offered a PD event for teachers about the Witness Blanket.

The Reconcili-ACTION Forum (June 2017), organized jointly by UFV and Sto:lo Tribal Council had a great affect and members are hearing many good things coming from the event.

## 10. Dates for 2017/2018 meetings:

- Tuesday, November 28 from 5 pm to 8 pm (at CEP)
- Tuesday, February 27 from 5 pm to 8 pm (at CEP)
- Tuesday, April 24 from 5 pm to 8 pm (at CEP)

### **Information Items:**

- University of Victoria - Indigenous Plan:  
<https://www.uvic.ca/vpacademic/resources/indigenousplan/>
- United Nations Declaration on the Rights of Indigenous Peoples  
<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>
- Principles respecting the Government of Canada's relationship with Indigenous peoples  
<http://www.justice.gc.ca/eng/csj-sjc/principles-principes.html>

**Indigenization Committee of Senate**  
**November 28, 2017 at 5:00 pm**  
**UFV CEP Campus – Aboriginal Gathering Place**

Attendees: Mark Point (Chair), Peter Geller, Shirley Hardman, Wenona Hall, Vandy Britton, Greg St. Hillaire, Michael Chutskoff, Cheryl Gabriel  
Recorder: Carol Dickson

*As quorum was not met, this document serves as a note rather than formal minutes.*

**General discussion of the role of the committee – Why does the Indigenization Committee of Senate exist?**

To effect change – meaningful impact for Indigenous students (and all students).

Committee members expressed a belief that we can provide some insight to Senate to benefit our Indigenous and non-Indigenous students. We have the ability to affect change – meaningful change within our community. However, we need to define what kind of meaningful change we want to do.

There has been success with various projects such as:

- Turning the Page project
- IDS 400D course (Taking Action: Reconciliation for Residential Schools through the Witness Blanket) - experiential, significant and transformational
- Witness Blanket Exhibit and Speaker Series – well done and emotional

Relevancy, choice, voice and agency are the tenets of meaningful change. Instead of a one-of, how can we build this into something that is bigger? Ideas included:

- Host an educational conference with strict rules on who can attend
  - from community
  - share your story
  - create change
- Research project that goes out and talks to people

Eric Davis shared the recently presented strategic planning document, showing that Indigenizing is the core to how all of our plans work. He posed the questions asked by Peter Drucker (5 questions organizations need to ask for strategic planning):

1. Mission – what is it? It's our purpose – why are we indigenizing?
2. Who is our customer? (Students)
3. What do they value?
4. What are our results?
5. What is our plan?

Eric noted that strategic planning for Indigenization fits in the centre of the circle. Then he asked the group, given that the committee has an academic focus because it reports to Senate, what can this committee do to change things?

#### Suggestions:

- Learning from the heart
- Education conference/research project: to understand the impact of this education.
- How to reach out to other Indigenous students at UFV and engage them – and to reach those not yet in the door.
- Those working on Indigenization are spread out at UFV – how to bring them together?
- Start Indigenizing the Academy by teaching faculty, and those who support students, how to support indigenous students.
- Indigenous students as a whole have been failed – we need to educate the generation above and below.
- Kindergarten students are now learning about residential schools. What about the students who are already in university?
- Increase the number of professors who (want to) understand how to support Indigenous students.
- Are we really citizens if we don't know the history of our own country? What is the benefit of citizenship education? What does it mean to be a citizen?
  - Understanding colonialism?
  - How do we universalize this information?
- If we are serious about decolonizing Canada, we need everyone to be decolonized.

Perhaps we should survey our students (Indigenous and non-Indigenous) to ensure we are articulating their voice. Question: When did we last survey our students?

We should ask

- What do they know?
- What have they learned?
- What do they leave with?

For the next agenda:

Action – we want to push this forward:

- Professional Development  
Budget Proposal: Faculty development program – 2 courses (IF/IW)  
Part would involve an indigenizing piece.  
Recommend to Senate that they support the idea of a first year Faculty Development Program with an Indigenizing piece for all new faculty (with a 2 course release).

Current items:

- Indigenization PD

- Lorna Andrews and Wenona Hall are working with Mary Saudelli regarding an Indigenous component/module/certificate with three modules:
  1. History & Territory
  2. Becoming more meaningfully connected to the territory
  3. How do we start Indigenizing our office, our workspace, our desktop.

The goal is to have this finished project available online.

This project will come forward to a future ICS meeting for input.

How will we know our results?

First Nations students will feel supported and know who they are.

All students graduate with knowledge of Sto:lo and our territory.

Meeting adjourned at 7:30 pm.

**UNIVERSITY OF THE FRASER VALLEY**  
**Protocols for Acknowledging Stó:lō Territory and Welcome to Stó:lō Territory**

**Purpose:**

Acknowledging Stó:lō territory and providing a welcome to Stó:lō territory are accepted practices that demonstrate respect for the original inhabitants of S'olh Temexw. These protocols provide guidelines and examples for the UFV community..

**1) Background**

The University of the Fraser Valley finds itself at the heart of Stó:lō territory. This territory is characterized by the local First Nations as S'olh Temexw (Our Sacred Land). It is an area that has been defined on modern maps as starting in New Westminster near the mouth of the Fraser River and extending up the Fraser River past Hope into the Fraser Canyon, ending at or about Yale, BC. This territory has always been home to the Stó:lō people.

Acknowledging a First Nation traditional territory and/or Welcoming the audience to a traditional territory at the start of meetings, programs, gatherings, lecture series, and other similar events is practiced at many post-secondary institutions in British Columbia, in Canada and abroad.

Acknowledging we are on Aboriginal land is a formal, political (not legal) recognition of the territory on which we do our work. Welcoming, has a much deeper significance, and is used when we are opening the doors of the institution to those who may not be employees and/or students.

Acknowledging Stó:lō territory and Welcome to Stó:lō territory are integral acts of the Indigenizing Our Academy initiative. These acts honour the original inhabitants of the territory and create a widespread awareness of the founding nations and their homeland. An acknowledgement is an act of recognition that can be the first step towards respect, which in turn may build a more trusting relationship between our university learning and the local Indigenous peoples.

**Acknowledging Stó:lō territory**

An acknowledgement can be used at the beginning of committee meetings, class sessions, or any formal gathering of people who are students or/and employees of the institution. An acknowledgment can be done by the person chairing the meeting; and/or a person presenting at a gathering, meeting or class. This acknowledgement does not have to be made by an Aboriginal person.

It is important to recognize that an acknowledgement requires personal reflection and is a personal protocol, it should not be seen as a simple rote gesture, and individuals should not see the initiative as an imposed protocol but rather as an opportunity to teach improved community relationships and understanding.

Senior administrators, committee chairs, education leaders and individuals are encouraged to include relevant acknowledgements in presentations, public meetings, and at other times they individually see fit to do so.

Several examples are provided:

1. Before we begin, I want to acknowledge we are in traditional Stó:lō territories.
2.
  - a) I would like to acknowledge the Traditional Stó:lō territory where we are meeting today, and here in Abbotsford I would like to particularly acknowledge the Sumas, Matsqui, and Kwantlen First Nations, our closest neighbours.
  - b) I would like to acknowledge the Traditional Stó:lō territory where we are meeting today, and here at the Chilliwack Education Park I would like to particularly acknowledge the Tzeachten and Soowahlie peoples, our closest neighbours.
  - c) I would like to acknowledge the Traditional Stó:lō territory where we are meeting today, and here in Chilliwack downtown I would like to particularly acknowledge the Atchelitz, Kwa ' Kwa' apilt, and Squiala First Nations, our closest neighbours.
  - d) I would like to acknowledge the Traditional Stó:lō territory where we are meeting today, and here in Hope I would like to particularly acknowledge the Chawathil, Shxw'ow'hamel, and Union Bar peoples, our closest neighbours.
  - e) I would like to acknowledge the Traditional Stó:lō territory where we are meeting today, and here in Mission I would like to particularly acknowledge the Leq'á:mel , and Scowlitz First Nations, our closest neighbours.
  - f) I would like to acknowledge the Traditional Stó:lō territory where we are meeting today, and here in Agassiz I would like to particularly acknowledge the Seabird Island, Cheam, and Chehalis peoples, our closest neighbours.
3. Today I would like acknowledge the traditional territory of the local Indigenous peoples. In doing so I would like to say that it is an honour to share this view of both the mountains and the beauty that is contained in this valley that today we call home, where we live and work and benefit from the ones who have preserved this land for our use. It is a privilege and I thank the Stó:lō peoples.

## **2) Welcome to Stó:lō territory**

Welcoming is a practice that is performed when visitors from outside the community arrive in a First Nation territory. Events such as graduations and conferences would be appropriate to have a Welcoming. If you are hosting an event that includes guests from out of town you are encouraged to begin your gathering with a Welcome to Stó:lō territory. A Welcoming, according to protocol, should be done by an Aboriginal member of the community or an Indigenous person with an affiliation to the community, specifically one who has been designated with permission to do such a Welcome. A Welcome at UFV should be done by a Stó:lō person whenever

possible, or someone granted permission to do a Welcome. This permission must come from a leader in the community, such as a Chief, an Elder or other identified leader.

Offering a Welcome includes both the words of welcome at the beginning of the program, along with showing respect and mindfulness for what the participants have come to say and or meet about.

Welcoming may be accompanied by a song and drumming, or perhaps what has become commonly referred to as a prayer, but which differs from a religious intonation. (Generally words about having a good mind and a good heart about the things we are meeting about today are the words that are used). The welcome will vary depending on the person who is invited to welcome the group and their own personal preferences.

Requesters should be aware that:

- Whoever is invited to Welcome may feel obliged to stay for the whole event or meeting as it is considered rude to leave.
- It is not acceptable to have someone Welcome and then be dismissed.
- If someone who is a “busy person” (e.g. Tribal leader) is asked to Welcome, they may feel conflicted about accepting the request, because they are not able to stay but want to honour the request. If the person who is asked to do the Welcome is unable to stay, it is important for the requesting group to acknowledge that the Welcom-er cannot attend the whole meeting and that they have been excused from staying.
- Fair compensation is appropriate for the person asked to do a welcome. For example, an honorarium to cover gas is inadequate compensation.

Requests for individuals to do a welcome at conferences and other events that UFV hosts are requested to go through the Office of the Senior Advisor on Indigenous Affairs.

### **Requesting the services of UFV Aboriginal students or of the Elder-in-Residence:**

**Students:** A Welcom-er can be any Stó:lō person who is willing to stand in front of people and speak. Stó:lō individuals tend to be humble and will self-select themselves “out” and decline invitations, as opposed to volunteering for such tasks. If you would like to ask a student to do a welcome, it is important to keep in mind the information provided above.

**Elders-in-Residence:** The Elders are allocated limited hours for the Chilliwack and Abbotsford campus, and it is not practical for the Elder to attend numerous evening meetings. Requests should be made sparingly and this is done through Indigenous Student Services.

# MEMO



To: Peter Geller, Vice Provost & Associate Vice President, Academic  
 From: Adrienne Chan, Associate Vice President, Research & Graduate Studies  
 Date: 23/02/2018  
 Re: Canada Research Chair Tier I in Indigenous Studies

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## **Preliminary Draft Posting (not for further distribution)**

### **Canada Research Chair Tier I in Indigenous Studies**

The University of the Fraser Valley invites applications for a Canada Research Chair (CRC) Tier I in Indigenous Studies, with a potential focus on reconciliation, recognition, and restorative justice (which may include community development).

Applicants will demonstrate a commitment to community engaged research that is grounded in Indigenous knowledge and relevant to Indigenous peoples and communities.

A scholar of Indigenous ancestry is preferred.

### **Background Information (from Canada Research Chair Program)**

A Tier I CRC is an outstanding researcher acknowledged by their peers as world leaders in their fields. Nominees for Tier 1 Chair positions must be full professors or associate professors who are expected to be promoted to the full professor level within one or two years of the nomination. Alternatively, if they come from outside the academic sector, nominees must possess the necessary qualifications to be appointed at these levels.

Tier I CRC must:

- be outstanding and innovative world-class researchers whose accomplishments have made a major impact in their fields;
- be recognized internationally as leaders in their fields;
- have superior records of attracting and supervising graduate students and postdoctoral fellows (taking into account different practices in the relevant field or discipline) and, as chairholders, be expected to attract, develop and retain excellent trainees, students and future researchers; and
- be proposing an original, innovative research program of the highest quality

### **Questions for consideration:**

1. Is the research theme of Truth and Reconciliation / restorative justice needed by, helpful to and appropriate for local Indigenous peoples, organizations, and governments (e.g. Sto:lo) and do you think it would be at the national and international levels?
2. If the answer to question 1 is yes, then are there any areas in Truth and Reconciliation / restorative justice that the research should focus on and if so, what are those priority research areas?
3. Are there research themes other than Truth and Reconciliation / restorative justice that would be more appropriate for local Indigenous peoples, organizations, and governments?

**PROPOSED INDIGENOUS EDUCATION SUMMIT:**

A One Day forum, to be held at a local community is proposed to bring together education people, politicians, and teachers. It is to be scheduled possibly on a district-wide Professional Development day to ensure that teachers can be involved.

Theme/Purpose: To explore current education needs and gaps of Indigenous students.

Background: Historically, the education of Indigenous people in Canada, including B.C. and locally, has not been ideal. Recently, the state of Indigenous people's education has improved but still has a long way to go. Graduation rates are better, though the quality of education of many of these students may still be wanting, many for example, have not graduated in the academic stream, limiting their options for future careers. And still, some Indigenous students have been lost along the way unable to catch up and even finish high school. A quality education is important in order for Indigenous people to have equal access to becoming productive participants and leaders in Canadian society, and especially for the development of strong and thriving Indigenous communities. Knowing where the education needs and gaps are will help leaders in education to zero in and target those areas so that young Indigenous people will be better able to overcome barriers to education and to future career goals. How can students who may have fallen through the cracks in their education be supported and encouraged to pursue higher education?

Proposed Budget: \$5,000

Proposed Date: tbd (Spring? Fall?)

## Indigenization and Reconciliation in Action: Providing the Tools for Teaching and Learning

Of critical importance to our university community as we move forward with Indigenizing is addressing what can only be viewed as an historical amnesia that has complicated our ability as Canadians to recognize and understand the damaged relationship between Indigenous and non-Indigenous peoples in Canada. Many of us did not learn about Aboriginal peoples in Canada; we did not learn the truth about the history of colonialism nor the history of attempted genocide which characterizes the Indian Residential Schools. This was not a part of our educational experiences - in our public schools or our colleges and universities - until very recently.

This means that as post-secondary educators our faculty, and by extension our staff and administrators, have had to undertake a personal journey in education. Better understanding Indigenous education and Indigenizing is needed in order to acquire a comfort level they can bring into the classroom to share with students in meaningful, respectful and relevant ways.

### Indigenization @ UFV

***At UFV Indigenizing means most simply: To make the university both responsive and responsible to the Indigenous peoples' goals of self-determination and well-being. Indigenizing places relationships at the core and is about doing.***

### Focus on Professional Development

We have worked over this past year to ensure that faculty and staff have access to the knowledge and skill development they need to acquire in order to Indigenize their practice, their curriculum and their pedagogy. Key areas include:

- **Indigenization:** Teaching and Learning provides workshops for faculty and staff and Indigenization sessions were prominently featured at this year's spring professional development day.
- **Reconciliation:** The final report of the Truth and Reconciliation Commission of Canada includes Calls to Action, nine of which relate directly to post-secondary education.
- **The Witness Blanket** exhibition, currently on display at UFV, is providing a variety of opportunities to engage the UFV community in learning about reconciliation.

### Acknowledgement of S'olh Temexw

We acknowledge the ancestral lands of the Fraser Valley and express our gratitude for what to the Stó:lō people is S'olh Temexw, our Sacred Land. The Stó:lō trace their roots back thousands of years in this territory. We recognize that each of the places throughout the landscape of our beautiful valley were first named in Halq'emeylem.



## Indigenization

- The Teaching and Learning Centre offered ***Indigenizing the Curriculum*** (IDC) facilitated by Dr. Linda Pardy and participation by the UFV Elder in Residence. The IDC provides strategies and techniques which address the absence of Indigenous ways of knowing and history in the curriculum. This is a three day hands-on workshop where participants are provided the opportunity to experience aspects of Indigenous culture, traditions, scholarship and learning strategies that can be incorporated into a wide variety of courses and programs.
- “Connect / Learn / Grow,” **the UFV-wide professional development day** (May 2, 2017) included the following sessions:
  - *Exploring Opportunities and Challenges in the Faculty of Professional Studies to Support Indigenization and Foster Faculty Development* facilitated by Anita Vaillancourt (Social Work and Human Services) and Cindy Rammage (Child, Youth and Family Studies) with Linda Pardy (Communications).
  - *Indigenous Knowledge In and Outside of the Classroom* facilitated by Peter Geller and presented by Alan Reid (Biology) and Elder-in-Residence Eddie Gardner.
  - *A Medicine Wheel Approach to Teaching* facilitated by Sheryl Newton (Upgrading and University Preparation)
  - *Decolonizing Self: The First Step to Indigenization* facilitated by Linda Pardy and Shirley Hardman.
- Through a partnership with Nuxalk Nation and Nicola Valley Institute of Technology (NVIT), UFV offered a community-based program of degree completion in Bella Coola to a third cohort of graduates of NVIT’s Chemical Addiction Worker Advanced diploma. UFV instructors and staff participated in day of dialogue and **Nuxalk professional development**, led by Nuxalk Elders, education staff and an elected Councillor.
- **Honouring Ceremony for Retiring President Mark A’aliyatel Evered** (May 10, 2017):
  - Hereditary Chief and UFV Indigenous Student Centre Department Assistant, Elaine Malloway, invited faculty, staff and community to witness a traditional honouring ceremony for retiring President Mark Evered. This ceremony, hosted in the CEP Gathering Place, provided a rare look into and participation in a Stó:lō ceremony, providing valuable insights into the worldview, culture and teachings of the Stó:lō people. For the Stó:lō people, the ceremonial “covering” of the honouree with a blanket is the highest honour that one can receive.
  - UFV Indigenous Student Centre Transitions Coordinator, Betty Peters, undertook a community project of hand weaving a traditional blanket to cover Dr. Evered. Many of the UFV community went to CEP to weave on the loom the blanket that would become Mark’s keepsake of this event.
  - As part of the Honouring Ceremony Chief Elaine Malloway also covered Dr. Mark Evered with the name, A’aliyatel, which was created by the Elder Elizabeth Siyamiyateliyot, the only fluent native speaker of the Halq’emylem language. A’aliyatel means “a humble man, good at everything, works for the people.”



## Reconciliation

- The Indigenous Affairs office, with support from faculty members Geoffrey Carr (Visual Arts) and Melissa Walters (English), hosted **TRC Report Reading Circles** throughout the Fall and Winter with the primary goal of reading the Summary Report. Two separate Circles were hosted to accommodate teaching schedules of faculty.
- The Race and Anti-Racism Network (RAN) also hosted **TRC Reading Circles** with a focus on coming together monthly and reading aloud the report.
- **Reconcilia-Action Forum** (June 19, 2017): planned with Stó:lō Tribal Council, this Forum brought together over 100 participants from K-12, post-secondary, faith groups and community leadership to Tell All Our Stories, Imagine a Future Together and take concrete steps toward Reconcili-Action.

## Reconciliation @ UFV

*Guided by our commitment to “Changing Lives and Building Community,” the University of the Fraser Valley has a longstanding commitment to working with Indigenous communities. Our approach to reconciliation – to restoring balance in the relationship between Indigenous and non-Indigenous peoples – draws strength and wisdom from the teachings of the Elders.*

*Elder Elizabeth Siyamiateliyot Phillips, our last living fluent native speaker of the Halq’emeylem language translated what reconciliation means to her in Halq’emeylem:*

***Xwla ye toteló:met qas ye slilekwel***

***Towards understanding and harmony***

## The Witness Blanket

Currently on exhibit at UFV (September 13 - November 8), the Witness Blanket is a large-scale art installation, inspired by a woven blanket, and made from hundreds of items collected from Indian Residential Schools, churches, band offices and other structures across Canada. Collectively the pieces weave a story of loss, strength, reconciliation and pride. The Witness Blanket is providing multiple opportunities for learning about residential schools and reconciliation.

- Faculty members from a range of disciplines are taking their **classes** to the exhibition. Local schools and SFU Teacher Education students have booked visits. In addition, a professional development session was delivered for K-12 teachers.
- The Witness Blanket **Opening Ceremony** (September 13) included special recognition of UFV employee Josephine Charlie, who attended a residential school in the 1960s; speakers included Grand Chief Clarence “Kat” Pennier and representatives from the Indian Residential School Survivors Society. Over 230 people were in attendance, including many UFV students, faculty members and staff.
- The exhibition is accompanied by the UFV **President’s Leadership Lecture Series**, presenting three special presentations focusing on the journey toward reconciliation and restoring balance in the relationship between Aboriginal and non-Aboriginal people. Shelagh Rogers, Cecelia Reekie and Chief Robert Joseph will present on their personal and community journeys of reconciliation.
- **Taking Action: Reconciliation for Residential Schools through the Witness Blanket** (IDS 400) is an innovative, interdisciplinary course that is engaging learners in a dialogue and exploration of Reconciliation utilizing *The Witness Blanket* as the catalyst for this learning. Faculty members Geoffrey Carr (Visual Arts, Faculty of Arts); Anita Vaillancourt (Social Work, Faculty of Professional Studies); and Vandy Britton (Teacher Education, Faculty of Professional Studies) worked with Shirley Hardman on the design of the course, which is providing learners with a deeper knowledge about the past, the truth about Indian Residential Schools, and a clearer understanding of their own personal path toward reconciliation for themselves as an individual, as a professional, and as a community leader. In addition to UFV students, faculty and staff members are also taking the course.
- The Teaching and Learning Centre has **developed curriculum** around the Witness Blanket for use by faculty and departments. The material is available to all faculty members through the TLC web pages.

## **Indigenization Committee of Senate**

### Terms of Reference and Membership Composition

1. Advise Senate on measures to ensure alignment of academic, budgetary, and other priorities of Senate with UFV's Indigenization plans and initiatives.
2. Following meaningful dialogue with Stó:lō and other Aboriginal peoples and organizations, provide advice to Senate regarding the educational needs of Aboriginal learners and the interests, priorities, and goals of Aboriginal communities.
3. Advise on Aboriginal programs and research at the University of the Fraser Valley, as referred by Senate.
4. Recognizing the work of Indigenization throughout the University, facilitate and coordinate this work as it relates to academic matters at UFV.
5. Support Senate and UFV in embracing Indigenous ways of knowing, learning, and being; support the tenets of Indigenizing the Academy in order to work towards making UFV responsive and responsible to Indigenous peoples' goals of self-determination and well-being.
6. Establish such subcommittees as needed to fulfill the committee's responsibilities.
7. Other duties as assigned by Senate.

#### **Composition**

- 12 regional representatives from the First Nations, Tribal, Métis, or Inuit community, or Aboriginal community organizations
- 3 Aboriginal Elders, one male and one female, and 1 UFV Elder-in-Residence
- Provost and Vice President, Academic or designate
- Dean or Associate Dean
- 5 UFV faculty members
- Director of Aboriginal Access Services or designate
- Senior Advisor on Indigenous Affairs
- 2 self-identified Aboriginal students, one of whom is recommended by the Student Union Society.

The Chair, a member of the Aboriginal community, will be elected annually from the committee. The Vice-chair, a UFV employee, will be elected annually from the committee

## UFV Indigenization Committee of Senate Call for Expressions of Interest



Criteria for nominations are as follows:

Membership meets the requirements of the Terms of Reference (12 regional representatives from the First Nations, Tribal, Métis, Inuit community, or Aboriginal community organizations)

- Membership ensures a broad base of representation, including geographic representation, Aboriginal community organizations, and roles in community (various levels of leadership, community members, other...)
- Consideration of experience and interest of the candidates and diversity of background
- While considering the above, best judgement will be exercised, taking into consideration the purpose of the committee and the needs of UFV and its commitment to Indigenization
- If some of the above criteria are not met, some of the 12 community positions may not be filled.

The committee will meet as required, as determined by the committee, with a minimum of three meetings per year.

**Expressions of Interest and Information Sheet**

*Click on highlighted areas to enter text.*

<b>Candidate Information (required)</b>	
Name:	Date:
Phone:	Email:
<b>Candidate Represents</b>	
First Nations <input type="checkbox"/> Tribal <input type="checkbox"/> Métis <input type="checkbox"/> Inuit community <input type="checkbox"/> Aboriginal community organizations <input type="checkbox"/>	
<b>Information sheet (required)</b>	
1. A statement of interest, outlining reasons for wanting to serve and what interests you have about the committee (up to 150 words):	
2. Please list other recent committee service at UFV and/or other organizations. Please indicate length of service.	
3. Explain how your personal/professional experiences would contribute to the work of the committee based on the terms of reference?	
4. Please provide any additional information that you would consider relevant. Include additional sheet if required.	
<b>Candidate's agreement</b>	
By submitting this application, candidates agree to stand for the above position and agree to serve the full term of the position.	

To volunteer, please "save as" a copy and email the form to [carol.dickson@ufv.ca](mailto:carol.dickson@ufv.ca)

Your personal information is collected under the authority of section 26(c) & 26(e) of the *Freedom of Information and Protection of Privacy Act* (FIPPA). Senate will use this information for the sole purpose of reviewing and recommending nominees for approval. If you have any questions about the collection or use of this information, please contact Maureen Murphy, University Secretary (Acting), 33844 King Rd, Abbotsford, BC, V2S 7M8 at 604-557-4020 or [Maureen.murphy@ufv.ca](mailto:Maureen.murphy@ufv.ca).

## **University of the Fraser Valley Indigenization Committee of Senate**

### **Vision & Mission**

#### **Vision Statement**

In the spirit of reconciliation, the University of the Fraser Valley and the Indigenous peoples in S'ólh Temexw ye Stó:lō will establish an authentic, collaborative and respectful relationship to deliver the expressed educational needs of Indigenous peoples.

#### **Mission Statement**

The University of the Fraser Valley and the Indigenous peoples of S'ólh Temexw ye Stó:lō will collaborate to transform the university to:

- Deliver programs and services consistent with the expressed wishes of the Indigenous peoples;
- Recruit and support Indigenous and Indigenized faculty, staff and administrators; and
- Measure and make adjustments to these efforts through continuous dialogue with Indigenous peoples in S'ólh Temexw ye Stó:lō.

## INDIGENIZATION COMMITTEE OF SENATE MEMBERSHIP 2017/18

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
<b>Voting Members</b>		
<i>5 faculty members, at least one from Senate</i>		
Faculty (senator)	08-01-2015 to 07-31-2018	Greg St. Hilaire, Faculty of Access & Continuing Education
Faculty	08-01-2017 to 07-31-2019	Vandy Britton, Faculty of Professional Studies
Faculty	08-01-2017 to 07-31-2018	Wenona Victor, Faculty of Humanities *
Faculty	08-01-2017 to 07-31-2019	Anita Vaillancourt, Faculty of Professional Studies
Faculty	08-01-2017 to 07-31-2018	Luanne Yellowfly, Faculty of Social Sciences *
1 dean or associate dean	08-01-2016 to 07-31-2019	Tracy Ryder Glass, Faculty of Professional Studies
<i>2 self-identified Aboriginal students, one of whom is recommended by the Student Union Society</i>		
	08-01-2017 to 07-31-2019	Michael Chutskoff, College of Arts (undeclared)
Nomination by SUS	08-01-2017 to 07-31-2019	Cody Dumas, Faculty of Humanities
<i>12 regional or local representatives of First Nations, Tribal, Metis, or Inuit community, and other Aboriginal community organizations, approved by Senate</i>		
	08-01-2015 to 07-31-2018	Eric Alex *
	08-01-2015 to 07-31-2018	Cheryl Gabriel *
	08-01-2017 to 07-31-2019	Dianna Kay
	08-01-2015 to 07-31-2018	Colleen Hodgson *
	08-01-2015 to 07-31-2017	vacant
	08-01-2015 to 07-31-2018	Mark Point * (Chair)
	08-01-2015 to 07-31-2017	vacant
	08-01-2015 to 07-31-2017	vacant
	08-01-2015 to 07-31-2018	Judy Swakum *
	08-01-2016 to 07-31-2018	Vacant
	08-01-2016 to 07-31-2018	Vacant
	08-01-2016 to 07-31-2018	Vacant
<i>3 Aboriginal Elders, 1 male and 1 female; 1 UFV Elder-in-Residence, approved by Senate</i>		
	08-01-2017 to 07-31-2019	Terry Prest, UFV Elder
	08-01-2016 to 07-31-2018	Clarence Pennier, Grand Chief, Stó:lō Tribal Council
	08-01-2016 to 07-31-2018	TBD
Provost & Vice-President, Academic (or designate) (ex o	Ongoing	Peter Geller (designate to July 31, 2018)
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
Director of Indigenous Student Centre (or designate)	Ongoing	Lorna Andrews
<b>Administrative Support</b>		
Vice-Provost Office		Carol Dickson

\* Terms extended one-year, to 2018 07 31

**CURRENT MEMBERSHIP of voting members (not including vacancies)**

Agenda Package - February 27, 2018