



# Inclusion Works '24

## October 8, 2024

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Vice-Provost, Indigenous Programming and Research  
University of Alberta



## About Me

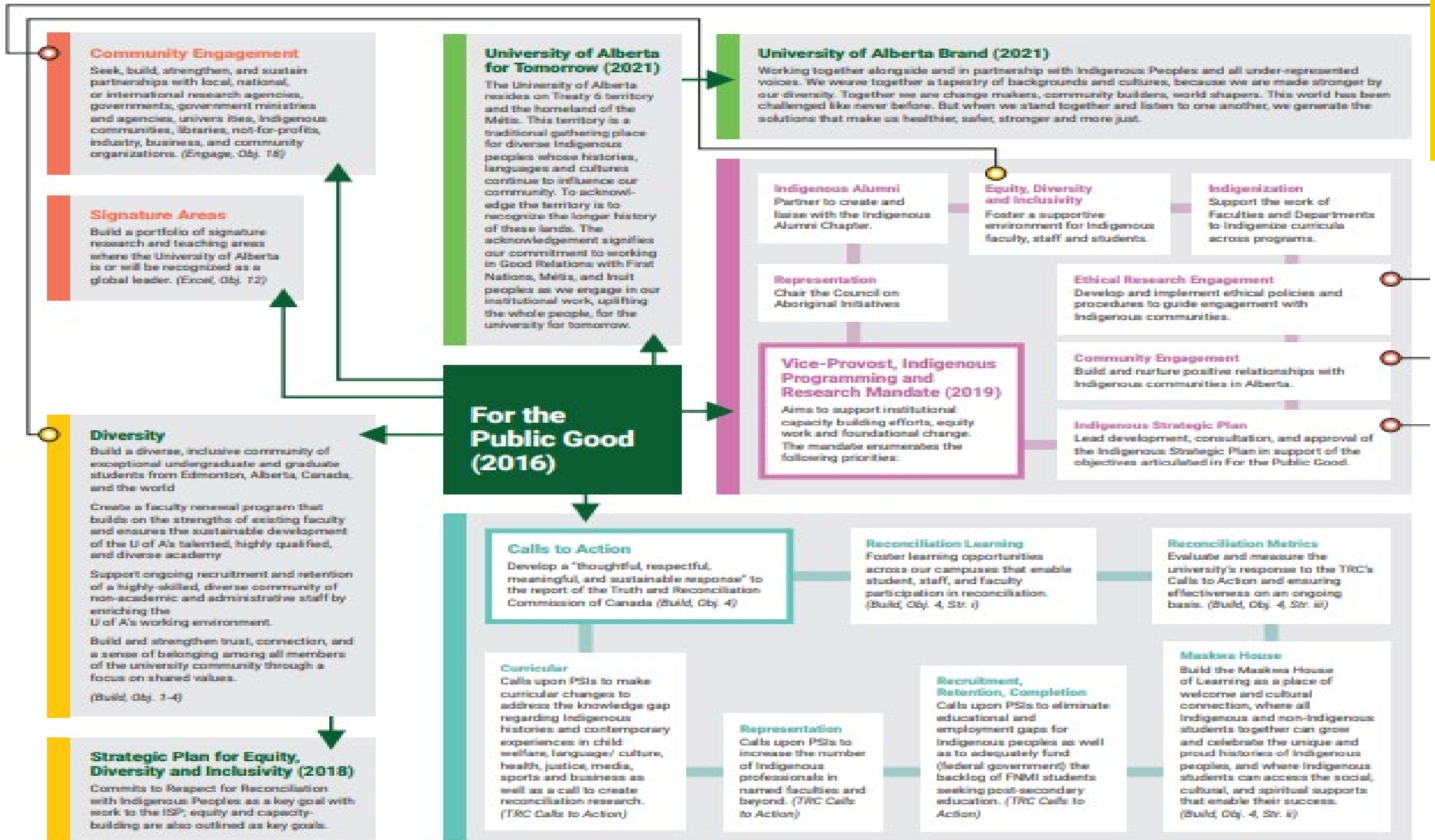
- Citizen, Métis Nation of Alberta
- Born & raised in Northeastern Alberta
- Professor of Education
- PhD in Curriculum Studies with a focus in mathematics education
- Taught in Alberta K - 12 public system
- Self-employed educational consultant for 10 years

- Appointed Vice-Provost Indigenous Programming & Research in August 2019

# VP IPR 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







## 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 parkland-based 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



## 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.



# TRC Report to Community Dashboard

Search by Call to Action, faculty, or grouping



Legend

● Little Progress

● 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 health-care 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



# Aligned Work

TRC Report to Community Dashboard

Search by faculty, grouping or keyword



**Celebrate the contributions of Indigenous Peoples**

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[SEE RESULTS](#)

**Commemoration of the Indigenous Residential School experience**

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[SEE RESULTS](#)

**Conference / Presentation / Speakers Series / Professional Learning**

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[SEE RESULTS](#)

**Creating safe and welcoming spaces**

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[SEE RESULTS](#)

**Indigenizing and decolonizing - curriculum**

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[SEE RESULTS](#)

**Indigenizing and decolonizing - institutional policy and praxis**

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[SEE RESULTS](#)

**Indigenous community / Organization relationships**

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[SEE RESULTS](#)

**Indigenous-focused research and scholarship**

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[SEE RESULTS](#)

# Fall 2024

Braiding Past, Present and Future

TRC Report to Community



## Braiding

*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](#).

**Braiding: Past**

**Present**

**and Future**

● **Strategic Plan for Equity, Diversity and Inclusivity**  
2019-2023

● **A Culture of Care: University of Alberta's Safety Action Plan**  
2023-2025

● **SHAPE: A Strategic Plan of Impact**  
2023-2033

● **Forward with Purpose: A Strategic Plan for Research and Innovation**  
2023-2028

● **Igniting Purpose: Student Experience Action Plan**  
2023-2026

### **Forthcoming Strategic Plans**

● **People Strategy, 2024-25**

● **Integrated EDI Action Plan, 2024-25**

# March 2022 - will conduct again in 2026



## **Indigenous Student Success Survey Report**

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



**UNIVERSITY  
OF ALBERTA**



**Indigenous Student Success Survey (2021) Report  
March 2022**

# 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.



## **Supporting Indigenous Language Revitalization (SILR).**

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.