



**AGENDA for the
University of the Fraser Valley
INDIGENIZATION COMMITTEE OF SENATE**

December 3, 2019

5 pm to 8 pm

Aboriginal Gathering Place - Chilliwack Education Park Campus

1. Welcome and Opening
2. Approval of Agenda
3. Approval of Minutes from June 18, 2019 and notes from October 22, 2019
4. ICS Work Plan: Youth Gathering (Spring 2020)
5. Territorial Acknowledgement (*Attachment #1*)
6. Indigenization Initiatives Update
 - Building Reconciliation Forum
 - IASC (Indigenous Academic Success Cohort)
 - Métis Community Support Worker Program
7. Upcoming meetings
 - February 11, 2020
 - April 21, 2020
 - June 16, 2020

Information Items

- [UFV Territorial Acknowledgement Video](#)
- Lálém ye mestíyexw (*Attachment #2*)
- Indigenization Committee of Senate Vision and Mission Statement (*Attachment #3*)
- Indigenization Committee of Senate Terms of Reference (*Attachment #4*)
- Indigenization Committee of Senate Membership for 2019-2020 (*Attachment #5*)



**DRAFT Minutes for the
University of the Fraser Valley
INDIGENIZATION COMMITTEE OF SENATE**

June 18, 2019

5 pm to 8 pm

Aboriginal Gathering Place - Chilliwack Education Park Campus

Attendees: Shirley Hardman (Chair), Lauren Couture, Judy Swakum, Kat Pennier, Peter Geller, Cory Beshara, Louis De Jaeger, Vandy Britton, Betty Peters, Terry Prest, Sophemia Prest, Dianna Kay, Tracy Ryder Glass, Angie Bailey, Eric Davis

Note taker: Carol Dickson

1. Welcome and Opening
2. Approval of Agenda
3. Approval of Minutes from April 16, 2019
4. Appointment of Chair/Vice Chair for 2019-2020

Per the Indigenization Committee of Senate terms of reference, a Chair and a Vice Chair need to be elected annually. For the term of 2019-2020 nominations were accepted from the floor. After a short discussion the committee acclaimed Dianna Kay as Chair and Shirley Hardman as Vice Chair for the 2019-2020 academic year.

5. UFV Mission, Vision & Values

Following consultation with the Indigenization Committee of Senate, UFV President Joanne MacLean listened deeply to what the committee members had to say and wanted to include “gathering place,” “reconciliation,” and “prosperity locally and beyond” as a reflection of Indigenous values and Halq’eméylem language in the finalized Mission, Vision and Values statements.

The committee requested that a letter from the Chair be sent to Dr. MacLean to express our gratitude and thank the President for including the committee in the discussion and changing the language to reflect our input.

6. Together We Can: Indigenous Education Summit in S’olh Temexw – Debrief

The event was well attended and focused on listening to the voices of our students in the morning and listening to the community voices in the afternoon. A summary report will be distributed to the committee at the next meeting.

Committee members suggested that the Chair write a letter of thanks to the planning committee for all of their good work in organizing this successful event.

7. Senate Teaching and Learning Committee – Territorial Acknowledgement (Attachment #2)

Work has been ongoing at UFV to include territorial acknowledgements as a matter of course. The Senate Governance Committee received a request from the Senate Teaching and Learning Committee

that a territorial acknowledgement statement be added to all standing committee's terms of reference and has asked the Indigenization Committee of Senate for their input and recommendation. After some discussion on this request, and based on the content of this discussion, Peter Geller was tasked with drafting a response memo to this inquiry and bringing this draft memo forward to the committee for further discussion at the October 2019 ICS meeting.

8. Upcoming meeting:

- October 22, 2019
- December 3, 2019
- February 11, 2020
- April 21, 2020
- June 16, 2020



**DRAFT Notes for the
University of the Fraser Valley
INDIGENIZATION COMMITTEE OF SENATE**

October 22, 2019

5 pm to 8 pm

Aboriginal Gathering Place - Chilliwack Education Park Campus

Attendees: Dianna Kay (Chair), Shirley Hardman (Vice-Chair), Peter Geller, Judy Swakum, Vandy Britton, Christine Elsey, Lauren Gilmour, Cory Basheera, Shaili Kealy, Betty Peters

Regrets: Kat Pennier, Louis De Jaeger, Terry Prest, Sophemia Prest, Angie Bailey, Mark Point, Lorna Andrews, Cheryl Gabriel, Kris Erickson, Bibiana Norris

Note taker: Carol Dickson

1. Welcome and Opening

As quorum was not met the meeting proceeded without formal votes.

2. Approval of Agenda – the agenda was accepted with the addition of the item “workplan for the year.”

3. Approval of Minutes from June 18, 2019 – this was delayed to the next meeting.

4. Senate Teaching and Learning Committee – Territorial Acknowledgement

The committee members present reviewed the draft response to the Senate Governance Committee regarding the request from the Senate Teaching & Learning Committee to update the Terms of Reference for all Senate committees with a standard Territorial Acknowledgement statement. Committee members felt that this task required would benefit from the input of the entire committee, and after some discussion decided to table this item to the December meeting.

5. Together We Can Report

The committee reviewed the Together We Can document, which outlined the May 8 Together We Can: Indigenous Education Forum in S’olh Temexw, an event hosted by the committee and which provided important opportunity for community leaders, educators and members to gather with UFV leadership, faculty and staff for an honest dialogue surrounding how post-secondary education can better meet the needs of Indigenous learners and communities in S’olh Temexw. The committee was grateful to the hardworking scribes who worked through the day to capture the information so that it can be referred to as we move forward. This report will now be forwarded to Senate for their information.

6. Indigenization Initiatives Update

Workplan –committee members discussed creating a workplan for the year, which would include setting out what the group hopes to accomplish, timelines, etc. This year the committee members expressed a desire to focus on mentorship opportunities with Indigenous youth, specifically to make governance at the UFV accessible to youth. Additionally, committee members would like to host a youth gathering in the spring. This item will be added to the agenda for the December meeting.

EDI Task Force – President MacLean recently announced the formation of an Equity, Diversity and Inclusion Task Force. There is some interest in having a representative from the ICS participate in this process.

MEMO



To: Al Wiseman, University Secretary
From: Dianna Kay, Chair, Indigenization Committee of Senate
CC: Shirley Hardman, Vice-Chair, Indigenization Committee of Senate
Date:
Re: Territorial Acknowledgement

At its June 18, 2019 meeting the Indigenization Committee of Senate (ICS) discussed the April 26 memo from Al Wiseman regarding the motion brought forward to Senate Governance Committee (SGC) by the Senate Teaching and Learning Committee (STLC). SGC was seeking the advice of ICS on the recommendation of the STLC to include the territorial acknowledgement statement on all standing committees' Terms of Reference.

Members of the Indigenization Committee of Senate appreciated the opportunity to review and comment on the Senate Teaching and Learning Committee' recommendation, including the suggested wording for the territorial acknowledgement. Some of the comments and ideas raised in the discussion included:

- The importance of considering why we (as individuals) are making a territorial acknowledgement, including the learning surrounding preparing to give the acknowledgement and why we do this
- It has to be a part of what we want do, to come from the heart, to make it our own, not merely be words that we repeat to check a box
- It is important to both encourage and let people learn, to let them speak their own words
- There is an opportunity, through the Teaching and Learning Centre to learn about Stó:lō protocols and the differences between a territorial acknowledgement and a Stó:lō welcome to the territory
- As we are in Stó:lō territory it is up to each of us to take some responsibility for understanding the significance / importance of the territorial acknowledgment and what "unceded" means
- One expression of this comes from the Chiefs, the leaders of the Stó:lō people: this is our land, we have to take care of everything that belongs to us (S'olh temexw te ikw' elo, xolhmet te mekw' stam it kwelat)
- Some expressed that for those doing this for the first time guidelines could be helpful (see attached document on Acknowledgements and Welcomes to Stó:lō Territory)
- It is important to have options
- A Territorial Acknowledgement is appropriate for the start of a meeting

- Elder Terry Prest noted that this is a learning process and to keep on living and learning; everybody has to find their way

In terms of whether to include in the Terms of Reference statement of all Senate committees, it was noted that it may be more meaningful to include information on the territorial acknowledgement in other Senate documents, such as the Standing Committees of Senate Rules for the Conduct of Business.

Regarding the wording of a written territorial acknowledgement, such as for the UFV website, the following is recommended:

The University of the Fraser Valley is located on the unceded traditional territory of the Halq'eméylem-speaking Stó:lō peoples. We express our gratitude and respect for the honour of living and working in S'olh Temexw (Our Land; Our World).

Attachments

1. *Protocols for Acknowledging Stó:lō Territory and Welcome to Stó:lō Territory*

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.

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.

Included in this document:

- Acknowledging Stó:lō territory
- Welcome to Stó:lō territory
- Requesting the services of UFV Indigenous students or of the Elder-in-Residence

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.

While UFV has an established territorial acknowledgement that is used in official documentation, such as the UFV website, it is important to recognize that providing 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.

Here are several examples that you can use as a starting point:

1. Before we begin, I want to acknowledge we are in traditional Stó:lō territories.
 - 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 L 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.
2. 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.

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 Indigenous 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.

Lálém ye mestíyexw: Re-envisioning a Structure for Indigenization
University of the Fraser Valley
 February 2019

A. Overview of discussion:

Indigenization is a key strategic priority of the University of the Fraser Valley. As stated in Board Policy 200.05: Fulfilling Our Commitment to Aboriginal Peoples, UFV

embraces its responsibility to peoples of Aboriginal ancestry to provide respectful, relevant and responsive post-secondary education and training that support their personal development, career success, and their participation in the social, cultural and economic development of our communities. The University is also committed to promoting knowledge of and respect for aboriginal history, language, culture, values and indigenous ways of knowing in its educational, research and service programs, and to including Aboriginal voice in its planning and decision-making.

Goal Four of Learning Everywhere: The UFV Education Plan, 2016-20 is to Develop Local and Global Citizenship:

Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department and service area, through the inclusion of Indigenous content, perspectives, and ways of knowing.

There is increasing expectation and demand on UFV, along with post-secondary institutions across BC and the country, to answer the Truth and Reconciliation Commission of Canada's Calls to Action. The Witness Blanket exhibition and associated events in the Fall of 2017 confirmed the interest and demand for honest and open dialogue on reconciliation and taking action from within UFV. In addition, the response from the community in the Fraser Valley, both Indigenous and non-Indigenous, demonstrated the leadership role that UFV can play.

It is within this context that a group of administrators and academic leaders, whose portfolios significantly relate to Indigenization, met four times in the Fall of 2017 (September 6, September 11, September 15, and November 28). The purpose of the discussion was 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.

The group consisted of: Shirley Hardman, Eric Davis, Peter Geller, Adrienne Chan, Ken Brealey, Sue Brigden, Tracy Ryder-Glass, Jacqueline Nolte and Sylvie Murray. While this relatively small group provided for in-depth discussions, we recognize that input from other areas will need to be considered (see below for recommendation on consultation). We wish to acknowledge the key visionary role that Shirley, as Senior Advisor on Indigenous Affairs, played in conceptualizing the work that is presented here.

The discussion provided opportunities for:

- sharing of documents (e.g., 2007 Draft Strategic Plan on Indigenizing the Academy; TRC's Call for Action and UN Declaration on the Rights of Indigenous Peoples; report produced by Indigenization Committee of Senate; Indigenous Student Transition Coordinator report)

- ☞ sharing of information about initiatives related to Indigenization at UFV (included programming, student support, governance bodies in general and in specific faculties)
- ☞ review of where units responsible for Indigenous initiatives sit in organizational charts of other universities.

The main conclusions reached are that:

- ☞ it is important to move away from a hierarchical/traditional organizational structure to adopt instead an Indigenous organizing structure
- ☞ 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 stressed, and they need to be at the table 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.

B. Recommendations:

***Lálém ye mestíyexw* (“House of the Peoples”)**

Throughout the discussions, the idea of a *Lálém ye mestíyexw*, or “House of the Peoples” as translated from the Halq'eméylem, emerged as a main theme to address our purpose. *Lálém ye mestíyexw* provides a home for Indigenization in which people come together to strengthen their presence and relationships.

Recommendation #1: Create an Indigenous organizing structure for UFV

As visualised in Diagram 1, *Lálém ye mestíyexw* is inspired, informed, and guided by Indigenous voice and vision, which sits in the centre of the circle.

Diagram 1 also sets out the four Circles of Indigenization at UFV, which emerged from an analysis of activities and initiatives identified in the Fall 2017 discussions. These four circles, which will be more fully described below, are Students; Academic Curriculum and Programming; Recruitment and Retention of Faculty, Staff and Administrators; and External Relationships and Partnerships. The diagram shows how the *Lálém ye mestíyexw* can serve to better connect and bring together these four elements in a holistic way. The vision includes coordination and communication among the circles through regular meetings.

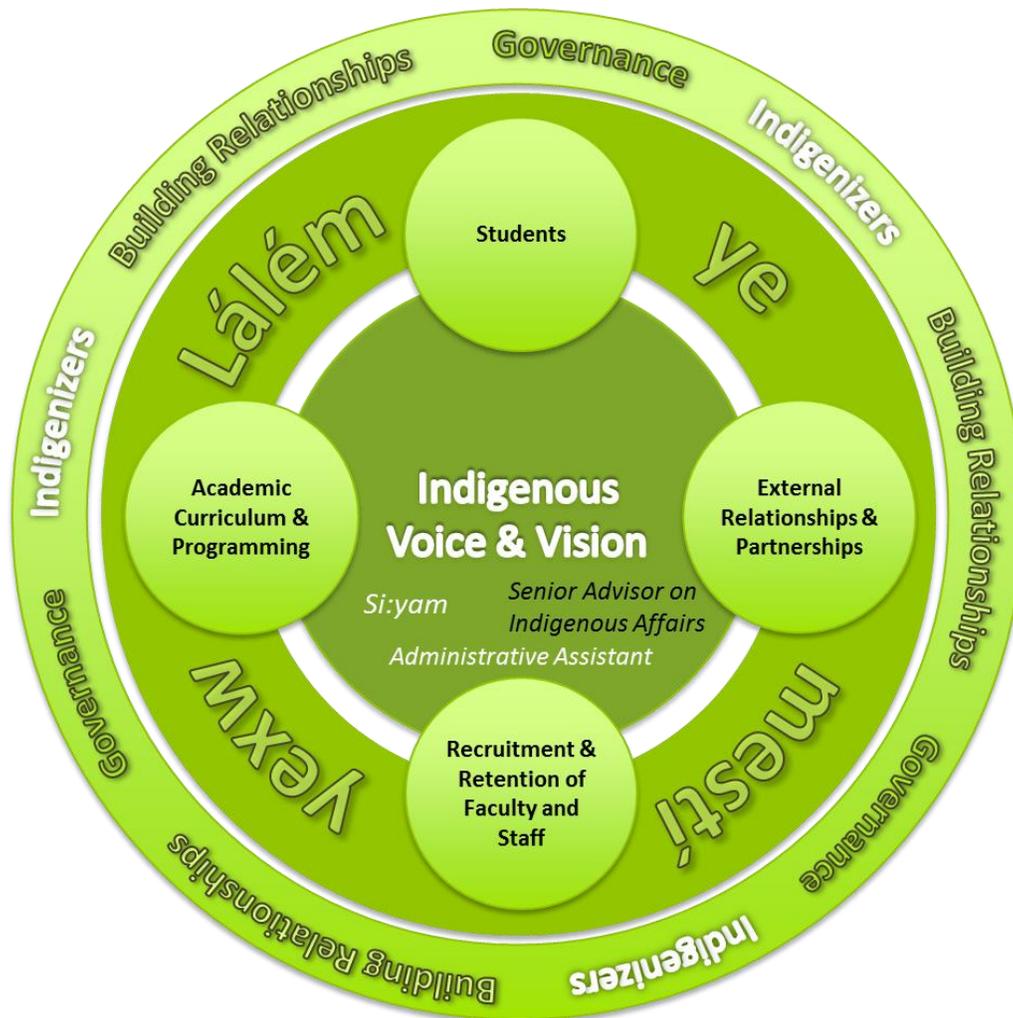


Diagram 1: Vision of *Lálém ye mestiyexw*

It is important to note that the concept of *Lálém ye mestiyexw* was identified in the *Indigenizing our Academy Plan* developed in 2007. The work from this earlier planning document provides a starting point for understanding the vision of the *Lálém ye mestiyexw* within UFV:

Vision Statement: An Indigenized post-secondary learning environment that promotes Indigenous peoples’ goals for self-determination and well-being.

Mission Statement: To provide culturally relevant Indigenous programs, research initiatives and services that meet the diverse yet unique needs of Indigenous people and communities within a post-secondary academic setting that is both reflective and inclusive of Indigenous ways of knowing, teaching, and learning.

Further developing the work of Indigenization at UFV, the Indigenization Committee of Senate (ICS) was established in 2015. The ICS developed the following Vision and Mission in 2017:

Vision Statement: In the spirit of reconciliation, the University of the Fraser Valley and the Indigenous peoples in S’olh 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.

In terms of the *Lálém ye mestíyexw*, in the inner circle, inspired by an Indigenous Voice and Vision, is the Senior Advisor on Indigenous Affairs (see Diagram 1). This position plays a key role in providing guidance to the university in our ongoing journey of Indigenization.

As the *Lálém ye mestíyexw* comes into sharper focus in the next several years, an additional Indigenous leadership role was identified.

Recommendation #2: Create a new position of Si:yam

The Si:yam ensures coordination and communication among the four circles.

Si:yam is the Halq'eméylem word for “trusted leader” and includes the following characteristics:

- A Si:yam is the main leader of a family.
- A Si:yam is selected by their families to represent their interests.
- A Si:yam traditionally was hardworking, knowledgeable, wealthy, and generous.
- A Si:yam has the respect of the community. If they do anything to bring shame or disrespect to their family or community, another family member would replace them.

The good qualities of a Si:yam include:

- respected
- familiar with Stó:lō culture and tradition
- respectful of others
- be a positive role model
- honest
- good at dispute resolution
- fair minded and impartial
- a good listener
- humble
- recognized as a leader; and
- confident.

UFV would need to receive guidance from the UFV Stó:lō Cultural Committee for a fuller understanding of the roles, responsibilities and qualities of the Si:yam. (The Stó:lō Cultural Committee, an initiative of Indigenous Affairs, provides cultural teachings and protocols to guide UFV activities and events with community cultural advisors as members.)

Recommendation #3: Create a new position for administrative support

As the focus on Indigenization and Reconciliation increases so do the number and extent of activities, events and initiatives. The ability to effectively plan and manage these activities and initiatives, including the elements of promotion, liaising with various departments in UFV and with the Indigenous community, and carrying out the ceremonial components requires considerable administrative support which has stretched existing resources. This administrative assistant position would provide this dedicated support to Indigenization, assisting the Senior Advisor on Indigenous Affairs and the new position of Si:yam once it is established. This position would positively impact on the coordination of Indigenization at UFV.

In addition to the inner circle, the structure for Indigenization at UFV includes an outer circle, which encompasses the work undertaken within and across the four Circles:

- 👉 Building Relationships: this includes within and beyond UFV; communications is an important element.
- 👉 Governance: internal to UFV, this includes formal governance through the Board and Senate (including the Indigenization Committee of Senate) and through Faculty Councils; this also includes the realm of policy and policy-making.
- 👉 Indigenizers: this is meant to evoke the shared responsibility for Indigenizing at UFV. The idea here is a decentralized approach to Indigenizing, which requires building capacity, reaching inward and outward, and learning and listening from the heart. The “Indigenizers” may be specific individuals identified within the different areas and departments of UFV; at the same time, all members of UFV, be they faculty, staff, administrators or students, have a responsibility to take on this role.

Circles of Indigenization

The four Circles of Indigenization at UFV represent the main areas of activities and initiatives, and the key positions. The circles, while distinctly represented, are connected (see diagram 2).

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. Currently much of this activity is the responsibility of the Indigenous Student Centre (ISC), which includes:

- 👉 Outreach to prospective students
- 👉 Support Indigenous students’ transition
- 👉 Assist prospective and on-going students to identify educational goals and learning needs
- 👉 Support students by working with external agencies and other UFV departments
- 👉 Provide cultural activities and organize cultural events
- 👉 Elder support for students (UFV Elders-in-Residence)

In terms of the role of individual academic and service units, there is considerable collaboration with the Indigenous Students Centre to support Indigenous learners. A few programs at UFV have seats reserved for Indigenous students. In addition to supporting students, the UFV Elders-in-Residence can also be available to support instructors and departmental/Faculty events and activities.

The Director of the Indigenous Student Centre is noted in Diagram 2. This is an area where no additional leadership position is recommended.



Diagram 2: Circles of Indigenization

Academic Curriculum and Programming 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’s Calls for Action, they 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, including through the new position of Teaching and Learning Specialist (Indigenization Speciality) and the Senior Advisor on Indigenous Affairs, offer support and guidance, as resources allow. The Indigenous Studies Curriculum Committee (ISCC) is mandated with the development of Indigenous Studies curriculum and programming at UFV, as well as maintaining communication between the various academic units on curricula.

Recommendation #4: Create a new position of Director of Indigenized Curriculum and Programming

Expansion of our 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. The role of the Director would be to coordinate and enhance Indigenized curriculum and programming through the following activities and responsibilities:

- 🔗 Create and maintain an inventory of relevant activities, and publicize through website, social media, and other platforms and means
- 🔗 Advise on gaps and priorities for development of new programs with Indigenous content and/or perspectives, and enhanced Indigenization of existing programs
- 🔗 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)
- 🔗 Acts as a resource for, and advises, relevant UFV committees (related to curriculum)
- 🔗 Teach one to two courses
- 🔗 Facilitate and support articulation and educational partnerships, and remain apprised of best practices elsewhere

Recruitment and Retention of faculty, staff, and administrators supports both student learning and development and delivery of curriculum and programming. Activities and responsibilities in this area are shared between the various units and Human Resources. They include:

- 🔗 Enhance recruitment of faculty, staff and administrators who are Indigenous and Indigenized; and
- 🔗 Develop and deliver mentorship and professional growth programs for Indigenization of faculty, staff, and administrators.

Although no new position is recommended for this area, we recognize the need for improvement in our practice for achievement of increased results.

Recommendation #5: Develop a strategy to consolidate and intensify recruitment and retention of Indigenous faculty, staff and administrators

In order to plan and implement this strategy, it is proposed that a newly-formed *Indigenizing Recruitment and Retention Steering Committee* be established, made up of key HR personnel, the Senior Advisor for Indigenous Affairs, and Indigenous faculty, staff or administrators. Responsibilities would include:

- 🔗 Review recruitment policies, procedures, and practices and recommend relevant modifications
- 🔗 Inventory and coordinate with deans and other administrators positions (new and planned) targeted for Indigenous/Indigenized hiring, and assist with recruitment.
- 🔗 Promote appointment of Indigenous Visiting Scholars, Adjunct Professors and Research Associates

External Relationships & Partnerships

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. Examples include:

- ☞ First Nations Studies and Halq'emeylem language courses; the BA, major and minor in Indigenous Studies
- ☞ Funding initiatives for Indigenous programming and services (Federal, Provincial, and other external sources)
- ☞ Delivering programs in community settings, including in Sts'ailes, Seabird Island, Shxwhà:y Village, Saik'uz, and Nuxalk Nation (Bella Coola) as well as the Stó:lō Nation Coqualeetza site in Chilliwack; and
- ☞ Community-based and student research funded by CIHR, NSERC and SSHRC.

This is an area that crosses over many portfolios and where no additional position is recommended. The Senior Advisor on Indigenous Affairs and the Si:yam play key roles in this area, and would be supported by the new administrative assistant position (see Recommendation #2).

Timeline and Consultation

The following timeframe is proposed for establishing the *Lálém ye mestíyexw*, which includes time for consultation, administrative/budgetary considerations, and decision-making:

- ☞ Working committee - electronic consultation - February 2018
- ☞ Senior Academic Leadership Team (SALT) - March 2018
- ☞ President's Advisory Committee - September 2018
- ☞ Indigenization Committee of Senate - October 23, 2018
- ☞ UFV Faculty and staff - March 2019
- ☞ Community consultation - Winter/Spring 2019 (led by Indigenization Committee of Senate)
- ☞ Senate and Board - Spring 2019

Summary of recommendations:

In order to create a *Lálém ye mestíyexw* the following is recommended:

1. Create an Indigenous organizing structure for UFV
2. Create a new position of Si:yam
3. Create a new position for administrative support
4. Create a new position of Director of Indigenized Curriculum and Programming
5. Develop a strategy to consolidate and intensify recruitment and retention of Indigenous faculty, staff and administrators

It is envisioned that the *Lálém* can be resourced over the ensuing 2-3 years.



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.

ICS Vision & Mission - Approved by the committee - April 7, 2017



Indigenization Committee of Senate Terms of Reference

RESPONSIBILITIES

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.
8. Conduct an annual review of its terms of reference and membership composition and make any recommendations for revisions to Senate.

COMPOSITION

- 12 regional representatives from the First Nations, Tribal, Métis, or Inuit community, or Aboriginal community organizations, approved by Senate
- 3 Aboriginal Elders, one male and one female, and 1 UFV Elder-in-Residence, approved by Senate
- Provost and Vice President, Academic or designate
- Dean or Associate Dean, approved by Senate
- 5 UFV faculty members, approved by Senate, at least one of whom is a senator
- Director of Indigenous Student Centre or designate
- Senior Advisor on Indigenous Affairs
- 2 self-identified Aboriginal students, one of whom is recommended by the Student Union Society, approved by Senate
- Teaching and Learning Specialist (Indigenization)

The Chair, a member of the Aboriginal community, will be elected annually from the committee, and approved by Senate.

The Vice-chair, a UFV employee, will be elected annually from the committee.

INDIGENIZATION COMMITTEE OF SENATE MEMBERSHIP 2019-20

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Voting Members		
<i>5 faculty members, at least one from Senate</i>		
Faculty (senator)	08-01-2018 to 07-31-2021	Gilmour Jope, Faculty of Access and Continuing Education
Faculty	08-01-2019 to 07-31-2021	Vandy Britton, Faculty of Professional Studies
Faculty (senator)	08-01-2018 to 07-31-2021	Cory Beshara, Faculty of Science
Faculty	08-01-2019 to 07-31-2021	Christine Elsey, Faculty of Socience Sciences
Faculty	08-01-2018 to 07-31-2020	Lauren Couture, Faculty of Health Sciences
1 dean or associate dean	08-01-2019 to 07-31-2021	Mary Saudelli, Faculty of Professional Studies
<i>2 self-identified Aboriginal students, one of whom is recommended by the Student Union Society</i>		
	08-01-2019 to 07-31-2021	Shaili Kealy
Nomination by SUS	08-01-2019 to 07-31-2021	Vacant
<i>12 regional or local representatives of First Nations, Tribal, Metis, or Inuit community, and other Aboriginal community organizations, approved by Senate</i>		
	08-01-2019 to 07-31-2020	Angie Bailey
	08-01-2018 to 07-31-2020	Cheryl Gabriel
	08-01-2019 to 07-31-2020	Louis De Jager
	08-01-2019 to 07-31-2020	Kris Erickson
	08-01-2019 to 07-31-2020	Vacant
	08-01-2019 to 07-31-2020	Sonny McHalsie
	08-01-2019 to 07-31-2020	Bibiana Norris
	08-01-2018 to 07-31-2020	Judy Swakum
	08-01-2015 to 07-31-2020	Mark Point
	08-01-2017 to 07-31-2020	Dianna Kay
	08-01-2019 to 07-31-2021	Vacant
	08-01-2019 to 07-31-2021	Vacant
<i>3 Aboriginal Elders, 1 male and 1 female; 1 UFV Elder-in-Residence, approved by Senate</i>		
	08-01-2019 to 07-31-2021	Terry Prest, UFV Elder
	08-01-2018 to 07-31-2020	Sophemia Prest
	08-01-2019 to 07-31-2020	Clarence Pennier
Provost & Vice-President, Academic (or designate) (ex officio)	Ongoing	Peter Geller (designate to July 31, 2021)
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
Director of Indigenous Student Centre (or designate)	Ongoing	Betty Petters
Teaching and Learning Specialist (Indigenization)	Ongoing	Lorna Andrews
Administrative Support (non-member)		
Vice-Provost Office		Carol Dickson

CURRENT MEMBERSHIP: 23 voting members (not including vacancies)**Quorum: Fifty percent (50%) of voting membership**

September 24, 2019