



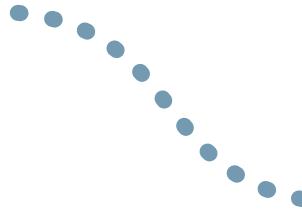
Indigenous Action Plan

2019-2024



AFFAIRES AUTOCHTONES
INDIGENOUS AFFAIRS





Indigenous Action Plan

2019-2024

The uOttawa Indigenous Action Plan that follows outlines the implications, responsibilities, timelines, and details of each of the four hoops. It outlines how each hoop's action items can be realized identifying by whom, over what time frame, with a provisional statement about resource implications accompanied by a statement on what unit will be responsible for implementation. In all, the Action Plan will take three to five years to implement, and annual reports will be produced in order to assess progress and determine appropriate follow-up actions.

Prepared by Brenda Macdougall, Academic Delegate for Indigenous Engagement, and Tareyn Johnson, Director of Indigenous Affairs, with the participation of the Indigenous Education Council and the Standing Committee on Indigenous Engagement.

Submitted 14 April 2019 by David Graham, Provost and Vice-president Academic Affairs. v. 1.0.

Background

A wiigwaam [weeg-wahm] is the traditional dwelling of the Anishinaabeg people, the original inhabitants of the Ottawa region. A wiigwaam frame is constructed of arched poles, tied together to form a domed structure. The frame of a wiigwaam has both vertical and horizontal elements in the form of structural poles and stabilizing hoops. An Anishinaabeg teaching compares a healthy community to a wiigwaam. The vertical poles represent individuals in the community, as they maintain autonomy at the base yet gain their stability from their connection at the top. The values and goals of the group are represented by the hoop poles, as they encircle the community and support the structure. uOttawa's Indigenous Action Plan is organized according to this teaching—the community will be supported by the goals and values outlined in this document. For the structure to be strong and functional, each vertical pole must individually support its share of the weight and, at the same time, the strength and stability comes from the framework's hoops.

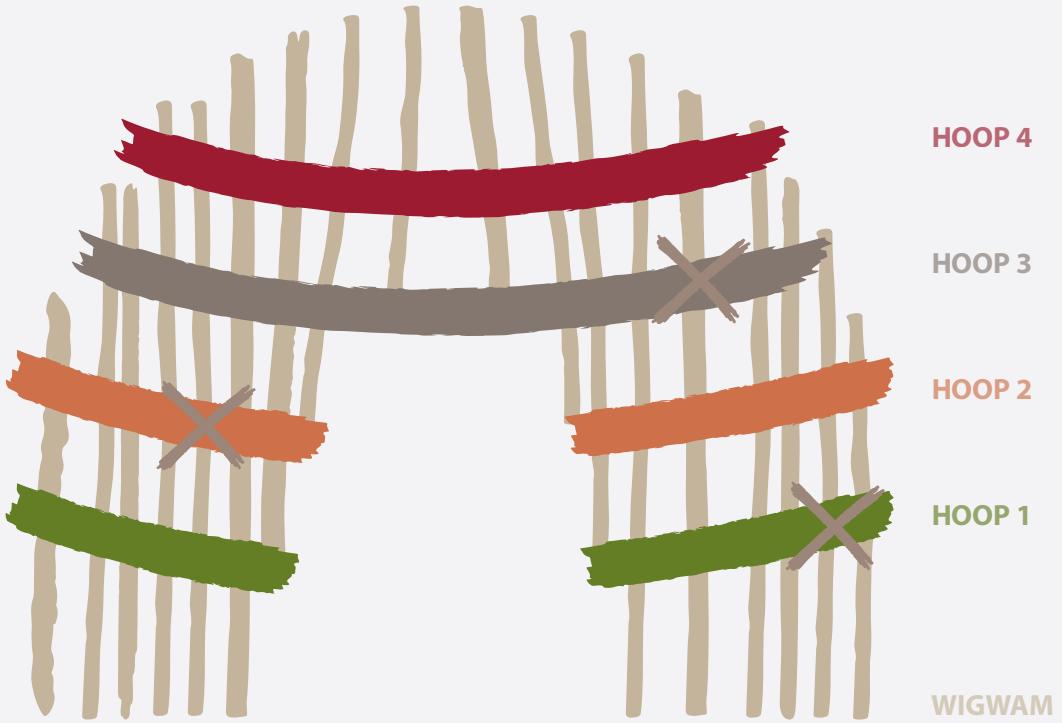
The University of Ottawa is engaging in the process of Indigenization by learning from and working with Indigenous worldviews. This will be achieved by creating a connected community in which all faculties and service areas cooperate to integrate Indigenous worldviews into their activities, while maintaining open communication and mutual support. The University's Indigenous Action Plan weaves throughout all sectors of the University—faculties, departments, student services, staff and student organizations, and the senior administration. Working together in this manner, Indigenous knowledge and traditions can be appropriately integrated and infused into the University, as interconnectivity is a cornerstone of an Indigenous worldview. The implementation process will enrich all areas of our university, highlight the diversity and depth of Indigenous knowledge and promote Indigenous methods, theoretical traditions and pedagogies.

Effective communication with internal and external University stakeholders is key to making uOttawa's Indigenous Action Plan a success. The first step was the creation of this framework by Indigenous Affairs and the Standing Committee on Indigenous Affairs, in consultation with the Indigenous Education Council and local Indigenous communities, and feedback from Indigenous student associations.

Indigenous Action Plan 2019–2024

Action Plan Framework





The four horizontal hoop poles holding up the framework reflect four key thematic areas:

HOOP 1

The Institution: Policy, procedural, service, and institutional betterment

HOOP 2

Faculties, Departments, and Programs:
Indigenous curriculum and research development

HOOP 3

The Physical Space:
Aesthetic Infusion, Inclusion, Improvement

HOOP 4

Indigenous Community:
Internal and external engagement

Hoop 1 includes actions intended to bring about structural changes to the staffing, administrative practice, and governance of the university

This hoop brings systemic intellectual change to the university landscape, in order to attract and retain Indigenous scholars and students while promoting campus-wide Indigenization via research and teaching excellence in multiple fields

Hoop 3 binds together a group of actions intended to bring aesthetic and symbolic changes to the space we inhabit together on our campus

Our final hoop promotes and facilitates the inclusion of Indigenous knowledge keepers and elders, communities, and organizations in the day-to-day experiences of students, faculty, and staff



HOOP 1

The Institution: Policy, Procedure, Service, Institutional Betterment



HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment**1.1 Ensure and maintain a minimum of two Indigenous members on the Board of Governors and Senate**

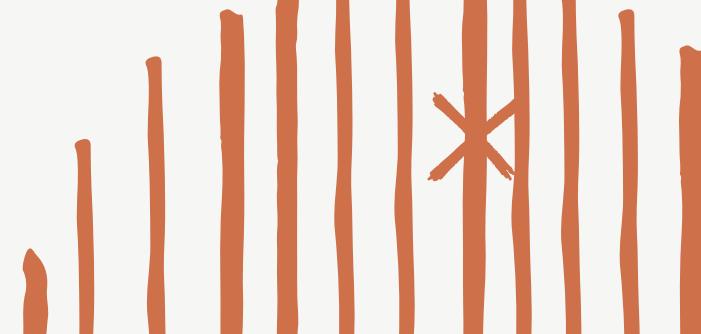
- Why** Provide Indigenous voice(s) and perspective(s) from the local Algonquin community and the broader Indigenous community at the senior level of academic governance and institutional management. The Board of Governors and Senate members will be able to share with their community information available to the public.
- When** Medium term
- How** Requires resolutions by these bodies to modify bylaws as appropriate. As a part of the onboarding process, existing Board of Governors and Senate members will be required to take the First Nations, Métis, and Inuit 101 (see Hoop 1, #5) competency course, in order to be familiar with the contextual realities and experiences of Indigenous peoples.
- Cost** None, other than investment of political capital
- Who** President/Provost/Secretary General



HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

1.2 Develop Indigenous faculty recruitment and hiring policy for tenure-track and part-time positions

Why	Other U15 universities are making strong commitments in this area. To keep pace as a leading research institution, uOttawa must establish a competitive and comprehensive recruitment strategy for hiring Indigenous faculty members. This strategy is directly tied to national research funding, since Tri-Council allocations are increasingly dedicated to Indigenous-focused research led by Indigenous academics in partnership with Indigenous communities. For uOttawa to have access to these types of research funds, it must increase the numbers of Indigenous researchers. Such a strategy will ensure that uOttawa continues to be regarded as a leading research-intensive institution.
When	Short term
How	<p>Select tactics to give us a competitive edge, such as:</p> <ul style="list-style-type: none"> • Locate and offer tenure-track positions to Indigenous people from the local area (Quebec and Ontario) currently enrolled in doctoral programs and find ways to support them as they complete their programs before they take up these permanent positions. • Hire Indigenous scholars for positions, though they will not assume their responsibilities as faculty until year two. Instead, provide bridge funding in year one that supports them to finish their dissertations and start publishing. Their appointments as faculty members will be conditional on their completion of the dissertation. • The University (via the faculty or department they are hired into) must provide them with mentoring/assistance to be able to complete their studies. • Create more bursaries and scholarships for Indigenous graduate students. There is a lack of sufficient funding within communities to support First Nations, Inuit, and Metis students through graduate programming.
Cost	<p>Departments and faculties need to commit resources to hiring a range of Indigenous scholars—tenure-track and part-time—in the interest of broader equity and diversity. This process will comply with the beyond self-ID Indigenous hiring policy (in draft form as yet):</p> <ul style="list-style-type: none"> • Hiring Indigenous scholars regardless of whether or not they do “Indigenous- based” scholarship, in order to have a full and rich complement of professors from Indigenous societies. • Committing to hiring at all ranks: assistant, associate, and full professor. • Creating a complement of tenure-track professors requires central allocation of special funding for cluster hires. • Committing to hiring part-time instructors either with PhDs in the required discipline or MAs if they have the appropriate professional background and/or competencies in Indigenous knowledge.
Who	President/Provost/Deans/Chairs/Collective Bargaining Units



HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

1.3 Develop an Indigenous staff recruitment plan to ensure that Indigenous staff are represented throughout the University of Ottawa workforce

Why Currently the only Indigenous staff members are located in the Faculty of Medicine (1), Faculty of Law (1), and Indigenous Affairs (3); these positions are dedicated to student academic success and Indigenization efforts.

Two complementary but different needs have been identified to increase numbers of Indigenous staff members:

- Each faculty should commit to hiring an Indigenous coordinator to draft and implement its Indigenization plans, support curriculum enhancements and advise students in terms of their programs. To ensure coordination of efforts related to student success, faculty support and other initiatives campus-wide, this complement of Indigenous coordinators will report to the University's director of Indigenous affairs.
- To meet targets of diversity, inclusion and equity, Human Resources must have a plan to ensure that Indigenous applicants are able to access and apply for positions throughout the University.

When Medium term

How Faculties will need to prioritize the creation of an Indigenous coordinator position; Human Resources must prioritize the hiring of Indigenous staff; an appropriate environment fostering language support should be provided (see below).

Cost Indigenous coordinators working with the Office of Indigenous Affairs will be able to effectively share resources with a goal towards increasing the overall campus PEFL allocation as well as applying to external bodies for special event funding. However, each faculty will assume the salary cost for these positions. Additionally, each faculty will have its own budget, which its coordinator will manage. However, everyone should be aware of what is being spent and how it is spent in order to ensure faculties, the Indigenous Resource Centre and the director's office are not working at cross purposes.

Budgets for staffing positions already exist within faculties and the hiring of Indigenous peoples at all levels of the University workforce will not affect that process (although positions themselves may require reallocation).

Indigenous people tend to speak either English or French (not both) and, if they speak a second language, are more likely to speak their own mother tongue. Therefore, it will be necessary for the University to build into its Human Resources recruitment strategy a recognition of this linguistic barrier and identify strategies and means by which Indigenous staff can become bilingual in French and English at the same time that they are supported and encouraged to learn their own language (if they do not know it already). This is in the interests of reconciliation, which includes efforts to preserve Indigenous languages.

Who President/VP Resources/Provost/Deans/CAOs/AVP, HR

HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

1.4 Respond to the Truth and Reconciliation Commission's Calls to Action and fulfill our commitment to the Memorandum of Understanding signed with the National Centre for Truth and Reconciliation in 2017

Why On March 22, 2017, uOttawa signed an MOU with the University of Manitoba in which we agreed to contribute materially to the purposes and objectives of the National Centre for Truth and Reconciliation. While several faculties, including Law, Education, and Medicine, have begun implementing formal responses to the TRC (see attached), uOttawa has not, as yet, developed its institutional response or determined how it will fulfill its obligations under the MOU.

We will begin a comprehensive survey and review what other faculties have done to support the Calls to Action, in order to determine the best plan to move forward as a university and address these calls, while reviewing the MOU to determine how to meet our commitments.

When Short-term start, medium-term completion

How This is a multi-staged, and multi-year process to take place between 2019-2024:

1. Hold a president's town hall on the TRC and MOU to underscore and encourage University-wide participation.
2. Simultaneously, establish a process (appointment of a committee, etc.) by which we decide what Calls to Action uOttawa needs to/is best positioned to address given its institutional needs, capacity, and mission; initiate a survey of what each faculty, department and unit has undertaken, or what it currently has in terms of curriculum and supports, in order to determine what actions must be taken.
3. All senior managers, including VPs, AVPs, heads of services, deans, VDs, and department/institute chairs, should have their job descriptions amended to include responsibility for implementing the TRC Calls to Action.
4. Once the process is created and an assessment is undertaken, develop a response to these Calls to Action that makes the most sense in the context of uOttawa.
5. Until 2024, the University should require annual updates from all faculties, department, and units on their progress toward meeting the Calls to Action. These reports will be public documents, made available on the Indigenous Portal.

HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

Cost Faculties need to commit to determining how the Calls to Action are reflected in their curricula and then commit the appropriate resources to either developing new courses or ensuring that they have the appropriate staffing to ensure that courses that already exist are offered. In some instances, this will necessitate the hiring of Indigenous instructors.

The University of Ottawa will commit to ensuring that the commitments of the MOU are met. As a partner, we've agreed to a number of actions, including ensuring that the Centre's archives are more accessible and used, contributing additional holdings to the Centre's archives and supporting a broad scope of public education, research and other reconciliation activities. As an institution founded by the Oblates of Mary Immaculate, a Catholic male religious order, uOttawa has a direct historical link to the residential schools themselves. With its ongoing relationship to Saint Paul University, and, as a result, the Deschâtelets Archive of the Oblates, along with its own institutional archive, uOttawa must task its archivists and librarians to work with Saint Paul and the Oblate archive to build an institutional history of the University that reflects its connection to the establishment and operation of Indian residential schools.

Who President/Provost/Secretary General



HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

1.5 Develop Indigenous competency courses for faculty, staff, Board of Governors members and members of the Senate from outside uOttawa

Why All faculty and staff will be required to complete a First Nations, Métis and Inuit (FNMI) 101 workshop including competency modules related to their specific employment sector. For instance, the finance teams should understand the many different ways by which Indigenous students are funded to attend postsecondary institutions. At the same time, all staff should know the legal and socio-cultural differences between FNMI peoples, and be aware of treaties, scrip, UNDRIP, the Indian Act, and other colonial laws and policies that continue to affect all Canadians, in order to have a better understanding of the contexts in which the University's Indigenous students, faculty, and staff live.

When Medium term

How The FNMI 101 competency course and attendant modules will initially be offered in face to face sessions to current employees by the staff from Indigenous Affairs and/or faculty and staff with expertise, but they will also be transformed into a hybrid offering with a combined in-person and online interface that will be used by future employees as a part of their onboarding. This is already done with the University at a Glance workshops, so we have a framework for such onboarding practices already in place.

It is especially critical for the University to create a network (in French and English) of expertise in Indigenous realities and issues. This involves training deans to train deans, professors to train professors, department chairs to train department chairs, and key leaders in services to train others in service sectors. An online module can provide general content knowledge, but these modules must be followed up by in-person action planning workshops led by experts within the realm of those taking the competency training in order to bridge the two realities of Indigenization and the particular position, discipline and/or service area.

Cost A central budgetary commitment to develop the FNMI 101 and specific modules related to each employment sector:

- Current FNMI faculty could be provided with course relief to begin building Indigenous 101 in consultation with the Indigenous Affairs team and the TLSS, to develop the modules for an online interface.
- The Teaching and Learning Support Service (TLSS) will hire content specialists (on contract/module) when necessary in order to work with Indigenous Affairs on the faculty, department and unit-specific modules.

The TLSS has the resource capacity to manage much of this work. Each faculty may need to assist in the development of its own modules via financial or in-kind contributions.

Who Vice-Provost, Academic Affairs



HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

1.6 Hire Indigenous curriculum specialists within the Teaching Learning and Support Service (TLSS)

Why A dedicated position for an Indigenous curriculum specialist within the TLSS will be created in order to help faculties, departments and professors develop content, courses and curriculum that reflect Indigenization, decolonization, and empowerment.

This specialist will assist interested uOttawa professors (full and part time) to redesign their courses and programs, as well as work to develop new courses, to include appropriate Indigenous content in a way that supports their disciplinary specializations. The specialist will also work to introduce Indigenous research methodologies to faculties, departments and professors. This position is integral to Indigenizing the curriculum and creating additional course offerings for those students interested in pursuing this area of learning. Furthermore, as the realities of Tri-Council funding shift in post-TRC Canada, faculty need to understand that Indigenization supports their research efforts, and research productivity is critical to transforming the curriculum.

The specialist will also assist with the FNMI 101 course and onboarding new faculty, staff, and members of the BOG and Senate, because they will be the person who can gather the network of experts needed for Hoop 1.5.

When Short term

How Requires the creation of a position for a curriculum specialist with deep knowledge and experience with Indigenous traditions, ontologies, pedagogies, epistemologies, methodologies and general knowledge(s), as well as a background in the academy.

The TLSS will host a series of seminars/events inviting specialists from other universities to discuss with uOttawa faculty and staff their own best practices when undertaking this work.

Cost A salary line and position will need to be created within the TLSS for this position.

Who Provost/Vice-Provost, Academic Affairs



HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

1.7 Dedicate funding to support one or more Indigenous counsellors within Mashkawazìwogamig: Indigenous Resource Centre

Why	One of the requirements of the PEFAL funding package provided by the Province of Ontario is to create and fund a position for an Indigenous counsellor. Student health and well-being support will contribute to better, successful outcomes for Indigenous students and aid in retention strategies.
When	Short term
How	This position requires a counselling or social work degree. Ideally, the incumbent would be a traditional knowledge keeper (although that is not a requirement).
Cost	This position is a condition of the ongoing PEFAL funding, but, ideally, would be paid for by the University budget (leaving PEFAL to support student activities and outreach).
Who	Provost (budget recommendation)

1.8 Create a Housing Service Living Learning Community (LLC) for Indigenous learners

An LLC within the uOttawa Housing Service is a dedicated space in one of uOttawa's residence facilities where residents are grouped according to their interest in a particular area.

Programming for LLCs focuses on these areas of interest and offers enhanced opportunities for connection and development beyond the classroom.

The University will establish an LLC for Indigenous students in one of the residence buildings. This space will have the capacity for students to engage in traditional spiritual practices (such as smudging and/or lighting the qulliq) without requiring permission from Ottawa Fire Services and uOttawa Protection Services.

The Housing Service will work with the staff at Mashkawazìwogamig to ensure that appropriate activities and principles are established for this dedicated LLC.

When	Long term
-------------	-----------

HOOP 1: The Institution: Policy, Procedure, Service, Institutional Betterment

- How** Work with the Housing Service to locate appropriate floors in appropriate residence buildings that will be preapproved for traditional ceremonies.
- Cost** No additional cost since students already pay for the cost of the LLCs via their residence fees. However, additional administrative costs may be incurred during the startup phase of the LCC.
- When** Short to medium term, following needs assessment.

1.9 Establishment of an emergency travel fund

- Why** To provide any Indigenous student in need with financial support to go home due to unforeseen and/or unexpected events such as a death in the family.
- How** Work with Financial Aid and Awards to determine how many scholarships and bursaries dedicated to Indigenous learners are not currently applied for and then implement a plan to redirect the unspent funds to establish an emergency travel fund for those students who need to travel home unexpectedly during the school year
- Cost** Funds already exist, so this is an issue of reallocation, not creation.
- Who** Provost/AVP, Student Life/Director, Indigenous Affairs



HOOP 2

Faculties, Departments, and Programs: Indigenous Curriculum and Research Development



HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.1 Within each faculty, explore and implement inclusion of appropriate, traditional and contemporary Indigenous epistemological and ontological knowledge and methodological approaches into curriculums

Why

While it is unlikely that all faculties will be able to hire Indigenous professors, this cannot be a barrier to including Indigenous epistemological and ontological knowledge and methodological approaches within their curriculums. Therefore, uOttawa encourages all teaching programs on campus to consider introducing Indigenous principles specific to their disciplines, because they have the potential to effectively support student learning while also promoting innovation through new forms of knowledge production. For instance, the Faculty of Engineering could work with Indigenous knowledge holders to develop curriculum around the principles of canoe and kayak construction or around the issues of water conservation, management and protection by working with knowledge holders who carry the teachings related to water. The Department of Geography, Environment and Geomatics' expertise in climate change could be strengthened by the introduction of traditional knowledge around hydrology, changes in plant life and animal behaviours. Curriculums will be supportive of generative practice. Additionally, support should be provided to those professors, departments and faculties interested in curriculum revitalization and transformation in this fashion.

This dual strategy will engage Indigenous students more effectively and increase enrolment at uOttawa.

When

Short term

How

Ensuring that there are appropriate support people in various sectors of the campus, such as the Indigenous community engagement officer at Mashkawaziwogamig (position already filled) who can assist with building the appropriate community connections faculty members need to pursue new research programs.

Additional support is required in the form of an Indigenous curriculum specialist within the TLSS to assist faculty members.

This additionally requires the creation of a place within the University where there is a critical mass of Indigenous scholars who can bring in Indigenous intellectual traditions, to rethink existing fields, disciplines and approaches across campus (see hoop 2.2 and 2.3). It is not feasible for each program or faculty to develop this capacity on its own.

There are also specific goals/targets that each faculty should meet to make this happen:

- Each faculty should commit to seconding one or more of its professors to be trained as academic Indigenization leads.
- Each faculty should establish a committee on academic Indigenization that will work with the Indigenous Affairs office and the academic Indigenization leads.
- Training should be coordinated by the Indigenous Affairs office and the renewed Institute of Indigenous Research and Studies.

HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

Cost Hire, at a minimum, one Indigenous curriculum specialist within the TLSS (with a goal to hire others as need arises).

Potential for creation of new course code(s) as curriculum is redesigned due to research directions and outcomes.

Who Provost/Deans/Vice-Provost, Academic Affairs/Vice-deans

2.2 Revitalize and support the Institute of Indigenous Research and Studies

Why The program was created in 2004 at their behest of the Algonquin community with a view to making uOttawa a safer place for their young people and as such, it serves as the cornerstone of any uOttawa plans to Indigenize the campus.

Any Canadian university seeking to be a world-class centre for research innovation must have a strong Indigenous studies program because it is the intellectual space in which the exploration of traditional knowledge as a body of thought can be undertaken within the cultural contexts that created it, and not as a comparative form of study. Furthermore, for research and teaching to be truly thoughtful and innovative, it requires dedicated spaces where Indigenous scholars are pushing the boundaries of existing disciplines, identifying and questioning disciplinary practice, and remaking field after field. This must be done in our university.

When Short term to start, long term commitment

How While preparing the paperwork to completely transform the program and its offerings by conceiving an Institute of Indigenous Research and Studies, the undergraduate EAS program underwent and is undergoing an external review. The external reviewers' report supports the overall direction that the program is proposing—one centred on the hiring of a cohort of dedicated professors specializing in Indigenous studies and dedicated to Indigenous research methods and principles.

The revitalized institute and program can tap into the enormous potential, in the National Capital Region by providing a professional master's and a PhD program integrating Indigenous knowledge(s). Such programs will be of interest to people working in national Indigenous organizations and the federal government. Graduate-level programs build innovative research and the capacity that they build can help lead the academic Indigenization of uOttawa. Furthermore, the addition of graduate studies to EAS will service a region with no obvious competition; the nearest Indigenous studies graduate program is at Trent University, which offers collaborative graduate studies programming with Carleton. There are no stand-alone Indigenous studies graduate program in eastern Ontario.

The only viable alternative to re-creating EAS is to shut down the program altogether. This would be an unmitigated disaster in terms of our relations with the local Algonquin community, as well as other local Indigenous communities and organizations, one that would put at risk all of the University's Indigenization efforts and its research with Indigenous communities.

HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development**Cost**

Currently the program relies on the teaching of three cross-appointed professors in geography, history and political studies (and two of those three have direct contractual obligations and responsibilities to the program), a research chair whose courses are cross-listed to the program, an instructor on a limited term contract and a range of part-time professors. The program was allocated two new positions and hiring has taken place, with a Tier 2 CRC and regular faculty member in place January 1, 2020 and July 1, 2019 respectively. The Institute also received permission to hire two additional faculty members for 2020-21. While these hires are in the right direction, in and of themselves they are not enough to support the teaching needs of the undergraduate program, let alone build a graduate program. Indeed, the program needs to continue to grow if the University is to keep these new hires.

Additionally, new tenure-track faculty members are needed to support the teaching program and the development of the institute's research mandate. As recommended by the external evaluators, this must also include a senior Indigenous scholar with the administrative experience to develop a graduate program and to support the research junior faculty in establishing their careers.

Funding for an Indigenous expert council to advise and support the department is required; their role will be to ensure that quality of the program in relation to community needs and inclusion of traditional knowledge.

Support the establishment of a visiting scholar program, which will require space allocation and IT support but no other financial commitments.

A fellowship located at the Institute for Indigenous PhD candidates who are in the last years of completing their dissertation would give uOttawa an edge in recruiting new faculty (see hoop 1.2 & hoop 2.5).

Who

Provost/Dean of Arts (primary)/other Deans (secondary)



HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.3 Transition of the Institute of Canadian and Aboriginal Studies into an Institute of Indigenous Research and Studies that has a cross-faculty mandate

- Why** uOttawa recruited two Tier 2 CRCs in Indigenous Intellectual Traditions, who will begin work at uOttawa in 2019–2020 and has the Chair in Métis Research, a provincially endowed chair that has existed since 2010. With these three research chairs, as well as a strong cohort of Indigenous faculty (those already here and those to be hired), uOttawa can move forward with building an interdisciplinary research centre, housed in, and supported by, the now renamed Institute of Indigenous Research and Studies, focused on cutting edge research methodologies specific to Indigenous scholars. While the name has changed, additional work needs to be done to build IIRS in a manner that fulfills its potential.
- When** Medium term
- How** This requires the collaboration of the VP research in order to include planning for the Research Centre and Institute policy, work that's already underway.
- Cost** Space needs be provided in a manner that draws together scholars engaged in Indigenous research and fosters collaborative interaction. The Indigenous Studies program is currently housed in William Commanda Hall, and for the time being that space is adequate. However, as this initiative grows, a new allocation of space will be required.
- IT, special projects, financial and academic administration, and research outreach support will be required to assist with the administration of the academic and research programs within the Indigenous Studies and Research Centre.
- Who** VP Research, Provost, Deans



HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.4 Create experiential learning opportunities for students

- Why** Undergraduate students have been asking for more experiential learning and research opportunities in, with, and for Indigenous communities. At this time, there are some opportunities available because of connections made by individual faculty members and their funded research programs, but there are no course-based experiential learning opportunities. It is possible to create these types of courses through Indigenous Studies in particular, but also in the faculties of Education and Law, and the Social Work program, for example. Experiential, including (but not limited to) land-based courses, can provide students with immersion experiences in language and community history and politics. If properly done, they will strengthen the University's relationships with Indigenous communities and increase possibilities for collaborations and research.
- When** Medium term
- How** Creating these opportunities requires building capacity by hiring additional Indigenous faculty members as well as appropriate supports in the form of Indigenous Affairs personnel within faculties.
- Cost** Set up a system of fee payment to communities. Students can pay additional tuition for experiential courses, but uOttawa needs to develop a policy for paying communities and/or knowledge keepers for their expertise, whether it is in the form of a sessional stipend to the additional instructors or a contribution agreement with the community, or both. This cost cannot be entirely assumed by students via tuition; this would be prohibitive for students.
- Who** Provost/Vice-Provost, Academic Affairs/AVP, Student Life

HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.5 Create pre- and post-doctoral positions for Indigenous graduate students and/or a series of dedicated scholarships and bursaries

Why

To create pre- and postdoctoral positions as well as allocate scholarships and bursaries to support Indigenous graduate students to complete their studies. This will ensure that Indigenous graduate students are appropriately positioned to take their places in the academy.

The University would benefit by having these graduate students teach at least one course and present their research. They would be paired with a supervisor/mentor within the institution for support and mentorship, which would, in turn, contribute to the building of sustainable relationships.

When

Medium to long term

How

There are several models uOttawa can adopt, for example:

- Dartmouth offers the [Charles Eastman pre-doctoral fellowship](#), the University of Michigan offers the [Rackham Predoctoral Fellowship program](#), Michigan State University offers the [Pre-doctoral Fellowship in American Indian and Indigenous Studies](#), and Queen's University offers the [Pre-Doctoral Fellowship for Indigenous Students](#).

Cost

- Realistically, each faculty should be able to fund at least one such postdoc.
- Reallocation of some of the existing research development funding to ensure that there is institutional money available for supporting such post-docs.
- Can also work with External Relations to locate potential donors for the establishment of such a program.
- Faculties must commit a sessional stipend to ensure that these postdoctoral students teach, at a minimum, one class while in residence at uOttawa.

Who

Provost/Vice-Provost, Graduate and Postdoctoral Studies/AVP, Enrolment Management



HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.6 Create Indigenous first year student pathway

- Why** Recognizing that first-year students come to the university from a variety of backgrounds and informed by multiple experiences, our intent is to develop a pathway with academically-grounded programming that builds the confidence, knowledge and skills to be successful. At the same time, we will connect them to one another and our campus community. Students in this pathway will be brought together as a Learning Community. This Indigenous Learning Community will begin their university careers surrounded by students with similar interests and goals, be introduced to programs and colleges across campus related to their interests, and be assigned peer mentors—a team of expert learners—who will help first-year students develop the academic skills needed to flourish. The University will establish this program through the shared participation of Indigenous Affairs and SASS who can collaborate with the appropriate faculties to develop core academic support programs to nurture an annual cohort of Indigenous learners following admission and registration. Indigenous course components should be a core requirement within this pathway.
- When** Medium term
- How** Planning will be undertaken and managed by Indigenous Affairs, the Office of the Registrar, and SASS and will involve those faculties such as Arts, Social Sciences, and Science with BA and BSc programs to negotiate the right course structure.
- Cost** Tuition can be the vehicle to support this program and the mentorship/tutoring supports, but there may be some costs associated with the administrative startup. We will consult with FNMI governing bodies to ensure that the pathway developed is fundable based on their financial procedures/ requirements.
- Who** Provost, academic and administrative support units as required

HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.7 Create new internship placements and co-op opportunities

Why Ottawa is home to all of the major governance organizations (federal government departments as well as AFN, MNC, NWAC, ITK, CAP, etc.), national heritage organizations (NAC, LAC, NAG, etc.) and community support service organizations (Minwashin Lodge, Wabano Centre, Odawa, etc.), ideal employers/placements for co-op and internship opportunities that will enhance student experience.

When Long term

How The CO-OP Office will work with the Indigenous Affairs team (with the expectation that there are designated support staff within various faculties) to develop and facilitate placements with Indigenous and Canadian governance bodies/organizations and the national heritage institutions for co-op placements designed for Indigenous learners.

Cost Resource implications are low. The administrative infrastructure for the development of co-op and other placements is already in place.

Success relies on the ability of the University to make meaningful connections and relationships with the governance bodies, organizations and heritage centres. To be able to do this effectively, we need to ensure that faculties interested in developing such programs are prepared, by first hiring the appropriate support staff of Indigenous affairs coordinators (see Hoop #1, item #3), who will work with the director of Indigenous affairs, the team at Mashkawaziwogamig and the CO-OP Office.

Who Vice-Provost, Academic Affairs/AVP, Student Life



HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.8 Create Indigenous student mentorship programs

- Why** Through Mashkawaziwogamig, uOttawa has already developed and facilitated a number of successful mentorship programs for students in STEM and will continue to engage with these programs. It is now time to begin creating similar educational and mentorship opportunities for students within their faculties.
- When** Short to medium term
- How** We would need to rely on the expertise inherent within interested faculties to develop the most appropriate form of student mentorship programs.
- Cost** TBD
- Who** Vice-Provost, Academic Affairs/Vice-Deans



HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.9 Create a visiting Indigenous scholars program

Why The former Institute of Canadian and Aboriginal Studies had an [international visitorship program](#) which provides a letter of invitation and working space to different types of scholars looking to be in Ottawa. With the eventual closing of the Canadian Studies program, these visitorships will be reimagined as an Indigenous visiting scholars program.

When Long term

How Requires the collaboration of the Faculty of Arts and the newly formed IIRS. Partnerships with other faculties can help facilitate the recruitment of national and international Indigenous scholars with research expertise based on distinctive disciplinary perspectives, and assist with the funding of different events including, for instance, a speaker series and/or conference.

Cost To the extent that existing funds can be repurposed (see above), the incremental cost should be minimal.

Who Provost/Dean of Arts/Academic delegate for Indigenous engagement/Chair or Director, ICAS



HOOP 2: Faculties, Departments and Programs: Indigenous Curriculum and Research Development

2.10 Indigenous Research Preparedness, Protocols, and the Office of Research Ethics and Integrity

Why There are practical, ethical, and moral considerations involved in working with First Nations, Métis and Inuit communities, which have cultural and procedural requirements based on their own governing practices and expectations. Faculty and students at uOttawa should be aware of these considerations when developing their Indigenous-focused research projects.

Within Indigenous communities, the most widely referenced framework for governance over research, community knowledge and data, is known as [OCAP](#):

- *Ownership*: Indigenous communities have ownership over their information and cultural knowledge.
- *Control*: Indigenous communities have control over how their information is used or accessed—and must be consulted and give informed consent to all stages of the research cycle.
- *Access*: Indigenous communities must have access to their own information and ultimately decide on group and individual access rights based on cultural needs and protocols.
- *Possession*: Indigenous communities are stewards of their own information and data and responsible for its security.

Many FNMI communities have developed research protocol agreements that researchers are required to consult and/or follow by any researcher working specifically with them but there are also university-specific statements, as well as the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, ch. 9](#).

Currently, uOttawa does not have a clear statement or protocol about how to undertake research with Indigenous communities, and that gap must be closed.

When Medium term

How During summer 2020, the academic delegate for Indigenous engagement and the Indigenous Affairs team will undertake a survey of best practices regarding Indigenous research protocols as developed by Indigenous communities/governing bodies, universities, and agencies that oversee institutional research, in order to begin developing a uOttawa Indigenous research protocol guide. Following that, we will work to implement this IRPG with the University of Ottawa's Office of Research Ethics and Integrity.

Cost TBD

Who The academic delegate for Indigenous engagement will begin a consultation with the director of the Office of Research Ethics and Integrity.

HOOP 3

The Physical Space: Aesthetic Infusion, Inclusion, Improvement



HOOP 3: The Physical Space: Aesthetic Infusion, Inclusion, Improvement

3.1 Increase presence of First Nation, Métis and Inuit art and images throughout campus interiors

Why	Given the number of national heritage organizations in Ottawa, uOttawa will work to partner with the National Gallery of Canada, the Canadian Museum of History, the Canada Council Art Bank and the federal government's Aboriginal Art Collection to borrow art that can be infused in key locations across campus.
When	Short term
How	uOttawa is now home to a sculpture commissioned from David General. In addition to this publicly viewable art installations, uOttawa will look to commission several other artistic pieces for the campus as well as begin negotiations to rent Indigenous art from the national and local heritage organizations. When art is purchased or borrowed, uOttawa will prioritize local Algonquin artists.
Cost	The University will be responsible for insurance, installation and conservation-grade displays for each object based on the expectations and regulations of the owner/lender.
Who	President/Provost/Dean of Arts

3.2 Increase Indigenous representation in exterior spaces

Why	The goal is to transform the campus' exterior spaces to be more welcoming to Indigenous people as they pass through our downtown space while also infusing the campus with an Indigenous aesthetic.
When	Medium term, following assessment
How	The University will undertake such actions as the renaming of campus streets, inscribing signs with words of welcome in multiple languages at key entrances to campus and commissioning an exterior mural in a high visibility area. Other actions will be developed in the context of campus master planning. Ensure that flags belonging to Indigenous nations—particularly Algonquin nations— are flown alongside the uOttawa flag when the University is hosting important/significant events, including the annual pow wow, and when dignitaries visit campus.
Cost	TBD, subject to the type of action envisioned
Who	President/Communications Directorate/academic delegate for Indigenous engagement/VP Resources/Facilities

HOOP 3: The Physical Space: Aesthetic Infusion, Inclusion, Improvement

3.3 Provide a dedicated, stand-alone building for Indigenous Affairs that includes an appropriately sized and configured space for Mashkawaziwogamig: Indigenous Resource Centre

Why	The current space allocated to Mashkawaziwogamig is small and inadequate for its needs. For instance, the IRC hosts a weekly soup and bannock event and the coordinator has to prepare the meal at home the evening before and bring it to campus. The IRC needs kitchen facilities as well as workstations, offices for the student organizations, a dedicated elders and/or ceremonial room and an activities space. It would also be ideal for the Indigenous Affairs staff to have dedicated office space that is not in the midst of student activity space.
When	Short term (urgent)
How	A space was identified in December 2018 and architects are currently drafting renovation plans with the intention of the Centre moving by summer 2020.
Cost	A building simply needs to be retrofitted for the needs of the Centre.
Who	Provost/VP Resources/academic delegate for Indigenous engagement/director, Indigenous Affairs



HOOP 3: The Physical Space: Aesthetic Infusion, Inclusion, Improvement

3.4 Develop and implement a renaming and memorialization plan

Why A number of universities have, in recent years, faced the need to consider carefully the principles for naming buildings because of protests around the historical legacy associated with particular figures (Yale, Ryerson and McGill, to name a few).

When Medium to long term

How The University will strike a committee to determine what the current principles on memorialization on campus are and then review whether there are places on campus that need to be renamed. It is best that we do this work ourselves before there are protests, given the history of the institution as a former Oblate owned and operated facility.

Cost Minimal aside from signage; requires solid preparation and investment of political capital by senior leadership

Who President/Provost/Senior leadership team



HOOP 4

Indigenous Community: Internal and External Engagement

HOOP 4: Indigenous Community: Internal and External Engagement

4.1 Support the Indigenous Education Council

Why As of fall 2018, uOttawa has a reinvigorated and conceived Indigenous Education Council (IEC), which is working to determine its role within the university to promote student success (note that having a functioning IEC is a requirement for the university to receive PEFAL funding from the Province of Ontario's Ministry of Education).

When Medium to long term

How The main requirement is a modest budgetary commitment to support travel by IEC members from their communities to Ottawa

Cost Three of uOttawa's First Nations community representatives—from the Mohawk Council of Akwesasne, the Kitigan Zibi Anishinabeg First Nation and the Algonquins of Pikwakanagan First Nation—are required to travel two hours to Ottawa. The University needs to establish an honorarium policy to cover the costs of travel and hotels, especially during inclement weather.

Who Provost/Deputy Provost, Planning and Academic Budgets



HOOP 4: Indigenous Community: Internal and External Engagement

4.2 Promote youth engagement and outreach with communities and schools

Why

Indigenous Affairs has collaborated with ACTUA to create a STEM mentorship program at Gloucester High School and with the Verna J. Kirkness Foundation to promote STEM fields to female Indigenous high school students. The Faculty of Education partnered with Māmawi Together to host the Youth for Reconciliation Day, which brought 250 high school students from four school boards to uOttawa, where they could learn about projects of reconciliation directly from Indigenous speakers and mentors.

In addition to these existing collaborations, we can build pathways to host Indigenous youth on campus during the summer by having them participate in a variety of programs such as sports camp, literacy camp, debate/rhetoric club, math camp, etc.

Camps such as this already exist at the University. They are offered annually in May across campus, through the [Faculty of Engineering, Faculty of Arts/Engineering and the Enrichment Mini-Course Program](#). All of these could be adapted to Indigenous-specific programming. We can also partner with Let's Talk Science on campus regarding STEM-related programming for Indigenous youth.

When

Medium term

How

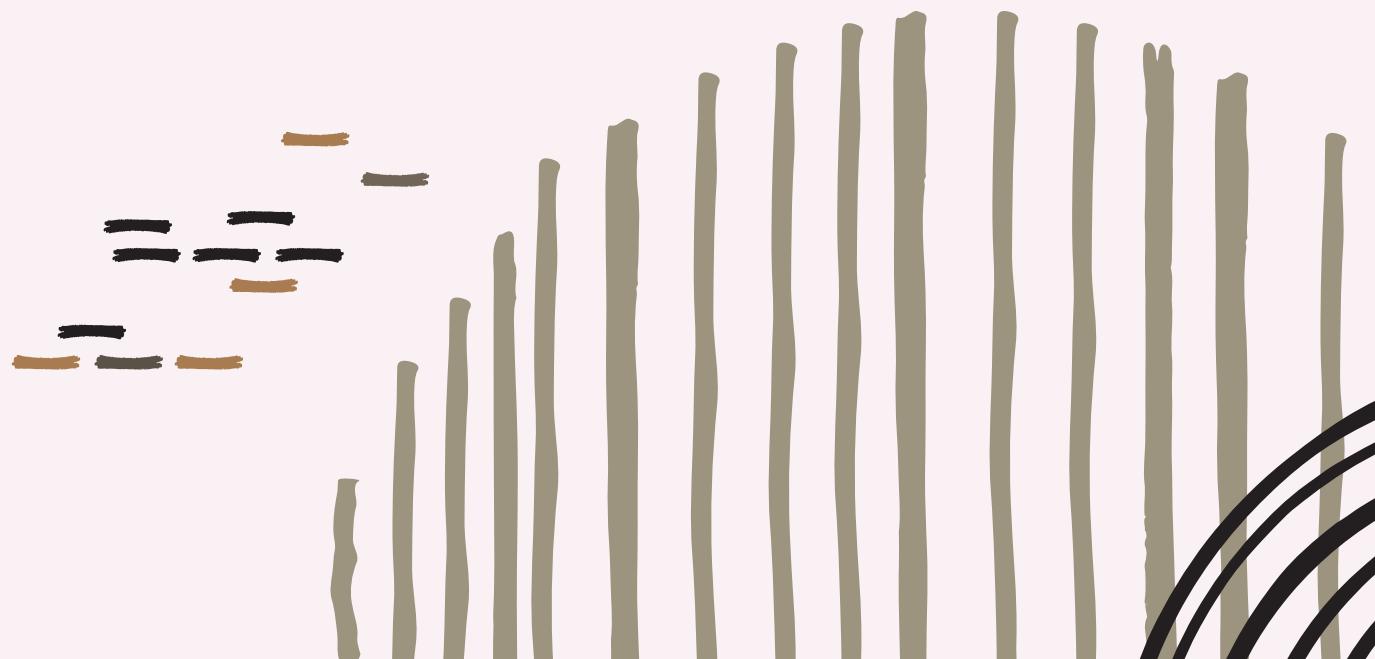
Seek additional mentorship and outreach opportunities with other appropriate bodies such as Indspire; seek opportunities through the Michaëlle Jean Centre and in partnership with faculty outreach activities.

Cost

Minimal incremental cost

Who

Vice-Provost, Academic Affairs/AVP, Student Life/Director, Michaëlle Jean Centre/Deans and Vice-Deans



HOOP 4: Indigenous Community: Internal and External Engagement

4.3 Provide and support an Algonquin knowledge keeper-in-residence for Mashkawaziwogamig: Indigenous Resource Centre

Why Mashkawaziwogamig currently brings to the Centre several different knowledge keepers from various nations with different skills to engage with students in a variety of ways, from spiritual teachings and support to moccasin making. This program will continue to grow and support our students.

The Centre requires, however, a permanent, rather than part-time, Algonquin knowledge keeper with some counselling experience to assist daily with issues of protocol and to advise on programming for students.

When Short to long-term support

How Academic delegate and director, Indigenous affairs, will work with local elders and communities to identify suitable candidates for such a position.

Cost Requires a salary (preferably not drawn from the PEFAL funding envelope) but also support for travel (e.g., mileage reimbursement, parking, subsistence) if the elder is travelling in from a nearby community such as Kitigan Zibi Anishinabeg First Nation or the Algonquins of Pikwakanagan First Nation.

Who Academic delegate (to determine cost implications)/Deputy Provost, planning and academic budgets



HOOP 4: Indigenous Community: Internal and External Engagement

4.4 Provide support for Indigenous events and activities

Why Indigenous Affairs is responsible for hosting a range of activities on campus for students and staff for them to experience and participate in aspects of Indigenous culture including the annual pow wow, lectures by Indigenous speakers and other events.

Dates and times in the calendar specifically commemorated by Indigenous peoples in Canada should be a part of the University calendar.

Raise the profile of Indigenous intellectuals and activists by encouraging faculties to nominate at least one Indigenous person annually to receive an honorary doctorate.

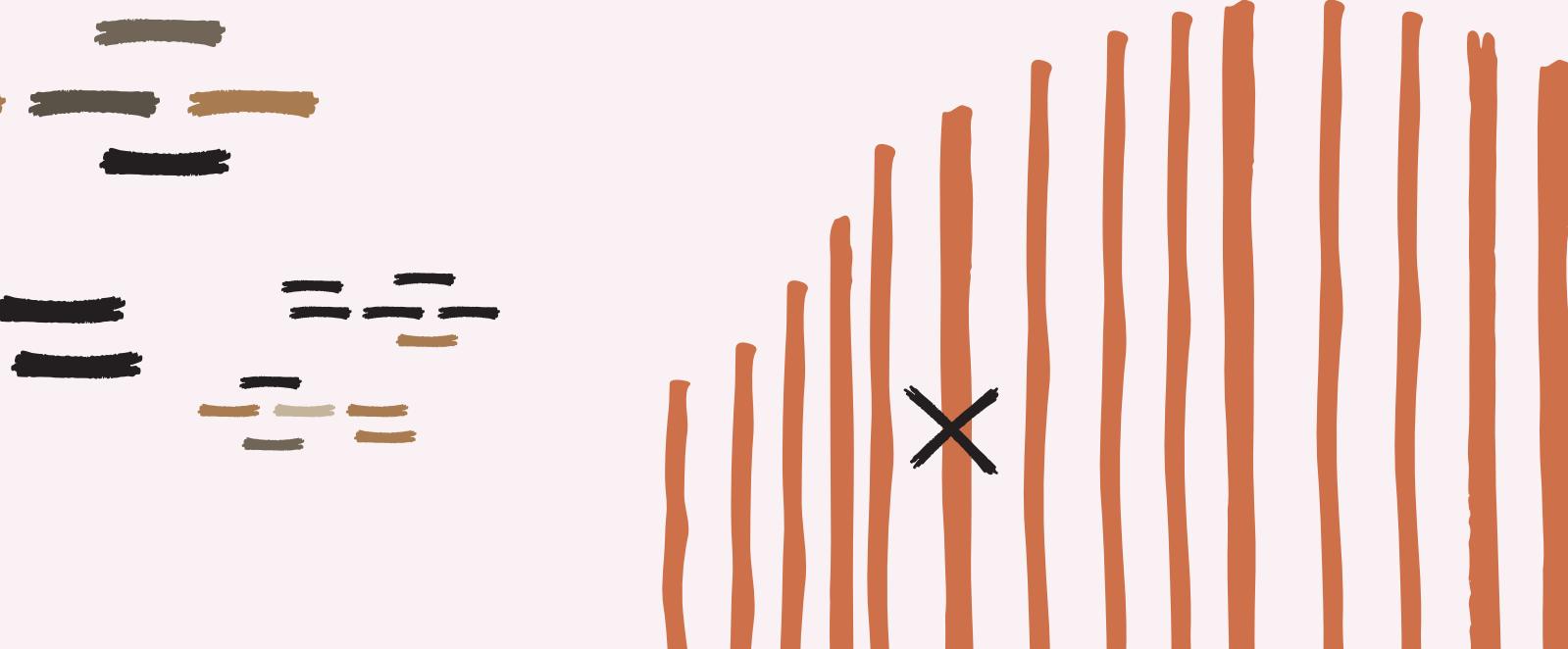
When Short term

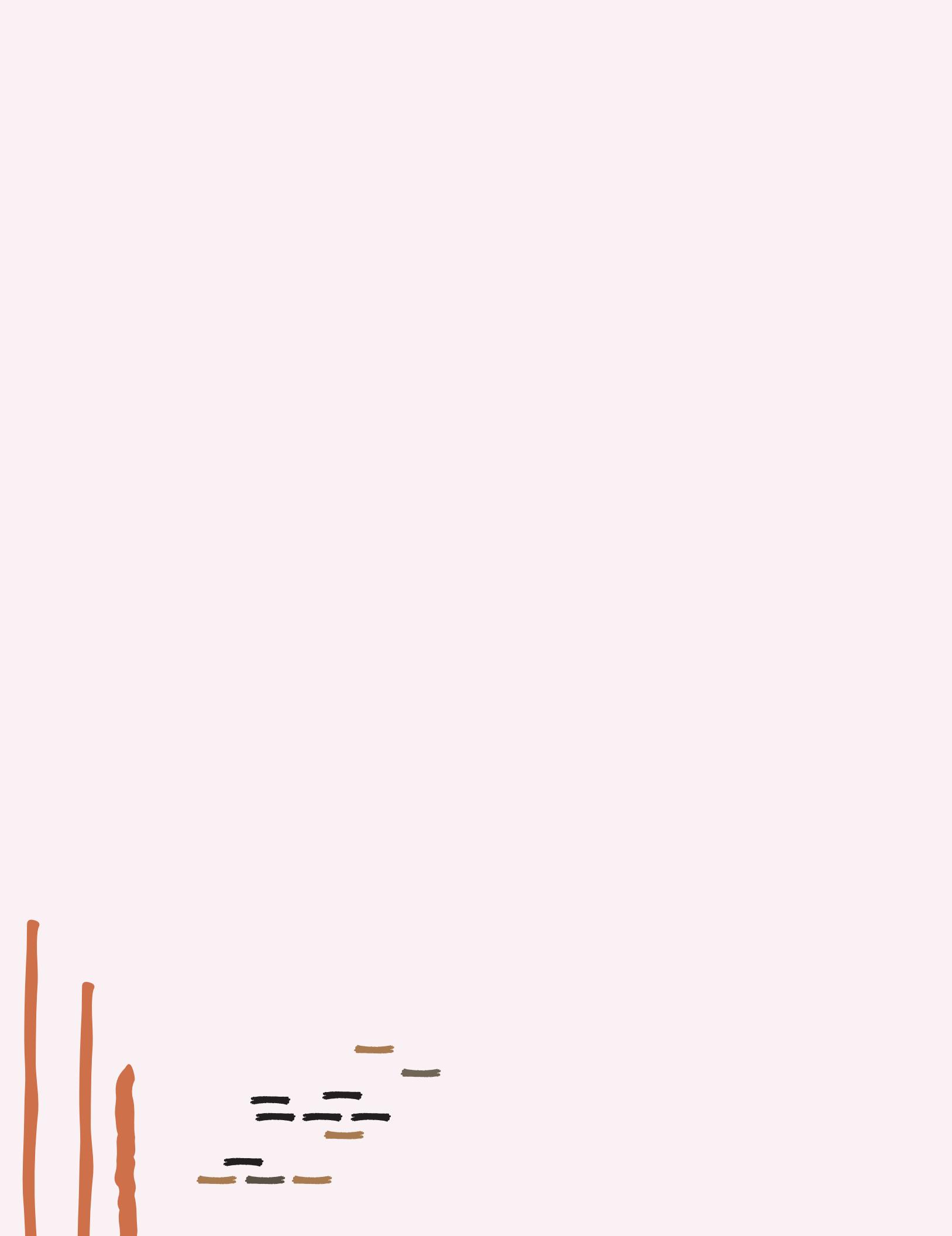
How Develop a list of dates and events that are central to the lives of Indigenous Canadians and ensure that uOttawa commemorates these dates. This list might include a dedicated holiday and/or days of observance such as Indigenous Peoples Day (21 June), Riel Day (16 Nov), Treaty Recognition Week (November), etc., to make Indigenous life a part of the campus

Provide an annual reminder to faculties to consider nominating an Indigenous person who has had an impact on the lives of Indigenous societies for an honorary doctorate.

Cost There are no incremental resource implications to acknowledging these types of dates or pursuing these types of honorifics.

Who Communications Directorate/Ceremonies and Events/Provost/Deans (for nominations of honorary doctorate candidates)







actionplan.uOttawa.ca