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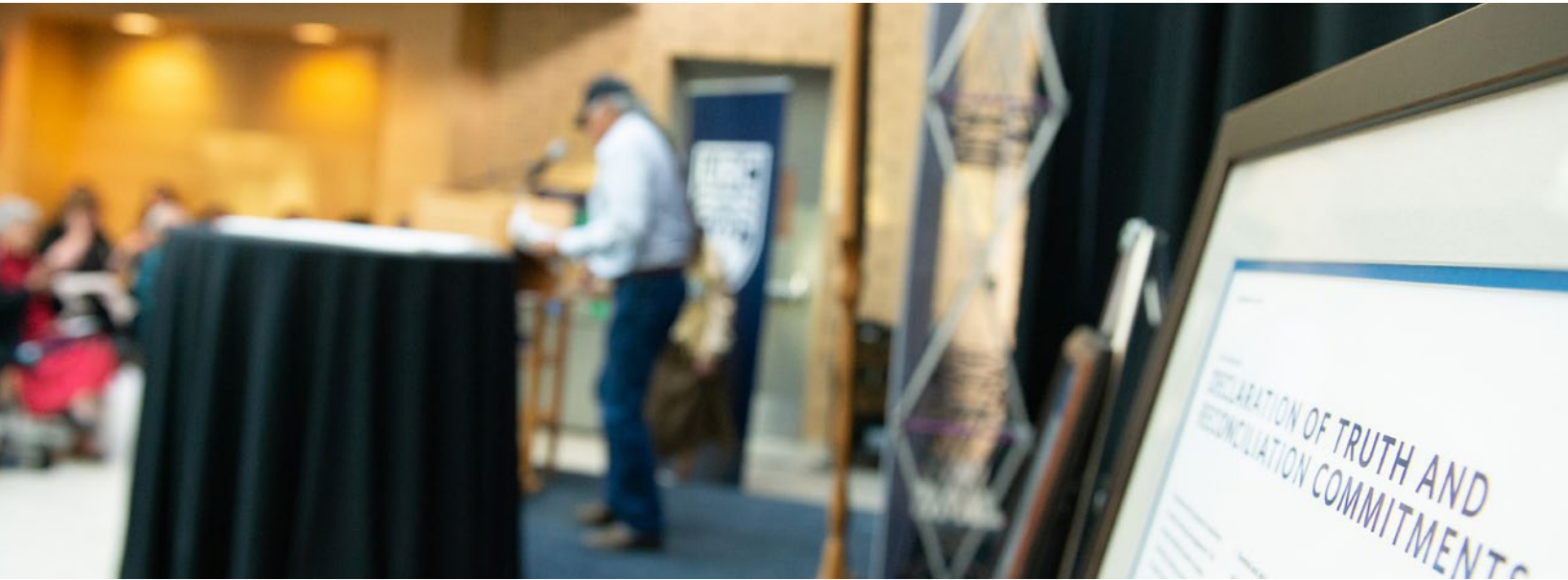
Every  
Child  
Matters

we are still here

# Declaration of Truth and Reconciliation Commitments

THE UNIVERSITY OF BRITISH COLUMBIA OKANAGAN  
2022 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.



UBC Okanagan's declaration of Truth and Reconciliation commitments event. 2019. Photo: Don Erhardt

The university continues to make progress toward fulfilling these commitments and has published this annual report detailing initiatives undertaken from September 2021 to September 2022.

In September 2020, UBC launched a renewed *Indigenous Strategic Plan* 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' (MMIWG) Calls for Justice and UBC Vancouver's campus response to the Truth and Reconciliation Calls (TRC) to Action. Intended as a guiding framework for faculties, units and portfolios to develop their own strategies, the plan outlines eight goals and 43 actions UBC will collectively take to advance its vision as a global leader in the implementation of Indigenous peoples' human rights.

In 2021 the Indigenous Strategic Initiatives (ISI) Fund was launched to support the implementation of the *Indigenous Strategic Plan*. The fund supports projects that advance UBC's *Indigenous Strategic Plan* priority actions across both the Okanagan and Vancouver campuses. The fund is allocated across three streams where streams one and two are available to faculty, staff and postdoc-led projects, and stream three is available for student-led projects.

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# Annual report welcome messages

## Principal and Deputy Vice-Chancellor



UBC Okanagan has the responsibility of being welcomed here by the Syilx Okanagan Nation, on whose traditional, ancestral and unceded territory our campus is situated. This relationship has shaped our campus since its inception and we are wholly committed to

continuing to walk the path of truth and reconciliation together. The Okanagan campus' 2019 Declaration of Truth and Reconciliation Commitments and the UBC-wide *Indigenous Strategic Plan* provide an essential framework to advance truth and reconciliation and Indigenous rights. This report provides an update on the important work done in the last year as we continue to work towards meeting our 2019 commitments.

We know our work will not be done upon fulfilling these commitments. We will continue to strengthen our meaningful and reciprocal partnership with the Syilx Okanagan Nation as we work to shed light on the truth, forge the path of reconciliation, and advance Indigenous scholarship, culture and rights.

**DR. LESLEY CORMACK**

## Senior Advisor on Indigenous Affairs



In this year's annual report, we honour and celebrate the work that is happening across campus in advancing our commitments to the TRC Calls to Action and Indigenous Strategic Plan. This work is important on our path as we continue to take action for meaningful change. This report also highlights initiatives funded

by the inaugural Indigenous Strategic Initiative fund. It is inspiring to see the innovative and collaborative projects being led by students, faculty, and staff with community partners. The collaborative nature of these projects highlight the relational and collective effort in fulfilling the Truth and Reconciliation Commitments and Indigenous Strategic Plan.

Liml̓əmt

**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 UBC's 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 Okanagan School 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 and special appointments;
- 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

**THE FACULTY OF CREATIVE AND CRITICAL STUDIES (FCCS)** continues to support the appointment of two Syilx Okanagan Nation **ELDERS, ERIC MITCHELL AND CHRISTINE (CHRIS) 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.

Since joining **INDIGENOUS PROGRAMS AND SERVICES** in the role of Education Facilitator in 2021, **NAIM CARDINAL** has continued to work with faculties and departments to prepare for presentations, workshops and other training and learning opportunities.



This position was established to create and provide educational tools and training about Indigenous histories and issues for students, faculty and staff.

In the 2021/22 academic year, a number of educational workshops were hosted, including: Pulling Together, Understanding Land Acknowledgements and Unlearning Colonialism. Cardinal also hosted A Decolonization in Post-Secondary workshop with **DR. JANICE FORSYTH**.

Alongside Indigenous Programs and Services team member **RYAN CONNEELY**, Cardinal also facilitated *Indigenous Strategic Plan* toolkit workshops with faculties and all of the units with the AVP Students portfolio. For these various workshops, there were 185 student participants as well as 45 faculty and 150 staff participants.

**THE COLLEGE OF GRADUATE STUDIES** continues to partner with Indigenous Programs and Services to offer two workshops welcoming students, faculty and staff: The University's Relationship with the Host Nation and The Importance of Truth before Reconciliation.

**THE FACULTY OF HEALTH AND SOCIAL DEVELOPMENT'S SCHOOL OF NURSING** continues to support the appointment 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 Labs.

# Create a Senior Advisor role on Indigenous Affairs for UBC's Okanagan campus

## INDIGENOUS INITIATIVES COORDINATOR

Accepting the role in August 2021, **KELLY FOSBERY**, a member of the Syilx Okanagan Nation from Westbank First Nation, continues her two-year secondment in the new position of Indigenous Initiatives Coordinator, supporting Adrienne Vedan, Senior Advisor on Indigenous Affairs to the Principal and Deputy Vice-Chancellor.

The Indigenous Initiatives Coordinator has been organizing Indigenous Caucus gatherings and e-newsletters, aimed at building and supporting a campus community of Indigenous faculty and staff both virtually and in person. Care packages

were prepared for Indigenous Caucus members, and a Beading Together event took place over the summer of 2022, where Indigenous faculty and staff could gather, share food and learn to bead orange shirt pins together. Fosbery has also taken the lead on the **@UBCOINDIGENOUS** twitter account, and has worked with University Relations on various projects including stories, image guidelines and the **UBC OKANAGAN INDIGENOUS WEB PORTAL**. Additionally, an Okanagan Orange Shirt Day Working group was formed to work collaboratively on programming, events and resources related to the National Day for Truth and Reconciliation and Orange Shirt Day.



Orange shirt beading workshop. Photos: Darren Hull

UBCO also partnered with the **OKANAGAN NATION ALLIANCE (ONA)** and **SYILX BASKETBALL** to hold the opening ceremonies of the **JUNIOR ALL NATIVE BASKETBALL TOURNAMENT** on campus on March 20, 2022. The tournament is one of the largest gatherings of young First Nations athletes from across British Columbia. The 2022 tournament was the first time the tournament was held since the outbreak of COVID-19.



Junior All Native Basketball Tournament opening ceremony. Photos: Margo Yacheshyn.

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

## The Language Fluency/Proficiency Degree Framework

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### **BACHELOR OF NSYILXCEN LANGUAGE FLUENCY (BNLF)**

Community leadership is fundamental to the Bachelor of Nsyilxcen Language Fluency, with courses taught in community by Elders and language speakers, allowing for the full immersion of students. The program accepted its first incoming class in September 2021 and welcomed the second cohort in 2022. Students who wish to obtain the four-year BNLF will complete their first two years in a certificate and diploma program in Nsyilxcen Language Fluency from the En'owkin Centre and Nicola Valley Institute of Technology (NVIT) and finish their last two years at UBC Okanagan in the Irving K. Barber Faculty of Arts and Social Sciences undertaking a mix of classroom learning and work directly with the community.

The first diploma cohort entering the BNLF Degree hosted a virtual **ORANGE SHIRT DAY DISCUSSION** in September 2021. This special event had 57 participants ranging from language speakers, community members, UBC Okanagan faculty and En'owkin Centre staff. Additionally, BNLF student **ANONA KAMPE**, Syilx graduate student **SARAH ALEXIS** along with **DR. JEANNETTE ARMSTRONG** and **DR. MIKE EVANS** participated in the 2021 TRC Report Webinar Panel, sharing about the impact of the program.

### **INSTITUTE FOR COMMUNITY ENGAGED RESEARCH (ICER)**

In spring 2022, the Institute for Community Engaged Research formally launched a re-energized **OPEN ACCESS ICER PRESS**. As a part of this initiative, ICER is working to organize an **NSYILXCEN ACADEMIC PUBLICATION SERIES**, leading to an academic journal. The series is to give opportunity to Nsyilxcen scholars and Syilx students to publish works.

To support this work, the institute hired a work study student in 2022 as an ICER Press Nsyilxcen Language Series Editorial Assistant to work on the creation of a new publication series dedicated to the Nsyilxcen Language of the Okanagan. The position allowed the assistant to work closely with the Editor-in-Chief and ICER Coordinator **DR. JEANNETTE ARMSTRONG**, and to co-develop a new **NSYILXCEN LANGUAGE SERIES** in consultation with language experts under the guidance of Dr. Armstrong and **DR. MIKE EVANS**.

### **BACHELOR OF NŦE?KEPMX LANGUAGE FLUENCY (BNLEK)**

A new Bachelor of NŦe?kepmx Language Fluency was approved by the UBC Okanagan Senate and UBC Board of Governors this year. Like the BNLF, this degree will offer courses taught in community by Elders and language speakers. The program was submitted to the Degree Quality Assurance Board for Ministry of Post Secondary Education and Future Skills approval the summer of 2022.

Both the BNLF degree and the BNLEK degree respond to the urgent need to revitalize Indigenous languages and deliver language speakers at a high proficiency level through full immersion in their communities.

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.

#### **INTERIOR SALISH LANGUAGE DIGITAL RESOURCE CREATION PROJECT**

Led by Assistant Professor **DR. JOHN LYON** with **DR. JEANNETTE ARMSTRONG** and **DR. CHRISTINE SQUIRE**, the Interior Salish Language Digital Resource Creation project has received ISI funding. Digitally accessible language resources to support learners in a digital classroom and as a basis for immersive language curriculum are needed by the BNLEK Program. The objectives of this project are to source and develop analog and digital language resource materials and establish information sharing protocols between UBC, NVIT and Nt̓eʔkémx communities.

#### **CENTRE FOR CONTEMPORARY INTERIOR SALISHAN STUDIES**

UBC Okanagan is working towards the creation of a new **CENTRE FOR CONTEMPORARY INTERIOR SALISHAN STUDIES**.

The space will be a cultural and research centre, located in the **INTERDISCIPLINARY COLLABORATION INNOVATION BUILDING**. It will focus on language revitalization of Interior Salish First Nations, building on the current BNLF. In addition to language revitalization, the centre will expand its mission to include Indigenous Knowledge systems. It will be a research and teaching facility, serving Indigenous communities in the interior of British Columbia and educating undergraduate and graduate students at UBC Okanagan.

## **Pathways to language teacher education through the Okanagan School of Education**

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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.



14 Not Forgotten Fire Bowl.  
Photo: Margo Yacheshyn

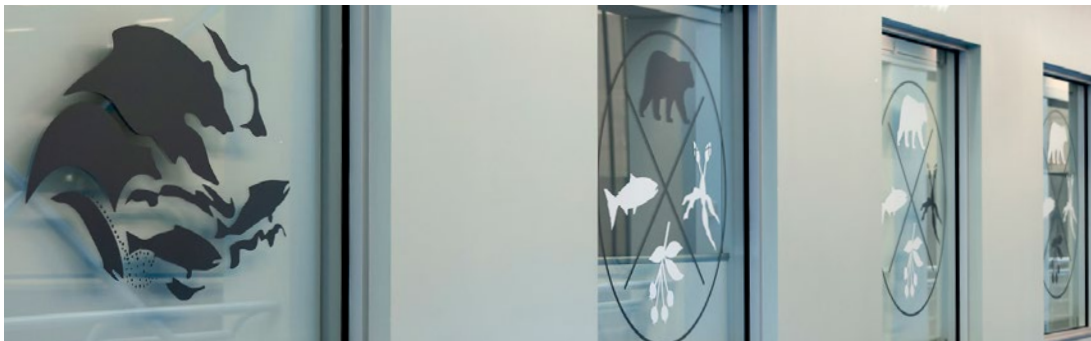
## Signage, artwork and wayfinding on campus which represents Okanagan language and culture

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**UBC OKANAGAN** worked with the **EN'OWKIN CENTRE** 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 Syilx Okanagan Nation. The project includes the translation of the street signs throughout campus, which were installed January 2022. Following this, an online presence was created, including an updated map for people to learn more about the signs' meanings, language and pronunciation.

Campus Planning continues to work on the siting and functional programming of the Interdisciplinary Collaboration Innovation building, home to the **BNLF, SALISH LANGUAGE FLUENCY PROGRAMS** and the future **CENTRE FOR CONTEMPORARY INTERIOR SALISHAN STUDIES**. In partnership with the En'owkin Centre, the building and surrounding landscape will incorporate Syilx design principles and values. Construction on this building is set to commence in the fall of 2022.

**UBC OKANAGAN ATHLETICS AND RECREATION**, in partnership with the **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 Nation.



**THE SCHOOL OF ENGINEERING (SOE)** formed a committee to advance a **14 NOT FORGOTTEN MEMORIAL**, remembering the 14 women who lost their lives in the December 6 massacre at l'École Polytechnique de Montréal. **STACEY KOOSSEL**, a Métis individual and UBC Okanagan Art Gallery Curator, is the Project Manager and the creators for the project are Secwepemc artist and Assistant Professor **TANIA WILLARD** and Syilx Okanagan artist **KRISTA BELLE STEWART** from Upper Nicola Indian Band.

The 14 Not Forgotten Fire Bowl is a new outdoor artwork that has been designed to be site and context-specific, with patterns designed by the artists to reflect local Indigenous knowledge and heritage. The fire bowl will include a wood-burning fire element and is intended to be lit with the memorial each year. It is also intended to be used and engaged with by the campus community throughout the year. The artists would also like to dedicate the memorial to missing and murdered Indigenous women, and the use of firewood burning for Indigenous ceremonial practice is an important element of this memorial. A plaque is planned for the installation, and lighting options are currently being explored.

## INDIGENOUS ARTIST IN RESIDENCE

**UBC OKANAGAN GALLERY** hosted their second Artist in Residence **MANUEL AXEL STRAIN** with their solo exhibition *puti kʷu alaʔ* in the Creative and Critical Studies building's FINA Gallery. Strain is a two-spirit artist from the sacred lands and waters of xʷməθkʷəyəm, Simpcw and n̓kmaplq̓s and lives on the traditional homelands of their q̓ícəy̓ and qʷa:ṇ̓ł'əṇ̓ relatives. The exhibition was curated by **DR. STACEY KOOSEL**. The opening included an outdoor performance featuring a collaboration between the artist, their family, drummers, the land and guests. Artist residencies are supported by the BC Arts Council and, as the UBC Okanagan Gallery's 2022 Artist in Residence, Strain also gave an artist talk at the 10th annual **FCCS INDIGENOUS ART INTENSIVE**.



*David Wilson, in front of his painting Northern Lights, with Dr. Stacey Koosel at the Vernon Art Gallery.*

## ARTIST TALK

UBC Okanagan Gallery, in collaboration with the **VERNON PUBLIC ART GALLERY**, presented an in-person and virtual artist talk with Syilx artist **DAVID WILSON** in February 2022. David Wilson was born and raised in the Vernon area and is a member of the Okanagan Indian Band.

Wilson's paintings *Northern Lights*, *Syilx Territory Study* and *Spirit Horse and Rider* are featured in an exhibition highlighting UBC Okanagan's Permanent Art Collection titled *Ramble On*, curated by **DR. STACEY KOOSEL**. *Ramble On* was also displayed at the Vernon Public Art Gallery from January 13 to March 9, 2022.

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

## Faculty hires and special appointments

In July 2022, the **IRVING K. BARBER FACULTY OF ARTS AND SOCIAL SCIENCES** welcomed **MANDY NA'ZINEK JIMMIE** as Assistant Professor of Teaching. Na'zinek Jimmie has been a post-secondary Nte?kepmx language instructor at NVIT, an Indigenous Institute started by the five local Bands, since 1994. She is a registered member of the Shackan Band in the Nicola Valley and grew up with the Lower Nicola Band. Her community service started with Shulus Kindergarten in 1974 as a teacher aide, an experience that guided her to the UBC Indigenous Teacher Education Program in 1975. She graduated with a Bachelor of Education degree in 1979. She taught at a local elementary school where Shackan Band, Nooaitch and Lower Nicola Band members attended. In 1994, Na'zinek Jimmie completed her Master of Arts in Linguistics at the UBC. Her Master of Arts thesis was the *Prosodic Morphology of Reduplication of Nte?kepmxcin*. She has been actively involved in local, regional and provincial initiatives in Indigenous languages and education since the late 1980s. Na'zinek Jimmie participated in the development of the **INDIGENOUS LANGUAGE FLUENCY PROGRAM** from 2017 until February 2020. Currently, she is the Coordinator and Department Head of the NVIT Nte?kepmx Language Fluency Certificate and Diploma Program.

## Curriculum development support

During the 2021/22 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 progressing in work to ensure curriculum is responsive to the concerns of Indigenous peoples 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 (SSW)** continues to increase the amount of field education sites with Indigenous communities and agencies, so that students can complete their 450 to 900 practicum hours in Indigenous community settings. The SSW's goal is to reach a proportion of 25 per cent of sites in Indigenous communities over the next five years.

To support this goal, SSW welcomed Assistant Professor of Teaching **JEFFREY MOORE** on July 1, 2021. His research contributions support the search for practice excellence in inclusive clinical social work, child protection and work with Indigenous peoples and communities. Informing anti-colonial practice is significant to his research and a significant component of his pedagogy is to model fundamentals of anti-colonial approach.

SSW is working with Okanagan College (OC) in the continuing development of a new social science degree. The program includes courses in Indigenous languages and cultural traditions. In addition, the SSW is helping OC undergraduate field placements that will be under the direction and service of Indigenous agencies.

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 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 into 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 SSW 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**

SSW is **INDIGENIZING UBC OKANAGAN'S MASTER OF SOCIAL WORK CURRICULUM** to enhance culturally respectful clinical social work practice with First Nations, Métis and Inuit Peoples through funding received from the ISI Fund. The project is being led by **DR. JUDY GILLESPIE** with **JEFF MOORE**, Assistant Professor of Teaching, School of Social work and **JENNIFER LEWIS**, PhD student, Interdisciplinary Graduate Studies. The harmful role of social work practices to the well-being of Canada's First Nations, Métis, and Inuit peoples is widely documented in Canada's TRC and MMIWG reports. These reports explicitly implicate social work education. The 2020 *BC Report In Plain Sight: Addressing Indigenous-specific racism and discrimination in B.C. Health Care* also identifies a lack of capacity for health and allied health professionals, including hospital social workers and those working in the fields of mental health and addictions to work in culturally safe and respectful ways with First Nations, Métis, and Inuit clients and colleagues. This project will: identify relevant curricular changes, enhance respectful and reciprocal relationships, and develop a cultural expert program.

**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 undergraduate 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 from Westbank First Nation, **PAMELA BARNES** and **WILFRED BARNES**. 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 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, the **EQUITY AND INCLUSION COMMITTEE** is committed to further review of the nursing programs and structures in light of the recommendations in *In Plain Sight*.

Nursing students at UBC Okanagan have the opportunity to undertake a unique 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.

Nursing has received ISI funding for **TRADITIONAL KNOWLEDGE AND INDIGENOUS WELLNESS IN GRADUATE NURSING EDUCATION IN BC: THE TIME FOR TRANSFORMATION AND RECONCILIATION**. The project is being led by Dr. Donna Kurtz with Dr. Marie Tarrant, Dr. Kathy Rush, Dr. Brad Wuetherick, Dr. Lisa Bourque Bearskin, Dr. Jacqueline Denison, Adrienne Vedan and Stephanie Riley. Canada's universal health-care system is one of the best worldwide, yet Indigenous Peoples continue to experience poor health outcomes due to colonialism and racism. Nurses are central to health program development, implementation, improvement and maintenance and pivotal in the care of Indigenous communities dealing with increased rates of mental health issues, injury, chronic illness, opioid use and the COVID-19 pandemic. This project will identify

and prioritize nursing education curricula needs through mapping and feedback, inform cross-university partnership agreements, and participate in knowledge sharing of processes, resources, protocols and curricula with community and university partners.

**THE SCHOOL OF HEALTH AND EXERCISE SCIENCES** continues progress on community-engaged development of an ISI funded **INDIGENOUS HEALTH CERTIFICATE** at UBC Okanagan that students in the program and in other units can complete alongside their degree. The project is being led by **DR. TANYA FORNERIS** with **DRS. MARY JUNG** and **MEAGHAN MACNUTT**. The certificate will involve the completion of a minimum of 150 hours of learning activities with a focus on Indigenous health. The school also continues to work with Indigenous Programs and Services and the Aboriginal Admissions Policy to see more Indigenous students entering the Bachelor of Health and Exercise Sciences in September 2022 via the **ABORIGINAL STUDIES ACCESS PROGRAM**.



Nsyilxcn street signs, seen with Every Child Matters street banners. Photo: Margo Yacheshyn



Photo: Margo Yacheshyn

The School of Health and Exercise Sciences is currently reviewing and mapping its curriculum to intentionally weave more Indigenous content through the entire curriculum year by year. Starting in 2022, all incoming students will be required to complete one Indigenous health course as a graduation requirement.

Indigenous content is continually increased within 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.
- **HMKN 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 principles, which is required reading.
- **HMKN 105 Canadian Health-Care System:** Reviews the governance of First Nation Health Authority BC, the Canada Health Act and related content applicable to jurisdiction of on-reserve community vs. urban Indigenous population; how inequities translate to health issues; differences in burden of health and social health; understanding and practicing social determinants of health; dimensions of patient and family centred care; how the [In Plain Sight](#) report addresses 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 Bachelor of Health and Exercise Sciences students as an upper-year elective.

At the graduate level, the School of Health and Exercise Sciences has increased seminar series and community talks dedicated to diversity, equity and inclusion, and Indigenous health, sport or physical activity topics.

## THE OKANAGAN SCHOOL OF EDUCATION (OSE)

The 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 Syilx community partners 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, OSE offered 20 individual workshops tackling a broad range of topics with an aim to Indigenize the curriculum.

OSE is currently working with members of the Faculty of Education on the Vancouver campus to offer components of the already established **INDIGENOUS TEACHER EDUCATION (NITEP)** in the Okanagan. A new NITEP Okanagan field centre opened, and the process for developing a pathway to the OSE for NITEP students has started.

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

- **ORIENTATION DAY** (see page 22)
- **BLANKET EXERCISE** – Introduction to Canada's past—an Indigenous lens of Canada's 150 years.
- **TEAM BUILDING THROUGH AN INDIGENOUS LENS** – To foster a learning community with teacher candidates.
- **FIRST SCHOOLS VISITS** – Gathering rooms to meet with Indigenous students and staff. This was to deepen scholar-practitioner identity.
- **LAND-BASED PEDAGOGIES** – To guide our pedagogy using the First Peoples Principles of Learning as well as local teachings and protocols.
- **EMBEDDING INDIGENOUS PEDAGOGY THROUGH STORYTELLING** – To share Indigenous protocols for engaging students in storytelling.
- **UNDERSTANDING PAST EDUCATIONAL PRACTICES TO UNLEARN/RELEARN/TRANSFORM EDUCATIONAL PRACTICE** – 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.

These 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.

Although OSE does not offer the early childhood education programming of the Faculty of Education, it offers the following online courses that are responsive to Indigenous learning contexts:

- **ECED 440 Play and Early Childhood Education**
- **ECED 421 Supporting Young Children Home, School/Community Relationships**

## 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 for faculty and staff.

As a part of the Irving K. Barber Faculty of Arts and Social Sciences Distinguished Speaker Series, special guest speaker **MARION BULLER** provided a talk titled "Redefining Community" in October 2021. Buller was the Chief Commissioner of Canada's National Inquiry into Missing and Murdered Indigenous Women and Girls, and is a former judge based in British Columbia. Buller engaged in a thought-provoking look at the importance of partnerships, relationships and building trust.

In January 2022, UBC Okanagan Community, Culture and Global Studies hosted a virtual presentation, "7-points for

health, healing, and community revitalization", by **DR. ALANAISE FERGUSON**, a citizen of the Sandy Bay Ojibway First Nation and a Registered Psychologist and Assistant Professor of Counselling Psychology at Simon Fraser University. Her work addresses recovery processes in response to the historical traumas experienced by Indigenous peoples living in Canada.

The inaugural **PUBLIC ANTHROPOLOGY SPEAKER SERIES** began in 2022, funded by the **IRVING K. BARBER FACULTY OF ARTS AND SOCIAL SCIENCES' CURRICULUM, TEACHING, AND INNOVATION AWARD**. Nine local, national, and international experts presented virtually from January to April, 2022. All presentations were open to everyone and covered a range of topics from Indigenous knowledge, migration, health and language to media and food security. Presentations included "Reconnecting, Reconciling, and Embodying Values of Decolonization" with **SANDRA FOX**, "UBC Okanagan Indigenous Community Liaison, Truth Before Reconciliation: The Role of Archaeology in Restorative Justice in Canada" with **DR. KISHA SUPERNANT**, University of Alberta, and "Shaa Took To Shiqi: Place in Language Reclamation" with **DR. CHRISTINE SCHREYER** and **DR. SHANNON WARD**.

## IRVING. K. BARBER FACULTY OF SCIENCE (FOS)

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 beyond.

- End-to-end hiring practices modified to support hiring of Indigenous peoples.
- Organized a two to three **INDIGENOUS STUDENTS' COHORT** for the MSc Biology/Ecology program. This was first implemented in 2019 and will continue through the 2022/23 academic year.
- **INDIGENOUS SCIENCE LECTURE SERIES:** Open to all campus community members, these five to six planned lectures aim to educate the academic community on what it means to be doing science as an Indigenous person (placed on hold due to local Indigenous communities dealing with fires, flooding, and the pandemic).

- Discussions continue with the ONA and the Department of Earth, Environmental and Geographic Sciences for a Research Chair position in water sustainability.
- A **WORK STUDY** position was created for an **INDIGENOUS CURRICULUM RESEARCHER**. The goal is to hire a graduate or undergraduate Indigenous student to conduct an environmental scan of Indigenous content in Bachelor of Science degrees at institutions in Canada, New Zealand and Australia, as well as other Indigenous initiatives in science programs. This research will inform and support ongoing efforts to create a welcoming and empowering environment for Indigenous peoples within FOS.
- FOS plans to establish an **INDIGENOUS ADVISORY COMMITTEE**.
- FOS has started a **MENTORING PROGRAM** for junior faculty to advise on career advancement as well as tenure and promotion. At this time there are no Indigenous faculty members, but this will be an important program to support future hires.
- **DR. GINO DILABIO**, Dean of the FOS, is a member of the UBC Okanagan Indigenous Advisory Committee.



*A coyote at Robert Lake calls to its mate.  
Photo: Margo Yacheshyn*

## FACULTY OF CREATIVE AND CRITICAL STUDIES (FCCS)

The FCCS **INDIGENOUS ART INTENSIVE** offers an educational series of courses, lectures, art shows and opportunities to create art. Led by Assistant Professor **TANIA WILLARD**, the 2022 program brought a variety of world-renowned local and visiting artists, speakers and scholars to campus both virtually and in-person this summer, including **STEVEN LOFT**, **CHERYL L'HIRONDELLE** and **TRACY KIM BONNEAU**, with visiting artists **KABLUSIAK**, **LISA MYERS**, **CSETKWE FORTIER**, **CHARLENE VICKERS**, **CAROLA JONES**, **MANUEL AXEL STRAIN** and **MEAGAN MUSSEAU**. The institute offers a variety of related undergraduate and graduate credit courses, a series of weekly keynote presentations and artist panels, and a group of resident artists who will be working to create a new body of work.

might be suited to this endeavour. This research is attuned to the calls to action of multiple reports and inquiries like the The Truth and Reconciliation Commission's final report and the National Inquiry into Missing and Murdered Indigenous Women and Girls final report which both call for a fundamental decolonizing approach to Indigenous issues.

Curriculum development for an **INDIGENOUS-LED SYILX TRADITIONAL ECOLOGICAL KNOWLEDGE INFORMED STORIED SUSTAINABILITY INTERNSHIP COURSE WITH A RED/REZ ENGLISH COMPONENT AND A GUIDE FOR INVITING SYILX AND INDIGENOUS KNOWLEDGE KEEPERS AND PROTECTORS TO COURSES** has received funds from the UBC ISI fund. This project is led by **DR. KERRIE CHARNLEY**, Assistant Professor of Teaching, Faculty of Creative and Critical Studies with **DR. BILL COHEN**, Assistant Professor with the Okanagan



*Indigenous Art Intensive keynote presenter  
Michelle Lavalée. Photo: Margo Yacheshyn*

Assistant Professor **TANIA WILLARD** received funds from the **CANADA FOUNDATION FOR INNOVATION** for her **SITE/ATION STUDIO: INDIGENOUS LAND AS ART** project. This research project continues in the field of contemporary Indigenous art, pursues research into decolonial aesthetics, galleries, as well as use Indigenous research to curate contemporary art that prioritizes land-based art marking.

Site/ation Studio is designed to use a research creation model to delve into questions around how Indigenizing arts and culture in Canada can take place and what models

School of Education. The overall objective is to create a new course that transforms university teaching and student consciousnesses through experience and learning through new ways of reading and listening to Indigenous scholars and Indigenous Knowledge Keepers and Protectors (IKKP). The initiative also will include the development of a new research and a guidance component for working with Red/Rez English for instructors and support staff such as tutors and for Indigenous students along with a new guide and list for inviting and working with IKKP in courses and course development, particularly from local communities.

## FACULTY OF MANAGEMENT

The new **DUAL-DEGREE MASTER OF MANAGEMENT** program, approved by the UBC Okanagan 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 (SOE)

The SOE has made significant efforts to address the TRC Calls to Action, from the perspective of their profession and education. In 2019, SOE 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, SOE 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** (piloted January 2022)

- SOE 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 SOE and the Academic Excellence Fund.

## LIBRARY

The UBC Okanagan Library continues to support and expand collections resources on the **UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES AND MISSING AND MURDERED INDIGENOUS WOMEN AND GIRLS** since the launch of the Okanagan Special Collections in 2018. The library worked closely with the Community, Culture And Global Studies department 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 BNLF degree and Indigenous Studies majors.

Since joining UBC Okanagan Library in 2021 as **INDIGENOUS INITIATIVES LIBRARIAN, CHRISTIAN ISBISTER** has continued to 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.

The Indigenous Initiatives Librarian is also currently working with UBC Okanagan Library to look at updating how the library organizes and describes Indigenous materials to prioritize relationality and reciprocity with Indigenous students, faculty and staff. This project currently includes consultation with Indigenous community on and off campus and updating the language and categories being used.

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

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The OSE **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.

### **OUTDOOR GATHERING SPACE AND CLASSROOM**

In the fall of 2019, UBCO Campus Planning retained the architectural services of Formline Architecture, an award-winning Indigenous-owned architectural practices firm, to work with the university to generate a concept plan for an outdoor gathering space and classroom. Since then, a draft concept design has been created that reflects both the tule mat house and winter home architecture utilized by the Syilx Okanagan people.

In the spring of 2022, Campus Planning also formed an Outdoor Gathering Space working group and steering committee to guide a feasibility study that will develop a conceptual landscape design. Together, the completed pre-studies will be used to facilitate further engagement, detailed design and development of the Outdoor Gathering Space.

### **UBC OKANAGAN INDIGENOUS MICRO-FOREST**

This project has received funds from the ISI Fund. The project is being led by **DR. ALON EISENSTEIN**, Assistant Professor of Teaching, School of Engineering with **DR. JEANNETTE ARMSTRONG, DR. JANNIK EIKENAAR, DR. IAN FOULDS, DR. MIRANDA HART, RENEE LEOBE, DR. SUSAN MURCH, DR. JASON PITHER** and **DR. ADAM WEI**. The project proposes to establish a self-sustainable green, biodiverse micro-forest at UBC Okanagan, guided by Indigenous traditional ecological knowledge. The project seeks to reintroduce green spaces into the built environment, while preparing for and adapting to climate change. The Indigenous Micro-Forest will provide a space for indigenous plants and trees to flourish through a cross-disciplinary design with consultation and collaboration with the Syilx community, environmentalists, engineers, forestry and soil scientists, and UBC Campus Planning. The educational and research activities that the Indigenous Micro-Forest will foster, will enable and support research opportunities where students learn about Indigenous knowledge systems to become global leaders in their advancement specifically as they relate to environmental sciences and Indigenous languages.



*The blossoms of Arrowleaf balsamroot and Saskatoon berry shrubs can be seen covering Okanagan hillsides and fields each spring. Photo: Margo Yacheshyn*

## Research

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### OFFICE OF THE VICE-PRINCIPAL, RESEARCH AND INNOVATION

The Office of the Vice-Principal, Research and Innovation in partnership with the ONA co-hosted the 8<sup>th</sup> annual **ONE RIVER ETHICS MATTER CONFERENCE**. The conference focused on the Indigenous-led work of *kł cpəlk̓ stīm*—restoring *ntytyix* (salmon) to the Okanagan and Upper Columbia rivers.



*Dr. John Wagner with student at Hardy Falls Creek.  
Photo: Paul Joseph*

### WATERSHED ECOSYSTEMS

The Watershed Ecosystem Science Cluster is funded through the **UBC OKANAGAN EMINENCE PROGRAM** and includes 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**. This interdisciplinary research team is developing and testing a watershed ecosystem approach that assesses and manages critical linkages and interactions in a changing environment. 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.

## ENHANCING ECOSYSTEM SUSTAINABILITY: A SYILX/SETTLER SCIENCE COLLABORATION

This eminence-funded research is led by **DR. JEANNETTE ARMSTRONG**, Associate Professor in Indigenous Studies, and **DR. 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 12 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 ONA 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.

## 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 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-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 advisor **ELDER DIANA MOAR**, Postdoctoral Fellow **DR. JULIANNE BARRY**, **DR. JUDY GILLESPIE**, **DR. ALEXANDRA KING**, **DR. MALCOLM KING** and **DR. JON MCGAVOCK**.

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

This project is approaching mid-term of its \$1 million Social Sciences and Humanities Research Council 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 OSE. Community partners include the ONA, Central Okanagan Public Schools, IndigenEYEZ, Kelowna Art Gallery, Kelowna Museums Society, the University of Alberta and the University of Ottawa.

The partnership brings 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 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.

## 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. Site/ation studio will allow for creative making tied to Indigenous knowledges and creative practice on campus, and will also be activated during the Indigenous Art Intensive program each spring. Site/ation studio is a research-creation space that uses collaborative creative practice as a methodology to acknowledge, advocate and advance Indigenous land-based knowledges through creative making. The new research/creative space will be located in the portable near the University House on campus and with the CFI funding, the space will be renovated and new equipment will include 3D scanners and projectors for projects.

## SCHOOL OF 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 curricula, promoting engineering to Indigenous students and establishing a multi-institution hub within BC for Indigenous reconciliation in engineering.

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

**DR. CHARLOTTE ANN JONES**, UBC Southern Medical Program, **DR. DONNA KURTZ**, School of Nursing and Postdoctoral Fellow **DR. VIVIANE JOSEWSKI** are working with **FRIENDSHIP AND MÉTIS CENTRES** collaborating on a multidisciplinary research initiative to answer the question: “Can we increase access to culturally safe diabetes and 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**, Métis, is the advisor for the project. The research team has partnered with five urban and rural BC interior Friendship and Métis Centres, as well as UBC and Interior Health. 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 and obesity program in these communities. The university research team includes **DR. CLAYTON REYNOLDS** and **DR. TERRY ALDRED**.

## INDIGENOUS UNDERGRADUATE RESEARCH MENTORSHIP

The Indigenous Undergraduate Research Mentorship program, led by Indigenous Programs and Services, offered the research mentorship program from December 2021 to April 2022 and a summer intensive program from May to August 2022.



*Jordyn Cates discusses the benefits of UBC Okanagan's Indigenous Research Mentorship Program. Photo: Darren Hull*



## Publications

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*Okanagan Women's Voices: Syilx and Settler Writing and Relations, 1870s-1960s* edited by **DR. JEANNETTE ARMSTRONG**, **DR. LALLY GRAUER** and **DR. JANET MACARTHUR** was published in November 2021 by Thyetus books. The book features the writing and stories of Syilx and settler women from the mid-19<sup>th</sup> to the early-20<sup>th</sup> centuries: Susan Moir Allison (1845–1937), Josephine Shuttleworth (1866 – 1950), Eliza Jane Swalwell (1868–1944), Marie Houghton Brent (1870–1968), Hester Emily White (1877–1963), Mourning Dove (1886–1936) and Isabel Christie MacNoughton (1915–2003).

BC Studies awards an annual prize to the author of the best paper published in the journal each calendar year. In 2021, Indigenous Studies Assistant Professor **GABRIELLE LEGAULT** was 2021 runner-up for her article *Making Métis Places in British Columbia: The Edge of the Métis Nation Homeland*.

Drawing on work from across the UBC Okanagan community, a number of pieces have been approved for publication or were recently published including:

- Learning From The Elders: traditional knowledge and cultural safety within health science education, Kurtz, D.L.M., & Nyberg, J. (2022, in press). In M. Greenwood, S. de Leew, R. Larstone, and R. Stout (Eds.) *Introduction to First Nations, Inuit, and Métis determinants of health*. Canadian Scholars' Press.
- Collaborative evaluation frameworks for Indigenous-led community health interventions: a scoping review. *Canadian Journal of Program Evaluation*, Gresku, D., Jones, C., and Kurtz, D.L.M. (2022, in press).
- Two-Eyed Seeing: current approaches and discussion of medical applications. *BCMJ*, 63(8), 321-325, Jeffery, T., Kurtz, D.L.M., Jones, C. (2021, Oct).
- Learning from "Our Relations" Indigenous peoples in Australia, Canada, New Zealand, and United States: a review of culturally relevant diabetes and obesity interventions, Kurtz, D.L.M., Janke, R., Barry, J., Cloherty, A., Shahram, S., and Jones, C. (2021).
- Preparing for the Research Ceremony: Indigenist Researcher Training. *Qualitative Inquiry*, Hughes, Margaret & Wilson, Shawn & Barlo, Stuart. (2022)
- Double Perspectives in the Colonial present. *Social Theory & Health*. 20(2), Svalastog, Anna Lydia & Wilson, Shawn & Gaski, Harald & Senior, Kate & Chenhall, Richard. (2022).
- Mining for Culture or Researching for Justice?: Unsettling Psychology Through Indigenist Conversation in Cultural Methods in Psychology (pp. 410-426), Wilson, Shawn & Breen, Andrea & DuPre, Lindsay. (2021)
- Knowledge versus Education in the Margins: An Indigenous and Feminist Critique of Education. *Education Sciences* 11(10), Svalastog, Anna Lydia & Wilson, Shawn & Hansen, Ketil. (2021).
- Book Review: *Okanagan Women's Voices Syilx and Settler Writing and Relations 1870s-1960s*, edited by Jeannette Armstrong, Lally Grauer and Janet MacArthur (Penticton, BC: Theytus Books, 2021). *BC Studies Quarterly*. June 30, 2022 by Charnley, K. (2022).
- The Equity Tool for valuing Global Health Partnerships (EQT-GHP): Mixed methods development of the tool. *Global Health: Science and Practice*, Larson, C.P., Plamondon, K.M., Dubent, L., Girard, J.E., Gyorkos, T.W. (2022).
- Are we there yet? The role of the CCGHR Principles in advancing equity action though global health research in Canada. *Canadian Journal of Public Health*, Plamondon, K. & Neufeld, V. (2022).



*Stand of Ponderosa Pine near campus.  
Photo: Margo Yacheshyn*

# Expand health and wellness services to better support Indigenous students

## INDIGENOUS SUPPORT AT SVPRO OFFICE

The UBC Sexual Violence Prevention and Response Office (SVPRO) introduced new team member **ANNA STEWART**, who is of mixed Secwepemc and Scottish settler background and was hired as a sexualized violence prevention specialist. Anna's background is in violence prevention with Indigenous women and girls, and she has a passion for connecting with other Indigenous individuals around support in these areas.

In January 2022, the UBC Okanagan Equity and Inclusion Office, in collaboration with SVPRO, co-hosted an event for Sexual Assault Awareness Month titled **HEALING AND UNDERSTANDING SYILX PLANTLIFE** led by Syilx facilitator **KRYSTAL WITHAKAY**. This event was meant as a safe space for Indigenous students, faculty and staff as well as people of colour, to learn about healing through a deeper understanding of Syilx plantlife and connection to the land.

## HEALTH AND WELLNESS

Health and Wellness has worked with a full-time, permanent Indigenous counsellor since September 2019. Indigenous Counsellor **AMANDA (MANDY) ALWARD** began this position in 2021. Alward is Northern Tutchone and part of the Wolf Clan from the Salmon Carmack's First Nation in the Yukon. 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 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, accessing online group counselling and the UBC Student Assistance Program.

## INDIGENOUS PROGRAMS AND SERVICES

Indigenous Programs and Services has started two new initiatives: a **PATHWAYS TO GRADUATE STUDIES** for undergraduate students and **CAREER AND EXPERIENTIAL LEARNING ADVISING AND PROGRAMMING** for Indigenous students.

Indigenous Programs and Services Elders' programming continued via virtual **ELDERS CIRCLES** during the 2021/22 academic year.

## CO-OPERATIVE EDUCATION

In November 2021, the Co-op Office welcomed **SHER MILLER** in the role of Indigenous Co-op Coordinator. Miller is from the Mohawk Nation of Six Nations of the Grand River Territory in Ontario. Previously, Miller worked and served as a Board Member for the Grand River Post-Secondary Education Office and has worked in the Aboriginal Student Services Department at Mohawk College. Situated with the Interdisciplinary Co-op Program, Miller aims to create equitable access to co-op and experiential learning programming for Indigenous students.

## ISI FUND STUDENT-LED INITIATIVES

The ISI Fund provides funding for student-led initiatives that address any of the *Indigenous Strategic Plan* Actions and have impact at any level, including unit, department, Faculty, institution or other. All undergraduate students are eligible to apply at either UBC campus. Seven applications received funding to start their projects over the summer of 2022 and these projects include:

**BUILDING CAPACITY IN COMMUNITY OUTREACH, PROFESSIONAL DEVELOPMENT** for Indigenous students in science, engineering, technology and mathematics programs at UBC Okanagan.

**SEVEN GENERATIONS OF FOOD: INDIGENOUS FOOD SYSTEMS REINVIGORATION IN THE OKANAGAN VALLEY** will review the challenges, priorities and opportunities to Indigenous food security.

**BUILDING UPON AND EXPANDING THE SUPPORTING ABORIGINAL GRADUATE ENHANCEMENT PROGRAM SUCCESS AT UBC**

Led by **DR. MARGARET KOVACH** with **DR. SHAWN WILSON**, **REBECCA JULES** and **STEPHANIE RILEY**, this project supports Indigenous students' pathway from undergraduate to graduate studies. A key deliverable of this proposal is to enhance and expand the Support Aboriginal Graduate Enhancement (SAGE) program delivered through the Faculty of Education's Office of Indigenous Education through building relationships and collaborations across disciplines on both UBC Vancouver and UBC Okanagan. A further deliverable is to conduct a research study of the impact of SAGE on Indigenous graduate student experience. To date, this research has not been done.

**INDIGENOUS PATHWAYS TO GRADUATE SCHOOL**

This project has received ISI funds and is being led by **REBECCA JULES** with **DR. MARGARET KOVACH** and **STEPHANIE RILEY**. UBC has many distinct Indigenous-focused programs and services to support Indigenous graduate students. Given graduate and postdoctoral studies' role in promoting and coordinating best practices in graduate education, our goal is to weave these initiatives together towards a common set of goals—increasing accessibility to and preparation for graduate education, increased services and resources, and enhanced graduate student success. This project will engage campus and Indigenous partners in shared leadership, and in the resourcing, design, and delivery of four interconnected activities: Indigenous Graduate Summer Institute which will be a one-week immersive introduction, two to three day intensive for prospective Indigenous graduate students, graduate-student focused events, and capacity-building for faculty and staff.

**FINANCIAL SUPPORT**

The expansion of health and wellness services to better support Indigenous students uses a holistic understanding and approach 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 UBCO.
- Awards totalling \$35,000 are available annually, along with matching funds from UBC, to third-year students enrolled in the BNLF program in the Irving K. Barber Faculty of Arts and Social Sciences.
- 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.
- The College of Graduate Studies provides a merit-based Indigenous Graduate Fellowship to incoming full-time Canadian Indigenous students entering a thesis-based graduate program. The fellowship provides \$10,000 per year for up to two years for master's students and \$10,000 for up to four years for doctoral students.
- The College of Graduate Studies has implemented an application fee waiver as of April 1, 2022, to reduce barriers and support the recruitment of Indigenous graduate students.
- Master of Science cohort for Indigenous students who intend to study conservation biology are eligible to apply for \$35,000 stipends (payable \$17,500 per year). Successful candidates will work with supervisors focused on the ecology of natural resource management.



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