Dalhousie University Indigenous Strategy

December 2018

Our Ideal

Dalhousie University is a place of discovery and learning that welcomes and nurtures knowledge seekers in all our cultural diversity. In particular, Indigenous learners and scholars feel at home in surroundings L Q I X V H G Z L W K W K H V H Q V H R I S O D F H R Q W U D G L W L R Q D O 0 L ¶ N P D Z and intellectual growth as we strive for excellence in a personal approach to our chosen disciplines and professions. Dal K R X V L ¿>>œâdéÎ! ®'§J 0 v ‘À R Î@ P ce H G 0 • am -3<004C>6<0057>-4<0011<004

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Committee membership

Patti Doyle-Bedwell, Potlotek First Nation, Co-Chair Indigenous Advisory Council, Committee-Chair
Keith Taylor, Committee Co-Chair
Brad Wuetherick, Co-Chair Indigenous Advisory Council
Sara Daniels, Member, Indigenous Advisory Council
Art Stevens, Millbrook First Nation, Member, Indigenous Advisory Council
Quenta Adams, Student Affairs
Anne Forrestall, Student Affairs
Fiona Black 3 U R Y R V W ¶ V 2 I I L F H
Leanne French Munro (Planning Office and Project Advisor)
Courtney Sutton (P U R Y R V W ¶ V Project Manager) D Q G 3

The Committee received much helpful guidance from additional members of the Indigenous Advisory Council

EXECUTIVE SUMMARY

The Indigenous Strategy Committee was mandated by the Provost and established in March 2017 under the aegis of the steering committee for Strategic Priority 5.2 on Diversity and Inclusion. This action HQGRUVHG UHTXHVWV DQG JXLGDQFH IUR P The DO Kegy Xmmittee V ,QGLJH includes members from that important Council.

The Committee UHFRJQL]HV WKDW ,QGLJHQRXV SHRSOHV RI &DQDGD KDYH **DQ** \³ Indigenous peoples have constitutional rights and privileges, which Dalhousie acknowledges and wishes to act upon.

Consultations with internal and external communities, complemented by expert guidance from two senior Indigenous External Advisors Dr Marie Battiste and Dr Michael DeGagné, informed and influenced the &RPPLWWHH¶V GHOLEHUDWLRQV &RPPXQLW\ &RPPXQLWLHV GHILQHV µFRQVXOW and substantive engagement SXWWLQJ LQWR SUDFWLFH WKH LQWHQW EHKLQG X V The establishment and perpetual practice of partnership and relationship building will be fundamental to the success of any of the recommendations.

The Committee¶V ZRUN LQIRUPHG EY WKH IUDPHZRUN SUHVHQWHG LQ 'D Promise for Higher Education: Making it Work (Johns Hopkins University Press, 2015). The recommendations are grouped within five sections, based on the six suggested pillars VWHG EY 6PLWK¶V IUDPH institutional viability and vitality; access and success; climate and intergroup relations; education; and, research and scholarship.

The Committee, and its key informants, warmly acknowledge that the Transition Year Program, operated out of the College of Continuing Education, and the Indigenous Black & Mi'kmaq Initiative, Schulich School of Law, have been addressing aspects of inequities faced by Indigenous peoples of the region for several decades. In more recent years, the original Health Sciences Initiative and programs based in some Faculties aimed to address other aspects of these inequities. The Committee was informed by experiences with and reviews of those programs, as well as by several existing studies and reports listed in Appendix 4. The recommendations in this Strategy are consistent with those of previous reports and existing programs at Dalhousie.

Three short-term actions are crucial in order to enable the implementation of the recommendations. These actions will underpin the transformation of ' DO KRXVLH¶V UHODWLRQVKLSV Indigenous Peoples LnS V ZLWK 0L¶NPD¶NL DQG EH\RQG

Action #1: In consultation with community, Dalhousie will establish an Indigenous Advisory Board to include majority representation from communities Mi'kma'ki. This Board will be asked to: a) Advise and guide Dal on a statement of principles that will govern the implementation of the Indigenous Strategy, including definitions of the VFRSH RI 'DOKRXVLH¶V LQGLJHQRXV SUH7KDWLRQ R statement of principles may lead to some amendments to these recommendations. Only after receiving that guidance and any ensuing amendments should Dalhousie move forward with implementation of the recommendations. Further information on this Action is included in Recommendation #1

Action #2: Dalhousie will develop a new, continuing, position of Director of Indigenous Community Engagement, whose initial work will include helping to establish the Board itself. This position is described further in Recommendation #3b.

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Action #3: Dalhousie will allocate new, continuing, funding to support a new Office of Indigenous Relations to be led by a new Senior Administrative position of Vice-Provost Indigenous Relations and to support Faculties and units in continuing and enhancing all of their work in relationship building, curriculum and program development, and scholarly and creative work. Substantial budget allocations and endowments are required to achieve the recommendations within this Strategy. The Committee suggests an initial budget amount in Recommendation #1. Further, new base budget will be needed in ensuing years to launch and achieve all of the recommendations.

On an ongoing basis, the Provost, through the leadership of the Vice-Provost Indigenous Relations and the Vice-Provost Planning, will be responsible for measuring and communicating progress towards the implementation and success of the recommendations within this Strategy.

Following presentation of the draft Strategy to Senate and the Board for information and discussion, and the completion of final edits based on feedback from those governing bodies, the Strategy is

INTRODUCTION

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This position is described further in Recommendation #3. Ultimately, this position will report to the Vice-Provost Indigenous Relations.

Action #3: Dalhousie will allocate new, continuing, funding to support a new Office of Indigenous Relations to be led by a new Senior Administrative position of Vice-Provost Indigenous Relations and to support Faculties and units in continuing and enhancing all of their work around relationship-building, curriculum and program development, and scholarly and creative work. Substantial budget allocations and endowments are required to achieve the recommendations within this Strategy. The Committee suggests an initial budget amount in Recommendation #1.

This Strategy document does not include an implementation plan. Nevertheless, the Committee has included a suggested Table of thematic priorities and their related recommendations, with the goal of achieving demonstrable change by 2025. In addition, by 2021, an update Strategy document will, ideally, be more culturally informed. Communities must be provided with opportunities to shape the language used.

In essence, this document is a set of initial instructions for the evolution of Dalhousie.

RECOMMENDATIONS

Institutional Viability and Vitality

In consultation with the IAB, Dalhousie will:

1. Invest substantially, with an allocation of at least $500,000 in the first year, in building institutional human resource capacity, structures, research and library resources to enable the successful implementation of the Indigenous Strategy as a critical institutional priority.

2. Develop a new position: Vice-Provost Indigenous Relations. This senior leadership position will be filled by an Indigenous person with proven leadership skills and wide knowledge of Mi'kma'ki, ideally a Mi'kmaq person. The VP Indigenous Relations will lead initiatives relating to increasing capacity and expertise at Dalhousie in order to ensure successful implementation of the Indigenous Strategy. The VP Indigenous Relations, reporting to the Provost and Vice-President Academic, will liaise closely with the Vice-President Research, the Vice-Provost Student Affairs, the Vice-Provost Planning and the Associate Vice-President Academic.

3. Establish an Office of Indigenous Relations, led by the Vice-Provost Indigenous Relations. The Office will establish strong and ongoing relationships with communities, organizations and associations. Appendix 3 provides a list of some of these. The Office will include, at a minimum:
   a. Vice-Provost Indigenous Relations (designated position for an Indigenous, preferably a Mi'kmaq, person)
   b. Director of Indigenous Community Engagement (designated position for a Mi'kmaq person)
   c. Director of Project Management and Assessment
   d. Executive Assistant

4. Through the Office of the Provost, establish mechanisms to ensure appropriate synergies across all of the activities, current and planned, that relate to this Strategy.

5. Through the Office of the Provost, ensure the development and publication of measurable outcomes and their planned deadlines.

6. Develop an Indigenous HR plan for both Faculty and Staff in order to increase institutional capacity across all of our campuses.

7. Through Senate policies and institutional processes, provide guidance and support for non-Indigenous colleagues regarding further competencies in teaching and research.

8. Review core institutional processes in order that Indigenous perspectives will, over time, be woven throughout constitutional/by-law documents (such as for the Board of Governors, Senate and Faculties), collective agreements, HR handbooks, strategic plans and ongoing reports and accreditation processes.

9. Develop a robust capital plan to enable the eventual construction of a centrally located building that would honour Dalhousie's presence in Mi'kma'ki, and provide space for Elders, for learning by all, for specialized student services, for ceremonies and more.

c. Increase the number of Indigenous tenure-stream faculty, including at the level of Canada Research Chairs.
d. Support non-Indigenous faculty in developing the capacities to undertake Indigenous research appropriately and respectfully.
e. Be a leader (and be seen as such) in supporting Indigenous pathways into research, particularly by growing the number of Indigenous graduate students as well as growing the opportunities for Indigenous students to experience research at the undergraduate level.

31. Partner with Indigenous communities to advance research and scholarship.

32. Transform the research environment on campus to support Indigenous research:
a. Conduct a needs assessment for space and infrastructure required for Indigenous research
b. Enhance the coordination of Indigenous research on campus.
c. Support the research community, in particular the Dalhousie Research Ethics Board, to understand Indigenous research methodologies and et 1 0 0 1 g 0 G [

b. Invest in Indigenous hires in all areas and at all levels, not just in Indigenous niches. Set targets and actively recruit. Also train your own.
c. Identify issues of inequality, racism and oppression, and remove barriers from Indigenous faculty in their career progress.
d. Many indigenous faculty members, as a result of their teaching responsibilities, nature of their research, or administrative duties, are obliged to develop and maintain strong relationships with communities external to Dalhousie University. Building trusting relationships in external indigenous communities may be an essential component of a research program or may be key to providing viable access to our educational programs. This is a time-consuming process and is not easily accounted for in the usual 40-20 guidelines for division of effort among teaching, research and service responsibilities. A template for Letters of Appointment should be designed to assist deans in formulating letters that properly reflect the agreement among the department, Dean and candidate on workload when there is an expectation of substantial relationship building in external communities.
e. There would be great value in the establishment of a centrally located building dedicated WR WKH 0L¶NPDZ FXOWXUH DQG KRXVLQJ WKH LQGLJHQ space, and an appropriate space for ceremonial activities. Such a building would also provide the opportunity to display maps, artifacts and treaty contents that would help the HQWLUH FRPPXQLW\ UHFRJQL]H WKH XQLTXH UHODWLRQ people.
f. (IIRUWV VKRXOG EH PDGH WR GHYHORS WKH 0L¶NPDT FR 'DOKRXVLH 6HOHFW 0L¶NPDZ QDPHV Pings. Academic prizes and appropriate regalia can also contribute to this sense of place.

3. Access and Success:
   a. Kara Paul was a valuable connection to the communities through her activities with the Aboriginal Health Sciences Initiative (AHSI). As broad LDSDWKZD\V IRU 0L¶NPDZ students are developed, strong and enduring community connections are vital.
   b. Look into developing a component of community connection for select initiatives to WDUJHW DQG VXSSRUW 0L¶NPDZ DSSOLFDQWV
   c. Build programs in communities.
   d. Should seek special Pathways funding. Agriculture campus has some advantages because of location.
   e. 0L¶NPDZ VWXGHQWV QHHG WR IHHO OLNH WKH\ IHHOIÆ {Ò

c. Build multiple networks of conversation, funding, programming, time and space to G L D O R J X H Z L W K 0 L ¶ N P D Z F R P P X Q L W L H V 6 W D E L O L W \ R I
d. Continually reinforce good behavior regarding intergroup relations. Symbolism and timing are very important.
e. Development of the H O G program is important. The Indigenous Advisory Council should work on a protocol and method of coordination. One possibility is to develop a contract with the Native Friendship Centre as all elders know the Centre.

Section B

Dr. Michael DeGagné's Observations and Recommendations, submitted June 2017

In May 2017 I was provided the opportunity to hear and comment on the degree to which Dalhousie University has undertaken the task of indigenizing the institution. Over the course of several days we heard presentations from various stakeholders and service providers within the university and heard their impressions of what Dalhousie was accomplishing and what might be done to improve.

It was clear that there was a real desire to pr0 612 2(In)-6(d)-6(ig)5(e)4(n)- Tm 0 g 0 0 11.04 -6(d .t)-4(he)9(r)-

1:30-2:00	Indigenous Studies minor discussion with Faculty of Arts and Social Sciences faculty members Diana Lewis and Margaret Robinson
2:00-2:30	IB&M Initiative, Schulich School of Law (Michelle Williams and Heather McNeil)
2:30-3:00	Art Stevens, Agriculture Campus

Indigenous Student Centre and Elders-in-Residence: Geri Musqua-LeBlanc, Coordinator, Elders-in-Residence; Michele Graveline, Indigenous Student Advisor (June 13, 2018).

Faculty of Engineering: John Newhook, Dean; Josh Leon, Professor and former Dean, Pemberton Cyrus Associate Professor and Ad Associate Vice-President Academic; K9(t)792 re W* n BT 1 W* n B792 r 0 612 7921 W

Appendix 3

Selected Community Groups and External Stakeholders

1. Atlantic Policy Congress (APC)
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3. Native Council of Nova Scotia
4. Tripartite Forum Education Working Group
5. Native Friendship Centre Halifax
6. Mi'kmaw Kina'matnewey (MK)
7. Atlantic Aboriginal Advisory Network Group
8. Grand Council
9. Aboriginal Support Workers (secondary education)
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12. Indigenous Advisory Council (Dalhousie)
13. Dalhousie Indigenous Student Collective (DISC)
14. Indigenous Services Canada (ISC)

Appendix 4

Selected Dalhousie Reports

1. Belong: Supporting an Inclusive and Diverse University (Committee for Strategic Priority 5.2, 2015)
2. Report from the Committee on Aboriginal and Black/African Canadian Student Access and Retention (Amy Bombay and Kevin Hewitt, 2015)
3. Breaking Barriers: Report by the Task Force on Access for Black and Native People (Wayne

Appendix 5

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treaties range from the Peace and Friendship Treaties of the East Coast, to the Number Treaties in the Prairie provinces, to the ongoing treaty-making processes on the West Coast. The specifics of each treaty may differ from territory to territory, however at the core of each treaty is partnership and coexistence. Theses long historical practices need to be considered when entering into partnerships between PSE

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Sinclair, M. (2018). *What would it take to create a world where we all feel like we truly belong*? Belong Forum, Dalhousie University, Halifax.

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