



DECLARATION OF TRUTH AND RECONCILIATION COMMITMENTS

THE UNIVERSITY OF BRITISH COLUMBIA OKANAGAN
2021 ANNUAL REPORT

On September 24, 2019, students, faculty and staff gathered with community members to witness UBC Okanagan's declaration of Truth and Reconciliation commitments.



Greetings at the UBC Okanagan's declaration of Truth and Reconciliation commitments. Photo: Don Erhardt

The university continues to make progress towards fulfilling these commitments and has published an annual report detailing initiatives undertaken in 2020.

Additionally, in September 2020, UBC launched its new *Indigenous Strategic Plan*, another important milestone in UBC's commitment to truth and reconciliation. Created with input from more than 2,500 students, faculty and staff across both campuses — both Indigenous and non-Indigenous — as well as from Indigenous community partners, the plan represents a university-wide response to the United Nations Declaration on the Rights of Indigenous Peoples and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Intended as a guiding framework for Faculties, units and portfolios to develop their own strategies, the plan outlines eight goals and 43 actions the university will collectively take to advance its vision of UBC as a leading university globally in the implementation of Indigenous peoples' human rights.

Contents

Message from the Deputy Vice-Chancellor and Principal and Senior Advisor	5
Commitments	6
Develop and deliver an Indigenous culture orientation program for all faculty and staff at UBC's Okanagan campus	7
Create a Senior Advisor role on Indigenous Affairs for the Okanagan campus	8
Develop and implement activities that support the revitalization of language fluency, including through initiatives such as:	
▪ The Language Fluency/Proficiency Degree Framework	9
▪ Pathways to language teacher education through the Faculty of Education	9
▪ Signage and wayfinding on campus which represents Okanagan language and culture	11
Advance Indigenous teaching and research through positive incentives and strategies that support:	
▪ Faculty hires	14
▪ Special appointments	15
▪ Curriculum development support	17
▪ Land-based learning and teaching spaces, such as an outdoor classroom and nature interpretation in the Okanagan language	24
▪ Research	25
Expand health and wellness services to better support Indigenous students	32

Deputy Vice-Chancellor and Principal



It has been two years since UBC Okanagan's public declaration of five commitments in response to the Truth and Reconciliation Commission's Calls to Action. I am incredibly proud to be able to attest firsthand to the work that has been done since 2019 in partnership with the Syilx Okanagan Nation.

The period since then has been complicated by unforeseen global events. Despite these difficulties, UBC Okanagan did not falter in our critical duty. This commitment highlights how deeply the desire for meaningful reconciliation and understanding the truth is embedded into our academic mission as an institution.

UBC Okanagan has the unique privilege of being founded in partnership with the Syilx Okanagan Nation and its member communities. We do not take this relationship for granted. The important work outlined below is just the beginning. UBC Okanagan will use the momentum brought by this work to propel us forward as we vow to continue working in partnership with Indigenous peoples on advancing Indigenous peoples' human rights and supporting Indigenous students, culture and scholarship.

DR. LESLEY CORMACK

Senior Advisor on Indigenous Affairs

Since UBC Okanagan's formal declaration of commitments to the Truth and Reconciliation Commission's Calls to Action in 2019, the campus has continued to collectively move these commitments forward with many exciting accomplishments and initiatives. Along with these important steps, in September 2020, UBC launched its new *Indigenous Strategic Plan*, representing a university-wide response to the United Nations Declaration on the Rights of Indigenous Peoples and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.



As we work towards fulfilling our commitments to the TRC Calls to Action and *Indigenous Strategic Plan*, I look forward to the path ahead and the continued and collective action we need to take to honour our commitments and relationships to make meaningful change.

Limlæmt

ADRIENNE VEDAN

TRUTH AND RECONCILIATION COMMITMENTS

THE UNIVERSITY OF BRITISH COLUMBIA is committed to meeting the challenge issued to Canadians by the Truth and Reconciliation Commission of Canada to engage in an ongoing process of reconciliation.

As part of the university's response to the Truth and Reconciliation Commission's Calls to Action, UBC Okanagan commits to supporting and implementing the following five recommendations received from the Indigenous Advisory Committee to the Deputy Vice-Chancellor and Principal regarding meaningful advancement of truth and reconciliation:

Develop and deliver an Indigenous culture orientation program for all faculty and staff at UBC's Okanagan campus

Create a Senior Advisor role on Indigenous Affairs for the Okanagan campus

Develop and implement activities that support the revitalization of language fluency, including through initiatives such as:

- The Language Fluency/Proficiency Degree Framework;
- Pathways to language teacher education through the Faculty of Education; and
- Signage and wayfinding on campus which represents Okanagan language and culture

Advance Indigenous teaching and research through positive incentives and strategies that support:

- Faculty hires;
- Curriculum development support; and
- Land-based learning and teaching spaces, such as an outdoor classroom and nature interpretation in the Okanagan language

Expand health and wellness services to better support Indigenous students

These actions build on the foundation of UBC's relationship with the Syilx Okanagan Nation and provide direction for efforts at the Okanagan campus to work with and in support of the Indigenous peoples of the Southern Interior region of British Columbia and other Indigenous communities in Canada and worldwide.

Develop and deliver an Indigenous culture orientation program for all faculty and staff at UBC's Okanagan campus

San'yas Indigenous Cultural Safety training, delivered by the Provincial Health Services Authority in BC, was completed by all staff in Student Health and Wellness at UBC Okanagan by Spring 2021.

THE FACULTY OF CREATIVE AND CRITICAL STUDIES (FCCS) continues to support the appointment of two Syilx Okanagan Nation **ELDERS, ERIC MITCHELL** and **CHRISTINE MARCHAND**, as Adjunct Professors. Elders Eric and Chris support the offering of FCCS-specific Cultural Safety Training for students, faculty and staff who are interested, including colleagues from different faculties.

INDIGENOUS PROGRAMS AND SERVICES continues to partner with the College of Graduate Studies to offer two workshops welcoming students, faculty and staff: *The University's Relationship with the Host Nation* and *The Importance of Truth before Reconciliation*.

In April 2021, **NAIM CARDINAL** who is Cree from Tallcree First Nation, joined **INDIGENOUS PROGRAMS AND SERVICES** in the role of Education Facilitator. This position was established to create and provide educational tools and training about Indigenous histories and issues for students, faculty and staff. The Education Facilitator works with faculties and departments for presentations, workshops and other training and learning opportunities. In 2021, a number of workshops were hosted that included Understanding Land Acknowledgements, The University's Relationship with the Host Nation, Unlearning Colonialism and The Importance of Knowing the Truth Before We Can Have Reconciliation. For these various workshops, there were 211 student participants, as well as 65 faculty and 28 staff participants.

ENROLMENT SERVICES initiated and completed a project titled, "**EQUITY IN ADJUDICATION (PHASE 2)**" to improve UBC Admissions personal profile readers' Indigenous cultural competency. The Equity and Inclusion Office participated in the testing phase and provided suggestions for material development. The output of the project is a research-informed Canvas training course that has enhanced the existing training modules regarding equity, diversity and inclusion, decolonization and unconscious bias. Completion of this training is a mandatory requirement for every admissions personal profile reader and is also provided as part of the onboarding process for all new Undergraduate Admissions staff. Training has been provided to approximately 800 personal profile readers and all UBC Admissions staff to date.

The Faculty of Health and Social Development's **SCHOOL OF NURSING** continues to support the appointments of Syilx Okanagan Nation **ELDERS, ERIC MITCHELL, CHRIS MARCHAND, WILFRED** and **PAMELA BARNES**, and Salteaux Anishinaabe Métis **ELDER DIANA MOAR** as Adjunct Professors, and **ELDER JANE TAYLOR** from the Vuntut Gwitchin First Nation for Indigenous health and cultural safety education. **ELDER WILFRED BARNES** and **ELDER DIANA MOAR** are also Elder Research Advisors in the School of Nursing Indigenous Health Promotion and Cultural Safety Lab.



Elders Drs. Christina Marchand [left] and Eric Mitchell speak with Adrienne Vedan, Senior Advisor on Indigenous Affairs. Photo: Darren Hull



Ponderosa Pine. Photo: Margo Yacheshyn

Create a Senior Advisor role on Indigenous Affairs for the Okanagan campus

INDIGENOUS INITIATIVES COORDINATOR



KELLY FOSBERY

In August 2021, **KELLY FOSBERY**, a member of the Syilx Okanagan Nation from Westbank First Nation, accepted a two-year secondment to the new position of Indigenous Initiatives Coordinator, working with Adrienne Vedan, Senior Advisor on Indigenous Affairs to the Deputy Vice-Chancellor.

Develop and implement activities that support the revitalization of language fluency, including through initiatives such as:

The Language Fluency/Proficiency Degree Framework

BACHELOR OF NSYILXCN LANGUAGE FLUENCY

The Bachelor of Nsyilxcn Language Fluency (BNLF) degree responds to the urgent need to revitalize Indigenous languages and deliver language speakers at a high proficiency level through full immersion in their communities. Community leadership is fundamental to the BNLF, with courses taught in the community by Elders and language speakers, allowing for the full immersion of students.

The program accepted its first incoming class in September 2021. Students who wish to obtain the four-year Bachelor of Nsyilxcn Language Fluency (BNLF) will complete their first two years in a certificate and diploma program in Nsyilxcn Language Fluency from the Nicola Valley Institute of Technology and finish their last two years at UBC Okanagan in the Irving K. Barber Faculty of Arts and Sciences undertaking a mix of classroom learning and work directly with the community.

UBC Okanagan plans to continue developing more degrees of this kind to support other Interior Salish languages and looks forward to supporting and collaborating with other post-secondary institutions in BC to develop their own programming.

Pathways to language teacher education through the Faculty of Education

The Nsyilxcn Language Fluency program is collaborating with the Okanagan School of Education on a pathway for language fluency program graduates to have an [admission pathway to the Bachelor of Education program](#).



The UBC Okanagan Mace which was created by Syilx artist Sheldon Louis with silver inlay, applied by Syilx silversmith artist Justin Terbasket. Photo: Don Erhardt

Signage, artwork and wayfinding on campus which represents Okanagan language and culture



Syilx artist Sheldon Louis with his painting *caḡalqs — red dress*.

In June 2021, a new painting titled *caḡalqs — red dress* by Syilx artist **SHELDON PIERRE LOUIS** was [added to UBC Okanagan's Public Art Collection](#). The painting, located in the Engineering, Management and Education building, depicts an Indigenous woman wearing a red dress and a face mask and represents unwavering strength. **THE OKANAGAN SCHOOL OF EDUCATION** worked with **DR. STACEY KOOSSEL**, UBC Okanagan art gallery curator with the **FACULTY OF CREATIVE AND CRITICAL STUDIES**, to commission the new addition.

CAMPUS PLANNING worked with the **EN'OWKIN CENTRE** and **OKANAGAN NATION ALLIANCE** on an initiative to update existing street signs with the English translations of their Nsyilxcn names. The purpose of this project is to foster an inclusive public realm that supports shared understanding and promotes awareness and learning of the language of the Syilx people. The project includes the translation of eleven street signs that exist throughout campus, which were installed January 2022. Following this, an online presence will be created for people to learn more about the signs' meanings, the language and the pronunciation.

nṕaḡmqsts i? scma?maya?s

GRADUATED WITH HIGHER LEARNING

UBC OKANAGAN ATHLETICS AND RECREATION, in partnership with the **OKANAGAN NATION ALLIANCE** (ONA), installed decals on multiple windows in the Gymnasium, featuring the ONA logo and artwork depicting the Four Food Chiefs. Plans are underway to expand this installation by including educational and engaging write-ups to allow for further education about the Syilx Okanagan Nation.



snili?tn
A PLACE WHERE PEOPLE STAY
UBC Lower Residence Lane

xəḥpulaḥ™ i? cwilx
NATIONS THROUGHOUT THE LAND
UBC International News

Nsyilxcn street signs installed January 2022. Photo: Margo Yacheshyn

In September 2021, UBC — in collaboration with the ONA — installed orange banners at UBC’s Okanagan campus in recognition of Orange Shirt Day and the first National Day for Truth and Reconciliation on September 30, 2021. The image featured on the banners, which was designed by Syilx artist **BILLIE KRUGER**, depicts a flying bird with rainbow wings, lined with the statements *əts há stim i? scəcmala?* and *puti kʷu alá?*— which translate to “every child matters” and “we are still here.”



UBCO student Fiona Lizotte and Okanagan Nation Alliance Wellness Manager Jennifer Lewis, both members of the Syilx Okanagan Nation, hold up the Orange Shirt Day Banners which were hung on campus in September 2021.

THE SCHOOL OF ENGINEERING formed a committee to advance a 14 Not Forgotten Memorial (remembering the 14 women who lost their lives in the December 6th massacre at l’École Polytechnique de Montréal). **STACEY KOOSSEL**, UBCO Art Gallery Curator, is the Project Manager and the artists are Secwépemc artist and Assistant Professor **TANIA WILLARD** and Syilx Okanagan artist **KRISTA BELLE STEWART** from Upper Nicola Indian Band. The memorial fire bowl is a new outdoor artwork that has been designed to be site/context specific, with patterns designed by the artists to reflect local Indigenous knowledge and heritage. *The 14 Not Forgotten Fire Bowl* will include a wood-burning fire element and is intended to be lit with the memorial each year. It is also envisioned to be used and engaged by the campus community outside of the memorial period throughout the year. Given the artists would also like to dedicate the memorial to Missing and Murdered Indigenous Women, the use of firewood burning for Indigenous ceremonial practice is an important element of this memorial. A plaque is planned with the installation, and lighting options are currently being explored.

Advance Indigenous teaching and research through positive incentives and strategies that support:

Faculty hires

In May 2021, internationally recognized Métis scholar, **BRADLEY WUETHERICK**, was appointed **ASSOCIATE PROVOST, ACADEMIC PROGRAMS, TEACHING AND LEARNING** with a mandate to provide strategic leadership, vision and coordination for the teaching and learning mission at UBC Okanagan.

In July 2021, the **INDIGENOUS STUDIES** program in the Irving K. Barber Faculty of Arts and Social Sciences welcomed **DR. SHAWN WILSON**, Associate Professor (tenure track), Indigenous Studies. Dr. Wilson, of the Opaskwayak Cree Nation, currently lives on Bundjalung land on the east coast of Australia and will be relocating to teach at UBC Okanagan.

In July 2021, **DR. JOHN LYON**, a fluent Nsyilxcn speaker, joined the Bachelor of **NSYILXCN LANGUAGE FLUENCY PROGRAM** as Assistant Professor, tenure track. Dr. John Lyon is a settler linguist who grew up within the traditional territories of the Cherokee and Chickasaw, and has worked with Interior Salish language communities for the past 15 years (Syilx, St'át'imc, Secwépemc) to document, teach and contribute towards a greater understanding of Interior Salish language structure and use.

THE SCHOOL OF ENGINEERING welcomed **DR. MICHAEL BENOIT** in January 2021 in the position of Assistant Professor (tenure track). Dr. Benoit is Métis and is a Manufacturing Engineer. The School also welcomed **DR. CHRISTOPHER COLLIER**, a Métis Electrical Engineer, who started in July 2021 in the position of Assistant Professor (tenure track). Additionally, **DR. LISA TOBBER**, a Métis Civil Engineer dedicated to making engineering more accessible to women and Indigenous peoples, was welcomed to the School as Assistant Professor (tenure track). With these three new Indigenous faculty members hired to serve in manufacturing, electrical, and civil engineering, there are now a total of four Indigenous faculty members in the School.

In 2021, **UBC OKANAGAN LIBRARY** hired Indigenous Initiatives Librarian **CHRISTIAN ISBISTER**, a Métis librarian/archivist, into a term position, which will support existing projects related to the *Indigenous Strategic Plan*, UBC Okanagan's declaration of Truth and Reconciliation commitments, and ongoing work with collections, programming, outreach and engagement and language fluency.

Special Appointments

Installation of UBC's 19th **CHANCELLOR, HONOURABLE STEVEN POINT** (xwě lī qwěł tēl):

In a historic, virtual ceremony in November 2020, President Santa Ono installed the Honourable Steven Point as UBC's 19th Chancellor. Chancellor Point previously served as Lieutenant General of BC, a provincial court judge and Chief Commissioner of the British Columbia Treaty Commission. Notably, Chancellor Point, a member of the Skowkale First Nation, is the first-ever Indigenous person to be appointed to this role.

In another first, the President and new Chancellor were adorned in Indigenous-themed academic regalia for the occasion. The new regalia, which acknowledges the relationship between UBC and the xʷəməθkʷəy̓əm (Musqueam) and Syilx Okanagan peoples, was designed by Chrystal Sparrow, a xʷəməθkʷəy̓əm artist.

HONORARY DEGREES

At the November 2020 honorary degree event, Syilx **ELDERS CHRISTINE MARCHAND** and **ERIC MITCHELL** were awarded honorary degrees.

In 2021, an honorary degree was awarded to Osoyoos Indian Band and Okanagan Nation Alliance Tribal Chair **CHIEF CLARENCE LOUIE**.

In 2021, an honorary degree was awarded to the late **ELDER JESSIE NYBERG**. Elder Jessie was a member of the Secwépemc Nation and served many years as an Elder Advisor in the UBC Okanagan Faculty of Health and Social Development, where she co-led a cultural safety curriculum and several Indigenous community-led research projects.



Dr. Jeannette Armstrong. Photo: Don Erhardt

In 2021, **DR. JEANNETTE ARMSTRONG**, Canada Research Chair in Okanagan Indigenous Knowledge and Philosophy, was elected a fellow of the **ROYAL SOCIETY OF CANADA (RSC)** in the area of community, culture and global studies.

The fellowship of the RSC comprises over 2,000 Canadian scholars, artists and scientists who are peer-elected as the best in their field and have made remarkable contributions in the arts, humanities, sciences and public life.

Dr. Armstrong is the recipient of the **GEORGE WOODCOCK LIFETIME LITERATURE ACHIEVEMENT AWARD** and the **ECO TRUST USA BUFFETT AWARD FOR INDIGENOUS LEADERSHIP**. She works to change biases about Indigenous people. Her research in Syilx Okanagan environmental ethics is recognized globally. She serves on Canada's Aboriginal Traditional Knowledge Subcommittee for the Committee on the Status of Endangered Wildlife in Canada.



2021 Honorary Degree recipient Chief Clarence Louie, Osoyoos Indian Band and Okanagan Nation Alliance Tribal Chair. Photo: Darren Hull

Curriculum development support

During the 2020/21 academic year, UBC Okanagan offered 107 courses with Indigenous content across graduate and undergraduate curricula. UBC Okanagan continues to work towards the creation of Faculty advisory committees to support curricular changes as well as Indigenous initiatives across campus. This initiative includes the hiring of new faculty members who can serve as Indigenous Liaisons across disciplines.

UBC is working to ensure the curriculum is responsive to the concerns of Indigenous people and that it responsibly considers issues of Indigenous importance. An understanding of Indigenous history—including a full and accurate understanding of Canadian history—must be part of the education of all students, whatever their field of study. This measure tracks courses at UBC that incorporate Indigenous issues and perspectives, and that help prepare students to interact with, or to learn more about Indigenous communities.

FACULTY OF HEALTH AND SOCIAL DEVELOPMENT

THE SCHOOL OF SOCIAL WORK is working on increasing the number of field education sites so that students can be placed in Indigenous community settings to fulfill their 450 hours of practical learning. The School hopes to reach a goal over the next five years of having 25 per cent of its field education sites in Indigenous communities. To support this goal, an instructor will be recruited to help with these relationships and support Indigenous students.

The Master of Social Work program at UBC Okanagan continues to specifically cover Indigenous content throughout three courses:

- **SOCW 517 Social Work and Indigenous Peoples in Canada:** This is a core/required course for all foundational track students in their first year. It provides an overview of historical and current issues confronting social work with First Nations, Métis, and Inuit individuals, families and communities within Canada, including but not limited to child protection and critical assessment of theories for social work practice with Indigenous peoples.

- **SOCW 560 Braiding Indigenous Knowledge into Clinical Practice:** this elective course, offered on an annual basis, integrates Western and Indigenous knowledge in clinical social work practice.
- **HINT 508 Cultural Safety in Health: Indigenous Perspectives:** This interprofessional elective course, also offered on an annual basis, provides a critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Indigenous people within health care, research, institutions and community.

Additionally, the School of Social Work intentionally integrates Indigenous content in the following six courses:

- **SOCW 554 Mental Health and Mental Illness**
- **SOCW 555 Organizations and Leadership**
- **SOCW 511 Introduction to Social Work Theory and Practice**
- **SOCW 514 Diversity and Critical Reflective Practice**
- **SOCW 515 Social Welfare Policy in Canada**
- **SOCW 551 Advanced Clinical Social Work Theory and Practice**

The School of Nursing is currently reviewing and mapping its curriculum to intentionally weave more Indigenous content through an undergraduate curriculum committee, including Indigenous students and faculty members.

THE SCHOOL OF NURSING has provided a required cultural safety course to all Nursing students since 2007. The curriculum for this course was developed by Indigenous partners, and it is currently offered in collaboration with Knowledge Keepers and Adjunct Professors, **PAMELA** and **GROUSE BARNES** from Westbank First Nation. A similar course (HINT 408/508) is offered to other undergraduate and graduate students across UBC Okanagan.

- **NRSNG 111 Foundations of Health:** Meaning of health and healing. Recognize the diversity of beliefs, values, and perceptions of health. Introduction to the Canadian health care system, conceptual frameworks of health promotion, determinants of health, disease and injury prevention, and primary health care.
- **NRSNG 313 Relational Practice:** Understanding and respecting the complexities of difference and diversity with clients in nursing practice. A critical exploration of cultural identities and racism from an Indigenous perspective facilitates the development of evidence-informed practice for



Indigenous student Lisa Renaud and Indigenous graduate alumna Carmen Chelick. Photo: Darren Hull

culturally safe care for all peoples in a variety of contexts (health care, research, institutions, and society).

- **HINT 408/508 Cultural Safety in Health:** Indigenous Perspectives: A critical exploration of cultural identity and racism (historical and contemporary) within health systems to help students develop competencies for improved sensitivity and responsiveness to Indigenous people within health care, research, institutions and community.

Within the School of Nursing administration, an Equity and Inclusion Committee has been established and has committed to further reviewing nursing program(s) and structures in light of the recommendations in *In Plain Sight*.

Nursing students at UBC Okanagan have the opportunity to undertake a unique rural and remote nursing practicum and apply their nursing concepts and skills in a rural or remote setting in Canada, including, but not limited to, placements in Haida Gwaii, Oliver, Osoyoos, Enderby, other rural communities in BC and Dawson City, Yukon. In addition to practicing their technical skills, these placements provide students with an opportunity to apply and further their knowledge in the areas of community engagement, health promotion, community-identified Indigenous health priorities and cultural safety. The program aims to contribute positively to communities that are underserved and disproportionately impacted by health inequities while providing a rich immersion opportunity that helps students better understand the complex health challenges that impact people with limited health-care resources.

THE SCHOOL OF HEALTH AND EXERCISE SCIENCES is developing an Indigenous Health Certificate that students will be able to obtain by completing 15 credits (5 courses) within Indigenous Studies as part of their 120-credit degree. The Faculty also continues to work with Indigenous Programs and Services and the Aboriginal Admissions Policy to see more Indigenous students entering into the Bachelor of Human Kinetics (BHK) program via the Aboriginal Studies Access Program.

The School continues to increase Indigenous content in multiple courses, including:

- **HEAL 200 Social Determinants of Health:** There is specific attention on colonialism and health. In addition, every week of class draws attention to systems of power and oppression and their intersections with health outcomes.
- **HMK 206 Health Research Methods:** Has a module on the unethical research conducted on Indigenous populations as well as how that led to the establishment of the control, access, and possession ownership, control, access, and possession (OCAP) principles, which is a required reading.
- **HMK 105 Canadian Health-Care System:** Reviews the governance of First Nation Health Authority BC; Reviews the governance of the Canada Health Act and related content applicable to federal vs. provincial operational jurisdiction of on-reserve community vs. urban Indigenous population, impact of care delivery; Inequities and how that translates to health issues; Recognizing pathways of discrimination; Culturally safe practice; Differences in burden of health, social health issues; Inequities of earlier disease prevalence, and average life expectancy differences between populations; Understanding and practicing social determinants of health; Dimensions of patient and family-centred care; this year's *In Plain Sight* report addressing Indigenous-specific racism and discrimination in BC health care.
- **INDG 319 Indigenous Perspectives on Health and Physical Activity:** A course that is being delivered to BHK students as an upper-year elective.
- [The School is c]ontinuing to work with Nursing to have more BHK students complete HINT 408: Cultural Safety in Health: Indigenous Perspectives
- Starting in 2022, all incoming students will be required to complete one Indigenous health course as a graduation requirement. At the graduate level, the School of Health and Exercise Sciences has increased seminar series/community talks dedicated to equity, diversity and inclusion (EDI) and Indigenous health/sport/physical activity topics. In addition, some research labs have started to hold EDI-themed meetings (15 students/postdocs). These meetings have covered Indigenous issues on several occasions through watching online webinars and having discussions on how it relates to university and personal life.

THE OKANAGAN SCHOOL OF EDUCATION

THE OKANAGAN SCHOOL OF EDUCATION (OSE)

[Indigenous Education Council](#) provides curricular advice, recommendations and guidance that promote, advance and support the interweaving of Indigenous teachings, learning and First Peoples Principles of Learning across the Teacher Education program.

The OSE continues to engage faculty, staff, prospective educators, practicing educators and community partners in the Syilx Okanagan Nation in conversations with and through Elders, Knowledge Keepers and the rich resources of the greater Okanagan region. The aim is to co-design curricular experiences that foster educators' Indigenous knowledge alongside curricular embodiment of First Nations principles and practices in the classroom. This place-based approach holds potential for transforming the educational landscape locally and broadly. In addition, the School offered 20 individual workshops tackling a broad range of topics with an aim to Indigenize the curriculum.

The School is currently working with the **FACULTY OF EDUCATION** on the Vancouver campus to offer components of the already established **INDIGENOUS TEACHER EDUCATION PROGRAM (NITEP)** in the Okanagan. A new NITEP Okanagan field centre opened, and the process for developing a pathway to PSE for NITEP students has started.

OSE continues to offer its post-baccalaureate education programs to reflect holistic attention to decolonization and Indigenization. This is done through the integration of learning experiences that embody inclusivity, collaboration and innovation in action, with deliberate attention to Indigenization, emphasizing how Indigenous histories, perspectives and approaches to learning must inform multi-disciplinary learning. Indigeneity, anti-racism, SOGI, inclusivity and equity pedagogies are purposefully embedded throughout the design—offering sustained engagement, enlarging and deepening understandings. This has engaged students, faculty and staff in much new learning and unlearning. Some activities include:

- **ORIENTATION DAY** – Includes territorial acknowledgments, opening comments from Elders and Water Ceremony.

- **BLANKET EXERCISE** – Introduction to Canada's past – an Indigenous lens of Canada's 150 years.
- **TEAMBUILDING THROUGH AN INDIGENOUS LENS** – To foster a learning community with teacher candidates.
- **FIRST SCHOOLS VISITS** – Gathering rooms to meet with Indigenous students and Indigenous staff. This was to deepen scholar-practitioner identity.
- **LAND-BASED PEDAGOGIES** – To guide our pedagogy using the First Peoples Principles of Learning and local teachings/protocols.
- **EMBEDDING INDIGENOUS PEDAGOGY THROUGH STORYTELLING** – This is meant to share Indigenous protocols for engaging students in storytelling
- **UNDERSTANDING PAST EDUCATIONAL PRACTICES TO UNLEARN/RELEARN/TRANSFORM EDUCATIONAL PRACTICE** – This is meant to provide authentic resources and primary sources of information.
- **RECONCILING PEDAGOGIES** – To deepen pedagogical stance and understandings; to hear the stories from Indigenous and non-Indigenous scholars to reconcile pedagogies.

The below courses continue to be offered:

- **EDUC 562 Coyote Stories: Pedagogy and Praxis** – Three credit graduate-level course.
- **EDUC 104 Introduction to Academic Pedagogy: An Aboriginal Perspective** – Using an Indigenous approach to the cycle of learning, this developmental course provides an opportunity for first-year students to learn essential skills needed for academic success.



Magnolia blooms in front of shil?tn, a permanent installation by Syilx artist Les Louis in the UBC Okanagan courtyard. Photo: Margo Yacheshyn

IRVING K. BARBER FACULTY OF ARTS AND SOCIAL SCIENCES

Ongoing work continues to further integrate Indigenous perspectives and knowledge in curricula across the **RE-DESIGNED BACHELOR OF ARTS**, which includes mandatory Indigenous courses.

Community, Culture and Global Studies has an Indigenizing the curriculum working group that created a handbook for faculty members that maps out **PROTOCOLS FOR INVITING ELDERS** to classrooms or other departmental events. It also created a library of Okanagan resources (books) for faculty and staff.

IRVING. K. BARBER FACULTY OF SCIENCE

Ongoing work continues to further reflect Indigenous perspectives and knowledge in curricula across the Bachelor of Science. In 2021, students were strongly encouraged to take **THREE CREDITS OF AN INDIGENOUS CONTENT** course to partially fulfill their elective requirement. This requirement will be mandatory for students entering the program in 2022 and onward.

BACHELOR OF NSYILXCN LANGUAGE FLUENCY

PLANNING FOR A CENTRE FOR INTERIOR SALISH STUDIES:

This centre will be a cultural and research hub located in the Interdisciplinary Collaboration Innovation Building. It will focus on language revitalization of Interior Salish First Nations, building on the current Bachelor of Nsyilxcn Fluency Language. In addition to language revitalization, language lab enrichment environment, and archive and depositary building, the centre will expand its mission to include Indigenous Knowledge systems. It will be a research and teaching centre, serving First Nations communities in the Interior of British Columbia and educating undergraduate and graduate students at UBC Okanagan.

FACULTY OF CREATIVE AND CRITICAL STUDIES

The Faculty of Creative and Critical Studies (FCCS) has created new courses focusing on Indigenous content. Two new courses were developed by

DR. KERRIE CHARNLEY and **DR. MONICA GOOD**:

- **CORH 206 *The Rhetoric of Indigeneity*** - Language, concepts, and contexts of Indigeneity communicated historically and contemporarily in popular and academic discourse, with a focus on critical discourse analysis conducted through engagements with Indigenous Peoples' perspectives and Indigenist methodologies.
- **WRLD 340 *Tales of Resistance: Indigenous Voices in Central America*** - Indigenous literature (including oral traditions, myths, legends, stories, songs, testimonial narratives) from Indigenous nations in Southern Mexico and Guatemala.

[The FCCS Indigenous Art Intensive](#), an ongoing summer institute, has been provided funding for the next three years.

In April 2021, **DR. KERRIE CHARNLEY** held a public talk, sponsored by FCCS, titled Why we capitalize the 'I' in Indigenous. The talk aimed to help participants to realize the Truth and Reconciliation Commission of Canada's 92 Calls to Action, particularly in educational contexts.

FACULTY OF MANAGEMENT

The new dual-degree Master of Management program, approved at Senate in January 2021, integrates Indigenous content with the help of Indigenous Programs and Services. Awards will be developed for Indigenous students interested in the dual degree Master of Management.

BACHELOR OF SUSTAINABILITY

This new program was developed to advance sustainability across teaching, learning and research. The program also aligns with UBC's commitment to the Truth and Reconciliation Commission of Canada and the United Nations Declaration on the Rights of Indigenous Peoples.

ALL STUDENTS IN THE PROGRAM ARE REQUIRED TO TAKE AN INDIGENOUS STUDIES COURSE that introduces concepts of Indigenous knowledge, which will contribute to advancing reconciliation with Indigenous Peoples.

SCHOOL OF ENGINEERING

The School of Engineering has made significant efforts to address the TRC Calls to Action, from the perspective of their profession and education. In 2009, the School **ADOPTED ITS OWN INDIGENOUS ENGAGEMENT PLAN**, and since then they continue to support a variety of curricular interventions:

- Articulation of a program-level learning outcome
 - By the end of the successful completion of an engineering degree at UBC Okanagan, students will demonstrate an understanding of how and why to consult and engage with Indigenous communities in the context of engineering practice.
 - To deliver this learning outcome, the School has developed and delivered curricular initiatives in all four years of the undergraduate program, including by inviting Indigenous guest speakers, providing training to course instructors, and revising course calendar descriptions to ensure sustainability.
- Co- and extra-curricular initiatives
 - Cohort-based, online mini-courses provide participants foundational knowledge and skills in intercultural development and Indigenous histories and contexts.
 1. Intercultural Foundations (piloted in 2020)
 2. Indigenous Foundations (set to be piloted January 2022)

LIBRARY

The UBC Okanagan Library continues to support and expand collections resources on the United Nations Declaration on the Rights of Indigenous Peoples and National Inquiry into Missing and Murdered Indigenous Women and Girls since the launch of the Okanagan Special Collections in 2018. The collection includes the R.S. Sargent Collection, most of the catalogue of Theytus Books, and publications from the Okanagan Nation Alliance. The UBC Okanagan Library worked closely with the Irving K. Barber Faculty of Arts and Social Sciences faculty to support the access and digitization of Indigenous literature. The library is working with the En'owkin Centre to provide training to En'owkin Centre staff for the archival and **DIGITIZATION OF UNIQUE LITERATURE** and resources that will serve student learning in the Bachelor of Nsyilxcn Fluency degree and Indigenous Studies majors.

Through a successful application to the **EQUITY ENHANCEMENT FUND**, the UBC Okanagan Library was also able to **HIRE TWO UNDERGRADUATE STUDENTS** for the 2020/21 academic year to support programming, events, outreach and research guide development from the student perspective related to the *Indigenous Strategic Plan* and the library's *Inclusion Action Plan*.

In addition, in 2021, UBC Okanagan Library **HIRED AN INDIGENOUS INITIATIVES LIBRARIAN** into a term position, which will support existing projects related to the *Indigenous Strategic Plan*, UBC Okanagan's declaration of Truth and Reconciliation commitments, and ongoing work with collections, programming, outreach and engagement, and language fluency.

Land-based learning and teaching spaces, such as an outdoor classroom and nature interpretation in the Okanagan language

Campus Planning continues to work on the siting and functional programming of the **INTERDISCIPLINARY COLLABORATION INNOVATION BUILDING**. This building will be the home of the Bachelor of Nsyilxcen Fluency as well as additional Interior Salish language fluency programs and the future Centre for Interior Salish Studies. In partnership with the En'owkin Centre, the building and surrounding landscape will incorporate Syilx design principles and values.

THE OKANAGAN SCHOOL OF EDUCATION ORIENTATION DAY includes territorial acknowledgments, opening comments from Elders and a Water Ceremony, introducing Indigenous language and ceremony. This is done to situate the cohort within Syilx Okanagan Territory for students to understand where they will be learning, living and growing as educators. The OSE utilizes land-based pedagogies to guide their teaching using the First Peoples Principles of Learning and local teachings/protocols. This place-based approach holds potential for transforming the educational landscape locally and broadly.

A new collaboration has begun between the Okanagan Nation and FCCS faculty member, **ALEKSANDRA DULIC**, on signs for the **OKANAGAN RAIL TRAIL**.



Photo: Darren Hull

ENHANCING ECOSYSTEM SUSTAINABILITY: A SYILX/SETTLER SCIENCE COLLABORATION

This eminence-funded research is led by Irving K. Barber Faculty of Arts and Social Sciences faculty members **DR. JEANNETTE ARMSTRONG**, Associate Professor in Indigenous Studies, and **LAEL PARROTT**, Professor in Sustainability and Director of the Okanagan Institute for Biodiversity, Resilience and Ecosystem Services.

The project aims to demonstrate ways in which Western scientists and Indigenous knowledge holders can work together and co-produce knowledge. A group of twelve interdisciplinary faculty researchers at UBC's Okanagan campus are working to find sustainable ways of managing the Okanagan landscape in collaboration with Syilx traditional knowledge holders, and with support from UBC research cluster funding to contribute solutions to issues of importance to the Okanagan Nation.

Through meetings with leaders of the **OKANAGAN NATION ALLIANCE** and **ASSOCIATED CHIEFS**, two initial areas of focus where UBC's research expertise could address important issues for their communities were determined: sustainably managing and restoring the habitats of Chinook salmon and grizzly bears on the Okanagan traditional territory.

CO-CURRICULAR MAKING: HONOURING INDIGENOUS CONNECTIONS TO LAND, CULTURE, AND THE RELATIONAL SELF

This project is in its second year of its \$1 million Social Sciences and Humanities Research Council (SSHRC) Partnership grant to establish a partnership research initiative for five years.

The project, Co-Curricular-Making: Honouring Indigenous Connections to Land, Culture and the Relational Self, is led by Professor **MARGARET MACINTYRE LATTA**, director of UBC Okanagan's School of Education. Community partners include the **OKANAGAN NATION ALLIANCE, CENTRAL OKANAGAN PUBLIC SCHOOLS, INDIGENEYEZ, KELOWNA ART GALLERY, KELOWNA MUSEUMS SOCIETY, THE UNIVERSITY OF ALBERTA, and THE UNIVERSITY OF OTTAWA.**

The partnership will bring local Elders and Knowledge Keepers together with participating educators and the extended community. By the end of the five-year project, teachers and their students will have gained deeper understandings of Syilx culture with teachings that connect land, culture and understandings of self in the world. University and community partners will design and deliver learning opportunities that will help teachers in confronting and challenging the colonizing practices that have influenced education. These experiences will study the education conditions that challenge participation in reconciling conversations, grapple with personal narratives and grow understandings of the histories of colonized and colonizers.

INDIGENOUS METHODOLOGIES: BUILDING CAPACITY FOR TELEDIABETES IN URBAN (AND RURAL) INDIGENOUS COMMUNITIES

DR. CHARLOTTE ANN JONES (UBC SOUTHERN MEDICAL PROGRAM) and **DR. DONNA KURTZ** (SCHOOL OF NURSING) and post-doctoral fellow, **DR. VIVIANE JOSEWSKI**, are working with Friendship and Métis Centres within the BC Interior collaborating on a multidisciplinary research initiative to answer the question: “Can we increase access to culturally safe diabetes/obesity care for urban/rural Indigenous communities in the BC Interior?” funded by AGE-WELL. UBC Faculty of Medicine Adjunct Professor, **ELDER ARLENE VRTAR-HOUT**, is the Métis Elder Advisor for the project.

The research team has partnered with **FIVE URBAN/RURAL BC INTERIOR FRIENDSHIP** and **MÉTIS CENTRES, UBC AND INTERIOR HEALTH AUTHORITY**. Using community-led Indigenous methodologies, traditional and western knowledge, the research collective is co-developing and delivering a policy brief emphasizing the health care calls to action to be enacted by the Partnership Accord to improve access to culturally safe health programs and services for urban/rural Indigenous communities.

The team is also co-designing and implementing a culturally relevant Indigenous-led telediabetes/obesity program in these communities. The university research team includes **DR. CLAYTON REYNOLDS** AND **DR. TERRY ALDRED**.

WATERSHED ECOSYSTEMS

The Watershed Ecosystem Science Cluster is developing and testing a watershed ecosystem approach that assesses and manages critical linkages and interactions in a changing environment.

Funded through the UBC Okanagan Eminence Program with cluster lead **DR. ADAM WEI** and research members **DR. JEANNETTE ARMSTRONG, DR. REHAN SADIQ, DR. LAEL PARROTT, DR. JOHN WAGNER, DR. HILLARY WARD** and **DR. JEFF CURTIS**, the team is addressing critical topics such as forest disturbance and cumulative hydrological effects, trade-offs and resilience, inclusion of Indigenous values in watershed governance, and climate change adaptation.

Cluster members are active researchers and leading scholars in their respective fields (science, engineering, Indigenous knowledge and policy) and share interconnected expertise in forest hydrology, water quality, urban water management and risk assessment, aquatic biology, Indigenous values, watershed governance, and integrated modelling.



Dr. Adam Wei, part of the Watershed Ecosystems Research Cluster at Hardy Falls in Peachland, BC. Photo: Paul Joseph



Indigenous Undergraduate Research Mentorship participant Chyna Steele. Photo: Darren Hull

INDIGENOUS UNDERGRADUATE RESEARCH MENTORSHIP

[The Undergraduate Indigenous Research Mentorship](#) program, led by Indigenous Programs and Services, expanded programming over the 2021 summer to pilot a small **SUMMER INTENSIVE RESEARCH OPPORTUNITY** from May to August. The four-month summer program allowed students to continue their research over the summer as well as delve deeper into their research topic.

LEARNING FROM OUR ELDERS: INDIGENOUS PERSPECTIVES OF GENDER IN HARVESTING AND GATHERING

DR. DONNA KURTZ AND DR. CHARLOTTE JONES are leading a new three-year **CANADIAN INSTITUTES OF HEALTH RESEARCH (CIHR)** project in partnership with Friendship and Métis Centres within the BC interior and Interior Health to explore the relationship between gender, identity, wellness and cultural traditions of Indigenous land-based activities and ceremony related to harvesting.

Indigenous methodologies and local advisory teams, Elders, Knowledge Keepers, Healers, youth and young adults, and centre staff as co-researchers guide community member-led activities such as culturally safe community gatherings, talking circles, and other activities for knowledge sharing. The research findings will provide a basis for identifying and addressing health challenges as a pathway to optimal health for Indigenous peoples across generations.

The university research team includes **RESEARCH ELDER ADVISOR ELDER DIANA MOAR, DR. JULIANNE BARRY** (postdoctoral fellow), **DR. JUDY GILLESPIE, DR. ALEXANDRA KING, DR. MALCOLM KING** and **DR. JON MCGAVOCK**.

COMMUNITY-UNIVERSITY ENGAGEMENT SUPPORT FUND

The Community-University Engagement Support Fund is designed to support collaborative research, teaching and learning projects that benefit communities across the province by offsetting non-research-related costs for community partners collaborating with or seeking to collaborate with UBC partners.

In March 2021, the fund awarded **\$500,000+ TO 21 DIVERSE PROJECTS** across the province. One of these projects is a science-based curriculum that combines a western ecosystems approach with **SYILX TRADITIONAL ECOLOGICAL KNOWLEDGE**; a study to better understand families' experiences with **EARLY CHILDCARE**, to inform community-based decision making in Revelstoke. Driven by community needs, this project stands to enhance reciprocal and equitable relationships between community organizations and UBC partners.

SITE/ATION STUDIO: INDIGENOUS LAND AS ART

FACULTY OF CREATIVE AND CRITICAL STUDIES Assistant Professor **TANIA WILLARD** has received funds from the **CANADA FOUNDATION FOR INNOVATION (CFI)** for her Site/ation studio: Indigenous land as art.

This research project, in the field of contemporary Indigenous art, pursues research into decolonial aesthetics, galleries, curating and contemporary art led from Indigenous research into land-based art marking. Site/ation Studio is designed to use a research-creation model to delve into questions and needs for study around how Indigenizing arts and culture in Canada can take place and what models might be suited to this endeavour. This research is attuned to the calls to action of multiple reports and inquiries like the Truth and Reconciliation report (2016) and the Missing and Murdered Women and Girls Inquiry report (2019) which all call for a fundamental decolonizing approach to Indigenous issues.



Site/ation (detail) at Bush Gallery, 2016. Laser etching on satin ribbon, Secwépemculecw

As an Indigenous, Secwépemc woman with a significant background in contemporary Indigenous art, Willard's research program shows how Indigenous relationships to land are foundational to distinct systems of governance, language and culture. Willard's research has significance for understanding a range of applications of critical art theory, research-creation and new knowledges in the social application of Indigenized models of arts and culture as well as alternative methods of dissemination and curation that address remote/rural and on-reserve communities through digital tools.

Assistant Professor Willard also participated as a guest speaker at the 2021 annual public meeting of the Canada Foundation for Innovation on the role of Traditional Knowledge as a driver of research alongside Chantelle Richmond, Canada Research Chair in Indigenous Health, and Right Honourable Paul Martin.

ENGINEERING

Associate Professor **IAN FOULDS**, Tier 1 Indigenous Reconciliation in Engineering Chair, is developing a framework to prepare engineers for engagement with Indigenous communities. This includes developing models and best practices for incorporating Indigenous knowledge and perspectives into engineering curriculums, promoting engineering to Indigenous students and establishing a multi-institution hub within BC for **INDIGENOUS RECONCILIATION IN ENGINEERING**.

DEVELOPMENT OF NOVEL ALUMINUM ALLOYS FOR METAL ADDITIVE MANUFACTURING

DR. MICHAEL BENOIT has received funds from the **CANADA FOUNDATION FOR INNOVATION (CFI)** and the **NATURAL SCIENCE AND ENGINEERING RESEARCH COUNCIL OF CANADA (NSERCC)'S DISCOVERY GRANTS PROGRAM** to research and develop crack resistant, high strength aluminum alloys suitable for additive manufacturing (i.e., 3d printing) by understanding the relationships between alloy composition, additive manufacturing conditions, material microstructure and mechanical properties.

The outcomes of the research will contribute to the reduction of greenhouse gas emissions from the transportation sector and a more sustainable manufacturing sector by developing recycling-grade aluminum alloy for additive manufacturing, which requires less energy to produce.



Assistant Professor of Teaching Jannik Eikenaar helps paint the School of Engineering's iconic E for Orange Shirt Day.



*Indigenous Undergraduate Research Mentorship
participant Chyna Steele. Photo: Darren Hull*

Expand health and wellness services to better support Indigenous students

Health and Wellness continues to work with a full-time, permanent **INDIGENOUS COUNSELLOR** since September 2019. The role works mainly out of Health and Wellness while connecting regularly with Indigenous Programs and Services to support students.

COUNSELLING SERVICES at UBC connects students with wellness advisors, who are trained Masters-level counsellors, to help students reach their wellness goals. Counselling Services also provides an option for Indigenous students to access additional support, such as meeting with an Indigenous counsellor. Responding to the COVID-19 pandemic and the corresponding shift in the delivery of services, UBC offered several resources for students to access mental health supports depending on where they were located. This included the UBC Student Assistance Program and online group counselling services for students. Additionally, an online tool was developed to support students in navigating and identifying appropriate support options considering where they are currently located and their support needs.

THE COLLEGE OF GRADUATE STUDIES, in collaboration with **INDIGENOUS PROGRAMS AND SERVICES**, hired **STEPHANIE TRENHOLM**, a Coast Salish and Kwakwaka'wakw member of Homalco First Nation, into a newly created **INDIGENOUS GRADUATE STUDENT ADVISOR** position. The goal of this role is to provide a culturally appropriate single point of contact to assist with the application process, through the student lifecycle and beyond to potential postdoctoral positions.

THE SCHOOL OF ENGINEERING welcomed **FIVE INDIGENOUS SCHOLARS** in a four-year Indigenous engineering **PHD COHORT PILOT** in September 2021. Facilitated by **DR. IAN FOULDS**, cohort participants are working on an Indigenous-led and informed framework for Indigenous housing and infrastructure, supporting the continued health of Indigenous communities through their self-determination of infrastructure. The students are being funded through the School of Engineering and the Academic Excellence Fund.

FINANCIAL SUPPORT

The expansion of health and wellness services to better support Indigenous students uses a holistic understanding and approach of health and wellness that serves the whole student. Initiatives supporting the financial wellbeing of Indigenous students include:

- For 2021/22, four new Indigenous undergraduate student renewable **CENTENNIAL SCHOLARS ENTRANCE AWARDS** were offered at the Okanagan Campus.
- A bursary of \$3,450 has been endowed by the family of **MABEL AND WILBUR HILL** for an Indigenous student enrolled in the Bachelor of Arts program.
- Awards totalling **\$35,000** have been made available annually, along with matching funds from UBC, to third-year students enrolled in the **BACHELOR OF NSYILXCEN LANGUAGE FLUENCY** program in the Irving K. Barber Faculty of Arts and Social Sciences.
- The College of Graduate Studies offers eight two-year, **\$10,000 PER YEAR, INDIGENOUS GRADUATE FELLOWSHIPS** to improve access to graduate education for Indigenous students.
- The College of Graduate Studies reserves two British Columbia **GRADUATE SCHOLARSHIPS** exclusively for Indigenous students.
- **MSC INDIGENEOUS COHORT** for Indigenous students who intend to study **CONSERVATION BIOLOGY** in the Master of Science program are eligible to apply for **\$35,000** stipends (payable \$17,500/year). Successful candidates will work with supervisors focused on the ecology of natural resource management.



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