



Inclusion Works '24 October 8, 2024

Dr. Florence Glanfield Vice-Provost, Indigenous Programming and Research University of Alberta



About Me

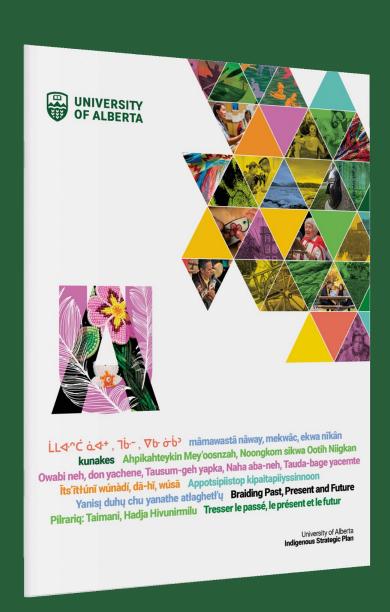
- Citizen, Métis Nation of Alberta
- Born &raised in Northeastern
 Alberta
- Professor of Education
- PhD in Curriculum Studies with a focus in mathematics education
- Taught in Alberta K 12 public system
- Self-employed educational consultant for 10 years

Appointed Vice-Provost
 Indigenous Programming &
 Research in August 2019

VPIPR mandate - since August 2019

- Indigenous Strategic Plan creating, operationalization and reporting
- Ethical research engagement with Indigenous communities
- Indigenize curricula
- Indigenous Community Engagement
- Work with the Senate
- Indigenous Alumni Relations
- Safe and welcoming environments for all

Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan



Background

- Indigenous-led plan
- Endorsed unanimously by General Faculties Council and the Board of Governors
- Launched on June 24, 2022

Community Engagement

Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, indigenous communities, libraries, not-for-profits, industry, business, and community organizations. (Engage, Obj. 18)

Signature Areas

Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader. (Excel, Obj. 12)

Diversity

Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world

Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the U of A's talented, highly qualified, and diverse academy

Support ongoing recruitment and retention of a highly-skilled, diverse community of non-academic and administrative staff by enriching the

U of A's working environment.

Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.

(Build, Obj. 2-4)

Strategic Plan for Equity, Diversity and Inclusivity (2018)

Commits to Respect for Reconciliation with Indigenous Peoples as a key goal with work to the ISP, equity and capacitybuilding are also outlined as key goals.

University of Alberta for Tomorrow (2021)

The University of Alberta resides on Treaty 6 territory and the homeland of the Metis. This territory is a traditional gathering place for diverse Indigenous peoples whose histories. languages and cultures continue to influence our community. To acknowledge the territory is torecognize the longer history of these lands. The acknowledgement signifies our commitment to working in Good Relations with First Nations, Métis, and Iruit. peoples as we engage in our institutional work, uplifting the whole people, for the university for tomorrow.

For the Public Good (2016)

University of Alberta Brand (2021)

Working together alongside and in partnership with Indigenous Peoples and all under-represented voices. We weave together a tapestry of backgrounds and cultures, because we are made stronger by our diversity. Together we are change makers, community builders, world shapers. This world has been challenged like never before. But when we stand together and listen to one another, we generate the solutions that make us healthier, safer, stronger and more just.

Indigenous Alumni

Partner to create and lisise with the Indigenous Alumni Chapter.

Equity, Diversity and Inclusivity

Foster a supportive environment for Indigenous faculty, staff and students.

Indigenization

Support the work of Faculties and Departments to Indigenize curricula across programs.

Representation

Chair the Council on Aboriginal Initiatives

Vice-Provost, Indigenous Programming and Research Mandate (2019)

Aims to support institutional capacity building efforts, equity work and foundational change. The mandate enumerates the following priorities:

Ethical Research Engagement

Develop and implement ethical policies and procedures to guide engagement with Indigenous communities.

Community Engagement

Build and nurture positive relationships with Indigenous communities in Alberta.

Indipenous Strategic Plan

Lead development, consultation, and approval of the Indigenous Strategic Plan in support of the objectives articulated in For the Public Good.

Calls to Action

Develop a "thoughtful, respectful, meaningful, and sustainable response" to the report of the Truth and Reconciliation Commission of Canada (Build, Obj. 4)

Reconciliation Learning

Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. (Build, Obj. 4, Str. i)

Reconciliation Metrics Evaluate and measure the

university's response to the TRC's Calls to Action and ensuring effectiveness on an ongoing basis. (Build, Obj. 4, Str. III)

Curricular

Calls upon PSIs to make curricular changes to address the knowledge gap regarding Indigenous histories and contemporary experiences in child welfare, language/ culture, health, justice, media, sports and business as well as a call to create reconciliation research. (TRC Calls to Action)

Representation

Calls upon PSIs to increase the number of Indigenous professionals in named faculties and beyond. (TRC Calls to Action)

Recruitment, Retention, Completion

Calls upon PSIs to eliminate educational and employment gaps for Indigenous peoples as well as to adequately fund (federal government) the backlog of FNMI students seeking post-secondary education. (TRC Calls to Action)

Mankwa House

Build the Maskers House of Learning as a place of welcome and cultural correction, where all Indigenous and non-indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples, and where Indigenous students can access the social, cultural, and spiritual supports that enable their success. (Build, Obj. 4, Str. ii)



Guiding Principles

- All My Relations
- Decolonization
- Inclusivity
- Indigenization
- Indigeneity
- Indigenous Ways of Knowing,
 Being and Doing
- Intersectionality/Confluence
- Reconciliation
- Self-Determination
- Sovereignty
- Strength-Based Approach

Timing of Accountabilities

Within the context of this plan, the braiding of past, present and future is a commitment to restoring balance and wellness. This symbolism indicates that the strategic plan is a living document that will evolve as this work progresses. For this reason, Braiding Past, Present and Future communicates when work will begin on the strategies (and not completion targets). The years noted are aligned with academic calendar years.

The Braid

The strategies outlined in this plan have been organized into three categories: Looking to the Past, In-Powering the Present and Imagining the Future. This approach symbolizes the responsibilities of the Sweetgrass Teachings (page 39) and represents the shared understandings that the council had of this teaching: balance, collective strength and responsibility to All Our Relations. These are at the heart of this cultural ethos and of this plan.



Looking to the Past

- **1.0** Indigenous leadership and co-ordination
- **2.0** Accountability and reporting
- **3.0** Indigenous Ways of Knowing: programs
- **4.0.** Relationship with Indigenous lands and nations
- **5.0** Indigenous-centred policy, protocol and praxis
- **6.0** Reconciliation research and scholarship
- **7.0** University of Alberta community participation in reconciliation

In-Powering the Present

- **8.0**. Indigenous students: recruitment, retention and completion
- **9.0** Indigenous student attainment: tackling barriers
- **10.0** Indigenous faculty and staff: recruitment and retention
- 11.0 Safe and welcoming spaces

Imagining the Future

- **12.0** Ethical research with Indigenous nations, peoples and lands
- **13.0** Indigenous-led research capacity development
- **14.0** Indigenous community engagement: nations, organizations and peoples
- **15.0** Indigenous community-engaged research
- **16.0** Indigenous community engagement: University of Alberta Senate
- **17.0** Indigenous community engagement: University of Alberta Alumni
- 18.0 Innovative funding

"The plan is grouped into three categories, or "strands," symbolizing the responsibilities of the Sweetgrass Teachings: Looking to the Past, In-Powering the Present and Imagining the Future. These three groupings represent a sweetgrass braid and the accompanying prairie- and parklandbased Indigenous understandings, to reflect where the University of Alberta is primarily—though not only—located."

From Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan Recruitment & Retention

Engagement

Programming

Research

Programming

2.0 Accountability and reporting

Goal: Include Indigenous knowledge systems, experiences and perspectives in all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes

- 2.1 Publish a TRC Report to Community every two years to evaluate, report and act on institutional, faculty and unit responses to the TRC Calls to Action. (2023-24)
- 2.2 Include goals in alignment with the Indigenous Strategic Plan in unit-level strategic plans. (2022-23)
- 2.3 Ensure that all leadership category reviews include reporting on activities related to the Indigenous Strategic Plan (2023-24)
- 2.5 Utilize the college structures of Associate Dean (Education), Associate Dean (Research), and the Strategic Initiatives office to collaborate and implement strategies to support the goals outlined in the Indigenous Strategic Plan. (2023-24)

Programming

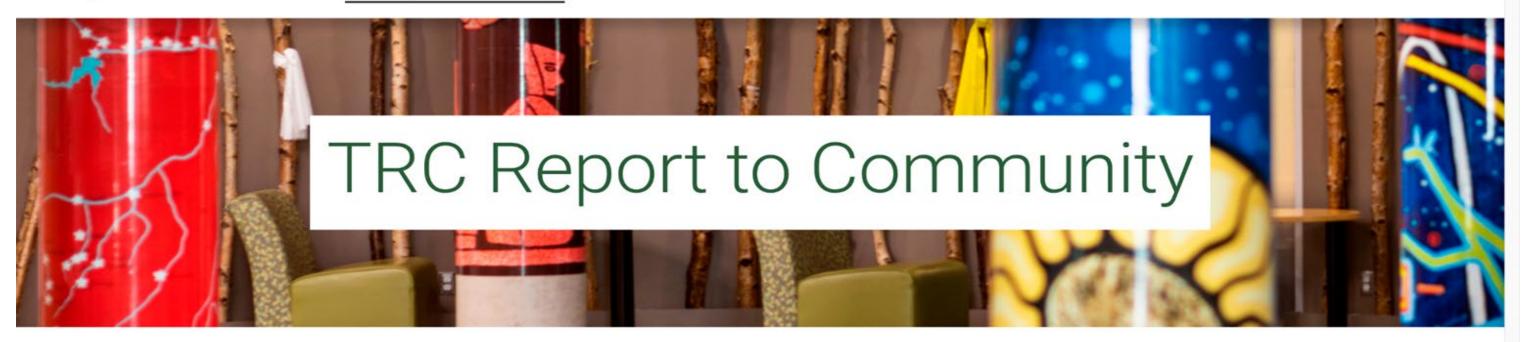
- 3.0 Indigenous ways of knowing: programs
- Goal: Weave Indigenous worldviews, histories and perspectives into all undergraduate, graduate and continuing professional education programs, recognizing the validity of Indigenous knowledge systems, remediating the knowledge gap on Indigenous historical and lived experiences, and strengthening academic rigour across disciplines

- 3.1 Include Indigenous knowledge systems, experiences and perspectives in all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes. (2023-24)
- 3.2 Develop financial, administrative, leadership and mentorship processes to achieve the goal. (2023-24)
- 3.3 Create resources and workshops for faculty to illuminate the institutional spaces in which the Indigenous curricular gap/Indigenous Ways of Knowing might be integrated into course materials; promote existing field specific literature to support this work. (2024-25)
- 3.4 Establish institutional partnerships and relationships with Indigenous organizations and communities in support of Indigenous language revitalization, respecting that Indigenous communities have sovereignty over their languages. (2022-23)

Fall 2023

Braiding Past, Present and Future

TRC Report to Community



Truth first.

Long silenced, in the years since the TRC report came out, a painful part of our history has emerged and Canadians have begun to learn about the lived experiences of Indigenous Peoples.

Seven generations of Indigenous children were taken from their families to attend these schools. Survivors have detailed the systemic abuse, malnourishment, indoctrination, disease and death that took place over the hundred plus years that the schools operated.

Indigenous Initiatives

Braiding Past, Present and Future

TRC Report to Community

♠ > TRC Report to Community > Dashboard



Search by Call to Action, faculty, or grouping

2

Legend

Little Progress

O In Progress

Progressing with Impact

Fully Complete

16

Language and Culture

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

SEE RESULTS

PROGRESSING WITH IMPACT

22

Health

We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

SEE RESULTS

LITTLE PROGRESS

23i

Health

We call upon all levels of government to: Increase the number of Aboriginal professionals working in the healthcare field.

The University of Alberta is an active partner in helping to achieve this work as it is a key part of the institutional mandate with work in teaching, learning and research. We do this work in collaboration with government partners.

SEE RESULTS

LITTLE PROGRESS

23iii

Health Sciences

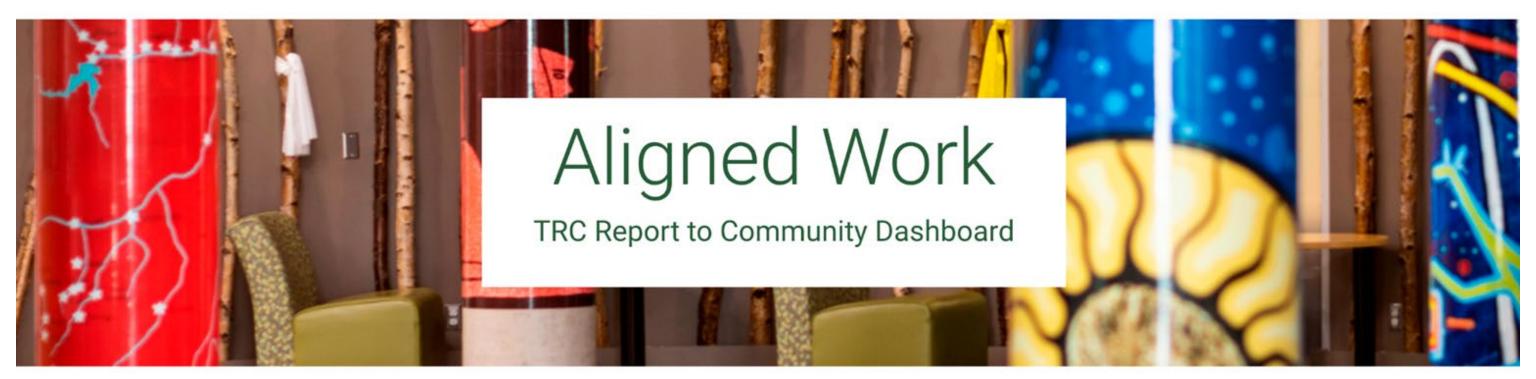
We call upon all levels of government to provide cultural competency training for all healthcare professionals.

The University of Alberta is an active partner in helping to achieve this work as it is a key part of the institutional mandate with work in teaching, learning and research. We do this work in collaboration with government partners.

SEE RESULTS

IN PROGRESS

♠ > TRC Report to Community > Dashboard > Aligned Work



Search by faculty, grouping or keyword

Q

Celebrate the contributions of Indigenous Peoples

SEE RESULTS

Commemoration of the Indigenous Residential School experience

SEE RESULTS

Conference /
Presentation /
Speakers Series /
Professional Learning

SEE RESULTS

Creating safe and welcoming spaces

SEE RESULTS

Indigenizing and decolonizing - curriculum

SEE RESULTS

Indigenizing and decolonizing - institutional policy and praxis

SEE RESULTS

Indigenous community / Organization relationships

SEE RESULTS

Indigenous-focused research and scholarship

SEE RESULTS

Fall 2024



Indigenous Initiatives

Q:

Braiding Past, Present and Future

TRC Report to Community



Braiding strengthens teaching, learning, research and community engagement.

Braiding strengthens teaching, learning, research and community engagement.

Alignment to Braiding

Since its release in 2022, the Indigenous-led direction offered in *Braiding Past, Present and Future* has been taken up in diverse strategies across the University of Alberta.

Colleges, faculties and portfolios at the University of Alberta are working to operationalize the accountabilities outlined in *Braiding Past, Present and Future*. This includes work across the institutional mandate – curricular change, research frameworks, student experience and policy development – among others. Explore the alignment between *Braiding* and the university's other key strategic plans here.



- Strategic Plan for Equity, Diversity and Inclusivity 2019-2023
- O A Culture of Care: University of Alberta's Safety Action Plan 2023-2025
- SHAPE: A
 Strategic Plan of
 Impact
 2023-2033
- O Forward with
 Purpose: A
 Strategic Plan for
 Research and
 Innovation
 2023-2028
- O Igniting Purpose:
 Student
 Experience Action
 Plan
 2023-2026

Forthcoming Strategic Plans

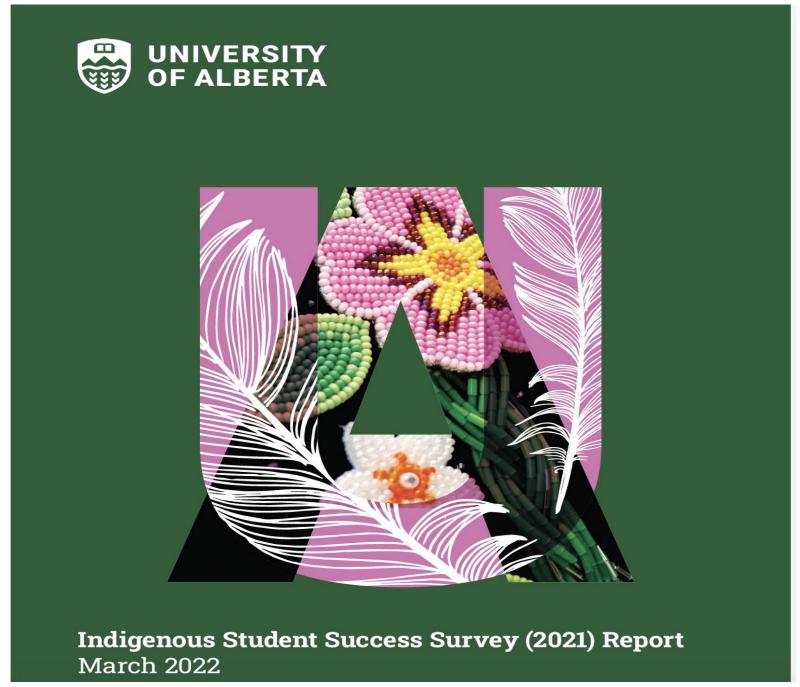
- People Strategy, 2024-25
- O Integrated EDI Action Plan, 2024-25

March 2022 - will conduct again in 2026



<u>Indigenous Student Success</u> <u>Survey Report</u>

The Indigenous Student Success Survey contributes to knowledge about Indigenous students' experiences in order to increase student success at the University of Alberta.



Since Spring 2021



Presenting Our Presence

Presenting Our Presence (POP) is a monthly vodcast and podcast that amplifies the voices and visibility of the Indigenous knowledge-holders, learners and change-makers who enliven the University of Alberta community. POP's Indigenous-led protocols and ethics centre knowledge holders' sovereignty as stewards of their own stories.

Spring 2024



Affirming and Acknowledging Indigenous Ceremonial Practices

Affirming that ceremony can be conducted without disruption or interference anywhere on campus, including, but not limited to, outdoor spaces, classrooms, lecture halls, gathering spaces, and residences, this resource provides guidelines and information on the lighting of ceremonial medicines at the U of A, information on safety and signage, a FAQ, and a list of frequently used ceremonial spaces.



<u>Supporting Indigenous Language Revitalization (SILR)</u>

SILR seeks to build capacity for community-led Indigenous language revitalization in Canada. Their work seeks to provide support for community-led Indigenous language revitalization efforts through the coming generations — a future where Indigenous languages are healthy and vibrant, and are spoken in homes, schools, workplaces, and on the land.



Beyond the checkmarks.

I invite conversation and wonders.

It was an Honour.