



Walking Together

Final Report on University of Manitoba
Indigenous Senior Leadership Projects

2023



University
of Manitoba

The University of Manitoba campuses are located on original lands of Anishinaabeg, Anishinewuk, Dakota Oyate, Denesuline and Nehethowuk Nations, and the national homeland of the Red River Métis. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.



UM | Office of the Vice-President
(Indigenous)

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UM Indigenous Senior Leadership Projects

Introduction

ISL Projects Advisory Council

(as of September 2022)

Chair: Dr. Catherine Cook, Vice-President (Indigenous)

Elders and Knowledge Keepers

Knowledge Keeper Ed Azure, Inner-City Social Work, Faculty of Social Work
Elder Harry Bone, National Centre for Truth and Reconciliation
Elder Margaret Lavallee, Ongomiizwin, Rady Faculty of Health Sciences
Elder Wanda Murdock, Indigenous Student Centre
Knowledge Keeper Leslie Spillett, Ongomiizwin, Rady Faculty of Health Sciences

Indigenous Faculty Members and Support Staff

Dr. Marcia Anderson, Vice-Dean Indigenous Health, Rady Faculty of Health Sciences
Dr. Michelle Driedger, Director, Graduate Program, Rady Faculty of Health Sciences
Brenda L. Gunn, Academic and Research Director, National Centre for Truth and Reconciliation
Randy Herrmann, P. Eng, Director, Engineering Access Program, Faculty of Engineering
Dr. Keira Ladner, Canadian Research Chair, Department of Political Studies, Faculty of Arts
Melanie MacKinnon, RN. Executive Director, Indigenous Health Services, Rady Faculty of Health Sciences
Dr. Heather McRae, Director for Indigenous Engagement, Faculty of Kinesiology and Recreation Management
Dr. Cary Miller, Associate Vice-President (Indigenous), Scholarship, Research and Curriculum
Dr. Yvonne Pompana, Senior Scholar, University of Manitoba
Stephanie Scott, Executive Director, National Centre for Truth and Reconciliation
Dr. Michael Yellow Bird, Dean and Professor, Faculty of Social Work
Dr. Frank Deer, Associate Dean, Faculty of Education
Christine Cyr, Associate Vice-President (Indigenous), Students, Community, and Cultural Integration

Project Leads on behalf of Executive Sponsors

Andrea Bilash, Manager, Strategic Communications Initiatives; Office of the VP (External Relations)
Dr. Adele Perry, Director, Centre for Human Rights Research; Office of the VP (Research and International)
Dr. David Mandzuk, Acting Dean, Extended Education; Office of the Provost and VP (Academic)
Jeff Leclerc, University Secretary; Office of the President and University Secretary
Ruth Shead, Director, Indigenous Engagement, Communications & EleV Partnership, Office of the VP (Indigenous)
Meghan Menzies, Human Rights and Conflict Management Officer; Office of the VP (Administration)

Student Representatives

Skylar-Ann Dyck, 4th year student
Anita Murdock, Graduate Student (Microbiology)

Secretariat and support for the IAC

Maria Morrison, Director, Office of the Vice-President (Indigenous)
Val Parker, Executive Assistant to the Vice-President (Indigenous) and Director

Message from the President and Vice-Chancellor



UM President Dr. Michael Benarroch with the 2021 and 2022 Indigenous Awards of Excellence honourees.

The University of Manitoba is committed to advancing reconciliation at all levels—in governance, leadership, and practice. This report shows the progress we have made towards this goal, and how we must continue to evolve our leadership structure so that we can work with the National Centre for Truth and Reconciliation and Indigenous communities across Canada to advance the Calls to Action and integrate Indigenous ways of knowing into everything this university does.

I encourage everyone in our community to read this report and reflect on what we have done, what more we need to do, and why we must do it.

This process began in 2019, before my time here. Then, an advisory committee considered the mandate of the vice-provost (Indigenous engagement), and the ideal roles Indigenous senior leadership would have and the resources they'd need. A series of recommendations were made, and this university community has been working diligently to implement these recommendations. We still have more to do and we remain dedicated to working together with members of the Indigenous community at the University of Manitoba to ensure these recommendations are fully implemented and continue to advance reconciliation.

I want to acknowledge the outstanding work by Dr. Cook and the Office of the Vice-President (Indigenous) and thank all of those who contributed to the many initiatives completed as highlighted in this report.

Thank you. Miigwech.

Michael Benarroch

President and Vice-Chancellor, University of Manitoba

Message from the Vice-President (Indigenous)



It has been a privilege to take on the role of inaugural Vice-President (Indigenous) with a goal of implementing the recommendations of the Indigenous Senior Leadership Project (ISL) through a process for organizational and systemic change.

In 2019, the President and Vice-Chancellor, Dr. David Barnard, and the Provost and Vice-President (Academic), Dr. Janice Ristock, accepted the recommendations of the Indigenous Senior Leadership Consultation. They appointed me to take a leadership role in establishing the Office of the Vice-President (Indigenous) and implementing the recommendations with a goal of achieving Indigenous equity and reconciliation.

The recommendations focused on four key areas for change. The need for organizational structure that would support decolonization and a systemic approach to anti-Indigenous racism was clearly a priority. Within that construct was the need to revise the current governance model to include Indigenous voices. Engagement with Indigenous communities would provide the guidance and advice of Knowledge Keepers and Elders that would support a process for hearing emerging practices for Indigenous equity in access, learning environments and inclusion. Most importantly, the approach would engage Indigenous voices from community, faculty, staff and students and support an accountability model that ensures a respectful relationship based on reconciliation and reciprocity.

The priorities identified in the report on Indigenous Senior Leadership aligned with the executive team leadership structure. From here, we created six Indigenous Senior Leadership projects crossing the major UM portfolios. Each project was sponsored by a distinct Vice-President or the University Secretary and was led in partnership by Indigenous and non-Indigenous leads and supported by experienced team members. As a result, the heavy load of revising current policy and practice became a shared effort. All project teams greatly valued the partnership between UM and the National Centre for Truth and Reconciliation (NCTR), considered a valuable resource for the work undertaken by UM.

On his arrival during the process, Dr. Michael Benarroch fully supported the intent and the work of the ISL project teams and has provided leadership at every level of the efforts, reinforcing support for Indigenous achievement. His leadership has reinforced the need to continue efforts for Indigenous community engagement, anti-racism and Indigenous leadership.

Finally, I want to thank each and every one of the individuals who have worked so hard on making the work and efforts of the project teams a success. It has been so rewarding to see our priorities supported throughout the academic and Indigenous community. It has been important to see that our priorities are aligned with other priorities at the University as well, and that we are able to align the work of equity, diversity and inclusion, as well as the work of the Anti-Racism Task Force.

Sincerely, and with thanks, migwetch to all of you

Dr. Catherine Cook
Vice-President (Indigenous)
University of Manitoba



UM Indigenous Senior Leadership Projects

Overview

Indigenous Senior Leadership Projects Overview

Based on direction from the report, Indigenous senior leadership recommendations will lead the University in achieving equity for Indigenous people in the institution and in society at large. Non-Indigenous senior leadership will boldly support Indigenous Senior Leadership by acknowledging and dismantling structures, policies and procedures that have been identified as barriers for Indigenous faculty, staff and students.

The projects were created in six themed areas with leads representing all areas of the University to maximize senior leadership support. This approach has project team actions sharing the reconciliation efforts. The Truth and Reconciliation Calls to Action clearly identify a collaborative process as a Canadian commitment to change, not an Indigenous problem to be resolved by the Indigenous community alone.

Project	Executive Sponsor
1. Governance and Leadership	President and University Secretary
2. Indigenous Leadership and Community	VP (Indigenous)
3. Faculty Partners for Reconciliation	Provost & VP (Academic)
4. Supportive Environment for Indigenous UM	VP (Admin)
5. Recognizing Indigenous Change-Makers	VP (External Relations)
6. Research that is Respectful of Indigenous People	VP (Research and International)

University of Manitoba Strategic Priorities: *Creating Pathways to Indigenous Achievement*

In imagining the path forward for our university, we remain committed to academic and research excellence; an accessible, inclusive and supportive environment on our campuses; and engagement for reconciliation with Indigenous peoples and communities. In all our activities, the University acknowledges the need to work respectfully and collaboratively in partnership with First Nations, Métis and Inuit communities. [The Strategic Plan: Taking Our Place](#) was structured so that goals related to Indigenous achievement are threaded throughout all priorities. This approach reflects UM’s understanding of the interdependence of its success with the achievement of Indigenous students, scholars and staff and a recognition that while each of the priorities are interconnected, it is particularly the case with Indigenous achievement.



Through the sharing of Indigenous knowledge, cultures and traditions across our campuses, we will build a stronger foundation for students, staff and the wider community. We are committed to fostering the development of the next generation of Indigenous leaders by providing an inclusive and supportive learning environment that promotes Indigenous student success from the time of admission through graduation and beyond. As Manitoba's research university, we are dedicated to advancing Indigenous research and scholarship, becoming a centre of excellence for this work. In addition, we seek to play a greater role in reaching out to First Nations, Métis and Inuit K-12 students to better support academic success, building a more prosperous and fulfilling future through post-secondary studies for Indigenous families, communities, Manitoba and the rest of Canada.



Tipi at UM's Fort Garry campus

Background: Indigenous Senior Leadership

The truthful history of Indigenous achievement at the University of Manitoba was one that did not fully support Indigenous success. The organizational structures were based on a colonial construct and did not recognize the significant disparities in access and achievement for Indigenous students. Over time, research and studies supported the repeated efforts of Indigenous students and faculty who recognized the need for the University to support Indigenous achievement at every level, including leadership, faculty, staff and students. With the tabling of the Report of the Truth and Reconciliation Commission, the need to respond to the Calls to Action brought clarity to the root causes of the disparities and inequities experienced by Indigenous people.

The University of Manitoba has made efforts to enhance resources and supports for Indigenous achievement for more than a decade by establishing Indigenous senior leadership roles.

In 2011, Deborah Young began as Executive Lead for Indigenous Achievement at UM to lead the process of developing connections with the Indigenous community in Manitoba. Ms. Young left her position in 2016.

In 2017, UM's first Vice-Provost (Indigenous Engagement) was Dr. Lynn Lavallée whose leadership position was to advance the commitment to Indigenous academic achievement as outlined in the strategic plan. Dr. Lavallee resigned her position in the fall of 2018.

In early 2019, a process to review the role and mandate for Indigenous senior leadership at UM was undertaken. Between March and May of 2019, 16 consultation sessions were held with Elders, University of Manitoba senior leadership, deans and directors, Indigenous and non-Indigenous faculty, staff and students, and the National Centre for Truth and Reconciliation, including town halls at the three urban campuses of the University of Manitoba. In identifying areas requiring efforts to address the gaps and barriers experienced by Indigenous faculty, staff and students, a ['What We Heard' report](#) noted four key themes of:

- Organizational Structure,
- Governance,
- Community and
- Accountability.

Feedback from these extensive consultations with key stakeholder groups reflected the need to establish a distributed leadership structure across faculties and units as well as in central administration.

Recommendations from the Indigenous Senior Leadership Report (ISL) focused on opportunities to strengthen and expand current approaches through the development of an Indigenous leadership and workforce structure and ongoing policy review and action that supports the goals for advancing Indigenous engagement and achievement.

With clear accountability and supportive funding, this Indigenous senior leadership structure would support the development of an equitable and culturally safe work and learning environment for Indigenous students, staff and faculty. The leadership structure would also foster outreach for community engagement and support for research relationships with Indigenous communities. UM recognized that a focused and strategic effort for reconciliation had been required for decades. The consultation process that led to the Indigenous Senior Leadership Report recommendations identified the need for strategic organizational and systemic changes in the structures that govern and rule the University.





UM Indigenous Senior Leadership Projects

Walking Together in Reconciliation

Walking Together in Reconciliation

Building Capacity: Implementation of the Recommendations

The implementation plan for the recommendations identified themes and actions that aligned as six projects attached to the Presidents Office / University Secretary, the newly established Vice-President (Indigenous), Vice-President (Research and International), Vice-President (Administration), Provost and Vice-President (Academic) and the Vice-President (External Relations). Establishing the structure, funding and supports necessary to implement the recommendations has been our collective priority. The project teams worked on commitments that have and will continue to create tangible deliverables to strengthen Indigenous achievement. An Indigenous Senior Leadership - Projects Advisory Council (page 1) was established to oversee the work.

Dr. Catherine Cook [MD/87, MSc/03], the inaugural Vice-President (Indigenous) at the University of Manitoba, began full time as of April 1, 2020. The Office of the Vice-President (Indigenous)'s primary focus is to fully support the University and the Indigenous community at the University in advancing Indigenous engagement and achievement and to build a culturally safe environment for Indigenous students, staff, faculty and guests. We are approaching this by expanding Indigenous representation in governance, in leadership and in classrooms and by working with academic and Indigenous leadership to create supports and structures for Indigenous success and through advancing reconciliation at UM.

Over the past two years, the project teams have worked steadily on each commitment and have made considerable progress in establishing a solid base of resources and knowledge specific to Indigenous issues, in making the changes in governance and leadership, and in reviewing and changing policy that enhances opportunities and supports for Indigenous faculty and staff.



Progress Report on ISL Commitments

Each project consists of representation from faculties and departments (8-14 members each) across the University and include Indigenous faculty, staff and Elders. Over 60 people from all parts of the university were actively involved in 31 priorities or commitments. Many others contributed on sub-committees and consultations.

The following summary provides a snapshot of the commitments each project team worked on and their progress over the past three years, ending in 2022. Outstanding goals are now being addressed through the relevant Vice-President's office with support from the staff in the office of the Vice-President (Indigenous).

Project 1

Governance and Leadership: President and University Secretary – Summary

Executive sponsor: Dr. Michael Benarroch, President
Co-sponsor: Dr. Catherine Cook, Vice-President (Indigenous)

Leads: Jeff Leclerc, University Secretary
Dr. Cary Miller, Associate Vice-President (Indigenous), Scholarship, Research and Curriculum

The project focusing on governance and leadership, was responsible to address the need for enhanced Indigenous representation on Senate and the establishment of a senior Indigenous leadership network at the University of Manitoba. The value of the creation of the OVPI and the leadership and coordinating function it provides cannot be understated. Having that infrastructure in place has made and will continue to make a significant and positive impact on ensuring that Indigenous voices, perspectives and world views are included in senior leadership and governance functions at the University of Manitoba.

Six recommendations in the ISL Report were focused on Governance and Leadership. This project team has been successful in their efforts and work continues on an assessment of the potential for a joint Board / Senate Committee on Indigenous Issues.

Project 1: Governance and Leadership

Project Commitments		Actions Recommendations	PROGRESS				
			2020	2021	2022	2023	FUTURE
1.1	Establish the position of Vice-President (Indigenous)	First VPI, Dr. Catherine Cook hired	●				
1.2	Encourage Vice-Presidents to identify or hire an Associate Vice-President/Vice-Provost or Indigenous lead in each of the Vice-Presidents' portfolios	For discussion at PET				●	
1.3	Supporting the creation of a university-wide Reconciliation Action Plan to implement the relevant Calls to Action of the TRC and the University Strategic Plan	Reconciliation Action Plan development sessions held fall 2022 to be led by OVPI and supported by PET The Final Report and approved Reconciliation Action Plan will be tabled in Spring of 2023			●		
1.4	Engaging in consultation with the NCTR to establish alignment with the Vice-President (Indigenous) portfolio within the University of Manitoba	NCTR moved to the OVPI portfolio	●				
1.5	Establishing a joint Board of Governors (BOG) / Senate Standing Committee on Indigenous Initiatives and Achievement	Environmental scan underway					●
1.6	Ensuring all relevant Senate and BOG Committees have Indigenous representation or representation from an ally who has successfully completed advanced Indigenous training	On April 7, 2021, the University of Manitoba Senate approved the addition of five Indigenous Senators to the membership of Senate over and above any Indigenous Senators already serving on Senate as representatives for their respective Faculty and School Councils. Work continues on establishing Indigenous representation on relevant committees. Some have accomplished this goal and others are assessing relevance.		●			

Next steps:

The ongoing support of a university-wide Reconciliation Action Plan to implement the relevant Calls to Action of the TRC will continue. The Board of Governance and Senate Standing Committee development will be ongoing as well as ensuring Indigenous representation on relevant committees.



The University of Manitoba is working to implement Indigenous governance models.



Project 2

Indigenous Leadership and Community: Office of the Vice-President (Indigenous) - Summary

Executive sponsor: Dr. Catherine Cook, Vice-President (Indigenous)

Co-sponsor: Jeff Leclerc, University Secretary

Leads:

Ruth Shead, Director, Indigenous Engagement and Communications

Heather McRae, Director, Indigenous Engagement, Faculty of Kinesiology and Recreation Management

This project's commitments focused on enhancing Indigenous community engagement; developing Indigenous leadership; supporting Indigenous staff and scholars; restructuring reporting processes on Indigenous initiatives; and creating a digital hub to host resources that will support all UM employees in integrating Indigenous content into curriculum and advancing Indigenous engagement. This included establishing more roles for Elders, Knowledge Keepers and Grandparents at UM, as well as relevant Indigenous Advisory Circles and/or processes for specific matters of importance.

Some highlights include:

- The addition of two Associate Vice-President (Indigenous) roles and other portfolio leads within the Office of the Vice-President (Indigenous) (OVPI)
- The creation of a Director of Cultural Integration role who supports and work with Elders and Knowledge Keepers at UM and who will continue to develop protocols and education on respectfully engaging community members who have Traditional knowledge, language, governance and other gifts to share with the University.
- Alignment of the National Centre for Truth and Reconciliation (NCTR) with the OVPI portfolio, and the approval of a new NCTR Governance Policy and Procedure
- The appointment of a new Executive Director of the NCTR
- An Indigenous Community Engagement Planning Committee hosted a series of Listening and Dialogue sessions with Indigenous community members. A report summarizing what was shared at those sessions has already informed our proposal to the Mastercard Foundation's EleV Program, which resulted in a \$16.1 million partnership. We will continue to develop an Indigenous community engagement strategy based on the report's findings. [View Community Engagement Overview report.](#)
- The hiring of PhD student Iloradanon Effimoff to undertake consultations with Indigenous scholars and staff on desired supports for Indigenous employees and students at UM. This work was done as an ethics-approved research project, and resulted in the final report: How many times do we have to say it before it happens? ([View report](#)). This report will be an essential resource for the

University as we continue to advance the TRC's Calls to Action and other commitments to advance Indigenous engagement.

- The beginnings of an Indigenous Intranet site that will be developed and regularly updated to include links to learning opportunities, cultural protocol information, and resources and support for faculty to incorporate Indigenous content into curriculum.
<https://umanitoba.sharepoint.com/sites/um-intranet-indigenous>

Project 2: Indigenous Leadership and Community

Project Commitments	Actions Recommendations	PROGRESS					
		2020	2021	2022	2023	FUTURE	
2.1	Establishing a Support Team of Portfolio Leads for the Vice-President (Indigenous)	Director, OVPI – Maria Morrison, Director, Engagement, Comms & EleV Partnership - Ruth Shead Executive Director, National Centre for Truth and Reconciliation - Stephanie Scott AVPI Students, Community and Cultural Integration - Christine Cyr AVPI Scholarship, Research & Curriculum - Dr. Cary Miller	●	●			
2.2	Establishing an Elder in Residence to support the Office of the Vice-President (Indigenous)	The new Director of Cultural Integration position is continuing consultation with UM Elders and Knowledge Keepers on the key responsibilities of an OVPI Elder-in-Residence position and developing compensation/benefits/flexible job description for all Elders.				●	●
2.3	Establish a permanent Indigenous Advisory Circle at the U of M, comprised of members of the Indigenous community at U of M, as well as the Indigenous communities external to U of M. The committee will serve in a consultative role to the President and other key university administrators.	A working group was established to look at this commitment. After discussing background of previous Circles, it remains unclear whether this should continue to be a Circle or an Indigenous Advisory Process that could be applied for specific matters. Each time that the UM seeks to establish an Indigenous Advisory Circle or Process, Senior Leadership and/or UM employees who are seeking advice from Indigenous stakeholders, must meet with Indigenous community stakeholders to build and foster good relationships and a mutual understanding of the advisory Circle/Process expectations and timelines.			●		●

2.4	<p>Redeveloping/restructuring annual reporting on Indigenous initiatives to include Faculty reports, progress on the TRC Calls to Action, the Murdered and Missing Indigenous Women and Girls Calls for Justice and University Strategic Plan as well as share these reports with the university community and public in a spirit of transparency, and the Indigenous values of truth and honesty.</p>	<p>Determined that a 1 year contract position was needed to complete the work of a scan of internal and external reports that ask for progress on Indigenous initiatives, TRC Calls to Action, UNDRIP, MMIWG Call for Justice, etc.; Collate common information that would be requested, develop a reporting template, which includes a section for faculties and units to commit to measurable annual goals followed by deadlines, a communications and sustainability plan.</p>				•
2.5	<p>Engaging in consultation with the NCTR to establish alignment with the Vice-President (Indigenous) portfolio within the University of Manitoba</p>	<p>NCTR moved to the OVPI portfolio. VPI sits on the NCTR Governing Circle. New NCTR Governance Policy and Procedure approved</p>	•	•		
2.6	<p>Leading the development of a community engagement action plan that supports research, academic programs and students</p>	<p>Listening Sessions were held in 2021, followed by dialogue sessions in 2022. Final report will inform strategy development.</p>		•		•
2.7	<p>Establishing a pool of Knowledge Keepers and Elders within UM community to support ceremonial aspects of university protocols (such as Indigenous land acknowledgements, graduation supports such as honour songs, guest speakers, research, curriculum development, etc.) in addition to the student supports currently existing in spaces such as Migizii Agamik, Ongomiizwin and Inner City Social Work.</p>	<p>Changed commitment to "People with Gifts to Share." The new OVPI Director of Cultural Integration will develop a process for sharing this information with UM community and ensuring that engagement is done in a good way.</p>			•	•
2.8	<p>Establishing a network of supports for Indigenous scholars and staff across faculties and administration units through such means as mentorship and leadership programs, and research collaboration programs.</p>	<p>Consultations and final report complete: <i>How many times do we have to say it before it happens?:</i> Indigenous participants' desired supports at the University of Manitoba (2022).</p>			•	•



2.9	Establishing a website with links to resources to support faculty incorporation of Indigenous content, pedagogies, and Indigenous knowledge into their curriculum, as well as campus approved Indigenous protocols as a support for non-Indigenous allies in fostering Indigenous engagement.	The Indigenous Intranet site is being revised to include links learning opportunities, as well as culture, protocols and resources. This site will need ongoing maintenance, which will be led by Indigenous Engagement & Communications (OVPI).				●	●
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Next steps:

Many of the commitments within this project are ongoing. Some now have human resources in place that will allow for the necessary relationship building needed when engaging Indigenous community. In other cases, we have been given clear direction from Indigenous community members – both on and off campus – on how the UM can work better in partnership to drive systems change. Continuing to expand Indigenous leadership across UM’s campuses will also ensure that Indigenous voices are part of decision-making tables.

One of the commitments within this project that requires dedicated resources to get underway is the restructuring of annual reporting processes on Indigenous initiatives. This includes faculty reports, progress on the TRC Calls to Action, the Murdered and Missing Indigenous Women and Girls Calls for Justice and University Strategic Plan. We are in the process of defining the role for a project manager who will take the lead on developing a reporting template for the central units and faculties to commit to measurable goals with a clear communication and sustainability plan. The project will begin in spring of 2023 and will be led by the OVPI.

Finally, a website is being revised to address the need for access to resources for Indigenous content, pedagogy, Indigenous protocols and all resources relevant for supplying Indigenous engagement across the UM.



Project 3

Faculty Partners for Reconciliation: Office of the Provost and Vice-President (Academic) - Summary

Executive sponsor: Dr. Janice Ristock, Provost and Vice President (Academic) (2020-2021)
Dr. Diane Hiebert-Murphy, Provost and Vice President (Academic) (2021-current)

Co-sponsor: Dr. Catherine Cook, Vice-President (Indigenous)

Leads: Dr. David Mandzak, Acting Dean, Education
Dr. Marcia Anderson, Vice Dean, Indigenous, Rady Faculty of Health Sciences

This work was supported by a team of faculty, vice-provosts, deans and directors from across the university. The project team was tasked with six recommendations specific to faculty development on Indigenous initiatives, Indigenous representation at multiple levels with meaningful engagement with the representatives and the development of education and training for faculty as well as the development of culturally safe physical spaces. The team added two additional recommendations to Indigenize/decolonize their physical and virtual spaces and guide meaningful discourse and collaboration with the National Center for Truth and Reconciliation.

For the ISL commitments in this project portfolio, each was given great consideration on how academic units will contribute to work toward greater reconciliation with Indigenous peoples. Their final report provides an implementation map of further recommendations for continued and ongoing development under each commitment. Clear and concise project specific recommendations are made on how to approach these efforts.

Some highlights from the REPORT AND RECOMMENDATIONS of the FACULTY PARTNERS FOR RECONCILIATION: ([View the full Project 3 report](#))

- The development of Reconciliation Action Plans to guide the work of individual faculties and units was recommended to raise awareness of faculty Indigenous initiatives and to consider collaboration with other units and faculties on Indigenous issues.
- Recruitment and appointment of Indigenous Leads for faculties would be ideal if recruited from within the faculties. The selection criteria and the anticipated role for the Lead is considered critical to the success of the role within the faculty. Engaging at the faculty executive level or

Deans Council is a strategic investment and the Lead must be granted administrative support and a dedicated budget for the agreed upon deliverables.

- When committees are making plans or decisions specific to Indigenous issues or initiatives it is critical that there be Indigenous representation on faculty Committees.
- Deans are recommended to meet regularly with Indigenous faculty and staff as a means of assessing ongoing needs as well as exploring new ideas and initiatives.
- Working with Elders in Residence, Knowledge Keepers, Grandfathers or Grandmothers is clearly beneficial at all levels of decision making specific to Indigenous issues and initiatives. Best practice guidelines in working respectfully with Elders and Knowledge Keepers, and a process for hiring or recruitment of Elders are shared.
- Faculty specific Indigenous training must be developed and delivered at the unit level as Indigenous training. Curriculum should be thorough, and discipline focused and build on more general and foundational Indigenous training. All training should be developed in consultation with Indigenous Lead of the faculty, Knowledge Holders, Elders and the AVP (Indigenous) for Scholarship, Research and Curriculum.
- The evolution of physical and virtual spaces should include reference to Indigenous languages or names of Indigenous people who have made significant contributions to Manitoba and / or the university. Access to ceremony space for smudging, the application of Indigenous art, incorporation of Indigenous design elements should support and be combined with specific promotion of anti-Indigenous racism training.
- Finally, the project team made specific recommendations on strengthening relationships with the National Center for Truth and Reconciliation. The potential for student internships, faculty fellowships, etc., as well as research and experiential learning on the history of the truth and reconciliation journey and access to archives and collections in enriching curriculum are significant outcomes of such a partnership. Faculties could partner with the NCTR for exhibits and pursue opportunities for supporting the work of the NCTR specific to the archives, research and education.

Project 3: Faculty Partners for Reconciliation

Project Commitments		Actions Recommendations	2023 Faculty PROGRESS			
			A FEW	SOME	MANY	FUTURE
3.1	Faculties to create Reconciliation Action Plans (RAPs) that will plan for implementation of relevant TRC Calls to Action, the Indigenous pillar of the UM Strategic Plan, the Manitoba Aboriginal Education Blueprint, the Winnipeg Indigenous Accord, MMIWG Calls to Justice and UNDRIP, to be delivered to Provost, VP (Indigenous) and joint Senate/Board of Governors Committee on Indigenous Initiatives	<ul style="list-style-type: none"> Recommend that faculty representatives consult with the Associate Vice-President (Indigenous) - Scholarship, Research and Curriculum and a template be provided <ul style="list-style-type: none"> RAPs be framed as collective, unit-wide efforts involving all staff RAPs be developed and fully integrated into faculty/unit strategic plans and EDI frameworks, and articulated within the annual planning and budget submission process and strategic resource plans that deans submit to the Provost <ul style="list-style-type: none"> Annual status report on RAP progress, challenges, and opportunities published by each faculty given to OVPI and Provost 	<ul style="list-style-type: none"> • • 			<ul style="list-style-type: none"> • •
3.2	Establish senior Indigenous administrative leads (associate deans, directors, etc.) within each faculty (or collective groupings of smaller faculties)	<ul style="list-style-type: none"> The faculty/unit should have a clear plan for how it will support the Indigenous lead in meeting their teaching, service and/or research expectations. Faculties/units should strongly consider accepting candidates with a master's degree or equivalent, coupled with relevant disciplinary /professional experience. Lead should: <ul style="list-style-type: none"> -be a part of the unit's executive or administrative team -be involved in the development of the unit's strategic plan -report to, be supported by and meet regularly with the dean 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • • 		

3.3	Faculties to ensure they have Indigenous or ally representation on key faculty committees	<ul style="list-style-type: none"> • Indigenous leads (and Indigenous faculty members within each unit) decide on which committees Indigenous representation is most important. There must be Indigenous representation on Indigenous Scholar Program faculty and instructor hiring committees. • Indigenous leads, in consultation with Indigenous faculty members, identify who within the unit should act as allies on committees where Indigenous representation is not possible. • Indigenous faculty and staff should meet periodically with the dean and Indigenous lead to talk about their involvement on faculty committees and observations they have made in that capacity. • With respect to hiring committees, dedicated questions will address diversity in the workplace and working with Indigenous Peoples. • The dean and Indigenous lead should develop a process whereby all calls for faculty and university-wide committee involvement are directed to Indigenous faculty and staff. 	•			
3.4	Deans to meet regularly with Indigenous leads, and Indigenous faculty and staff	<ul style="list-style-type: none"> • Having conversations individually and collectively regarding any workload issues related specifically to Indigenous faculty and staff • Exploring new ideas and initiatives (curriculum, resources, recruitment) 	•			
3.5	Faculties/units or clusters of units to establish an Elder/Knowledge Keeper-in-Residence	We recommend the dean, faculty and staff meet with the Associate Vice-President (Indigenous) - Students, Community and Cultural Integration to gain an understanding of the role of Elders/Knowledge Keepers at the university level before they begin the hiring process.	•			
3.6	Faculties to provide faculty-specific Indigenous training to build on general campus Indigenous training	A thorough and discipline-focused curriculum should be established, with the aim of building on the more general, foundational Indigenous training that will be developed centrally. It should advance knowledge of Indigenous history, culture and ways of knowing, being and doing, and the impact of colonialism on Indigenous Peoples, in a way that is specific to the respective faculty and its unique disciplinary and in some instances, professional context.	•			



3.7	Faculties to Indigenize/decolonize their physical and virtual spaces	<p>We recommend:</p> <ul style="list-style-type: none"> • the names of buildings and streets on our campuses be reviewed, and a process developed to replace any controversial names with ties to colonization, racism etc. with names in Indigenous languages or names of Indigenous people who have made significant contributions to Manitoba and/or UM • every faculty/school have a space to smudge • UM make a concerted effort to display Indigenous art created by Indigenous Peoples across public spaces and all campuses, and that this effort be seen as an opportunity to also incorporate Indigenous languages • Indigenous design elements be strongly encouraged and Indigenous architects consulted in the renovation of existing instructional spaces and the creation of new spaces 				<ul style="list-style-type: none"> •
3.8	Faculties to strengthen their partnerships with the National Centre for Truth and Reconciliation (NCTR)	<p>We recommend:</p> <ul style="list-style-type: none"> • to strengthen its connection to the NCTR, UM explore the possibility of arranging student internships, faculty fellowships, summer research awards, and other research and experiential learning opportunities outlined in UM's Senate-approved Experiential Learning typology • exploring ways in which the NCTR archives, collections and teaching resources can be used to enrich the curriculum and teaching that faculties deliver • the NCTR look for ways to collaborate/offer curricular and co-curricular opportunities for graduate and undergraduate students with the Experiential Learning Office in the Centre for the Advancement of Teaching and Learning, and the Experiential Learning Centre in Student Affairs to offer curricular and co-curricular opportunities for both graduate and undergraduate students 				<ul style="list-style-type: none"> • • •

Next steps:

The provost will oversee further implementation of outstanding recommendations.



Project 4

Supportive Environment for Indigenous UM: Vice-President (Administration) - Summary

Executive sponsor: Naomi Andrew, Vice-President (Administration)

Co-sponsor: Dr. Catherine Cook, Vice-President (Indigenous)

Leads:

Meghan Menzies, Human Rights and Conflict Management Officer

Christine Cyr, Associate Vice-President (Indigenous), Students, Community, and Cultural Integration

This project focused on the systems and structures that support all faculty and staff. Recommendations for change to the environment at UM largely rest with reviewing current processes, policies and practices. The issues specific to financial management and resource development, human resource development and operational policies and procedures that may create barriers or gaps in access for Indigenous people can be assessed and reviewed through this project's recommendations. Anti-Indigenous racism is systemic, resulting from a colonial system. The immediate need to support those exposed to it is a critical action.

Some highlights include:

The development of an *Indigenous rights specialist* within the Office of Human Rights and Conflict Management (OHRCM) is essential in addressing anti-Indigenous racism and supporting those who may have experienced a violation of their rights as an Indigenous person.

A mandate to participate in *collective bargaining* was felt to be important in including Indigenous language into the collective agreements. Discussions remain ongoing with human resources and union representatives to clarify the right to access days for cultural practice.

Recruitment and retention of Indigenous employees can be supported through key elements of a human resource strategy. For example, there is a need for professional development and leadership opportunities for Indigenous faculty and staff and support from supervisors to pursue all opportunities.

[View the Recruitment and Retention report.](#)

Indigenous faculty, staff, students and alumni are frequently called upon to assist and support the University with Indigenous-specific events or collaborations, projects or activities. When these requests extend *beyond normal expectations of a volunteer support system*, we must have a process or system to compensate individuals for their service.

The project team has developed a framework for the *anti-Indigenous component of the Anti-Racism Strategy*. [View the report on the Proposed Components of Planning an Anti-Indigenous Racism Strategy](#).

As indicated, systemic change can happen at many levels, but most importantly, embedding change into the systemic policies and practices supports the normalization of a process to break down barriers and bridge gaps for Indigenous faculty, staff, students and communities.

Project 4: Supportive Environment for Indigenous UM

Project Commitments	Actions Recommendations	PROGRESS				
		2020	2021	2022	2023	FUTURE
4.1 Establish an Indigenous rights specialist within UM	<ul style="list-style-type: none"> Community consultations revealed the scope of this position would differ from other positions at the OHRCM and UM generally, and this role must be considered in a different context: one that takes into account the cultural nature of the position and the deeply embedded and systemic nature of anti-Indigenous racism. Based on this input, the position has been renamed as the Indigenous rights specialist, a job description has been drafted and work is underway to hire an external consultant to assist in mapping out a culturally appropriate and UM-tailored organizational framework role. 			•		
4.2 Pursue a mandate to participate in the collective bargaining process to include language supporting Indigenous faculty and staff success in collective agreements	<ul style="list-style-type: none"> In working on this commitment, it became clear that not all issues should or could be addressed through a collective bargaining process, either because the process is very restrictive and may constrain further efforts or because many issues do not fall within the scope of a collective agreement. To assist in navigating processes that facilitate Indigenous faculty and staff success, a framework has been created that sets out methods for addressing issues through collective bargaining, human resources policies and procedures, and faculty/departmental policies. In addition, recommendations have been put forward on how to improve these processes and governing documents and create institutional accountability. 			•		



4.3	Develop a strategy for recruiting and retaining Indigenous employees. Develop and implement professional development programs for Indigenous faculty and staff.	Extensive discussions with community members and project team members made apparent that project commitments 4.3 and 4.4 had significant overlap. As a result, a draft report has been created, providing recommendations for both commitments.			●		
4.4	Develop a system in some form to compensate the contributions of Indigenous students, staff, faculty, alumni and community when requests extend beyond the normal expectations of service	The report identifies six key issues and 31 accompanying recommendations for addressing UM's commitment to recruitment and retention of Indigenous employees, the provision of professional development programs for Indigenous faculty and staff, and the recognition of the contributions of Indigenous students, staff, faculty, alumni and community when requests extend beyond the normal expectations of service.			●		●
4.5	Anti-Indigenous racism strategy	The project team, in conjunction with many other contributors, has created a framework report entitled <i>The Work Before the Work: Proposed Components of Planning an Anti-Indigenous Racism Strategy for the University of Manitoba</i> . This report makes 12 recommendations, including that any process for developing a strategy must be built on ceremony, collaboration and discovery through conversation, reflective practice and analysis. In its entirety, this report represents a Sacred Bundle that is alive, requiring love, nurturing, consideration and respect by university senior leadership.			●		●

Next steps:

The Vice-President (Administration) will undertake implementation of the outstanding recommendations for addressing the commitment to recruitment and retention of Indigenous employees, professional development and the recognition of the contributions of Indigenous members. The framework report, *The Work Before the Work: Proposed Components of Planning an Anti-Indigenous Racism Strategy for the University of Manitoba*, will continue to inform progress on anti-racism.



Project 5

Recognizing Indigenous Change-Makers: Vice-President (External) - Summary

Executive sponsor: Vice-President (External) - John Kearsey (2020-2021),
Vanessa Koldingnes, (2021-2022)

Co-sponsor: Dr. Catherine Cook, Vice-President (Indigenous)

Leads:

Andrea Bilash, Director, Institutional Communications

Ruth Shead, Director, Indigenous Engagement and Communications, Office of the VP (Indigenous)

The project goal was to recognize and celebrate the contributions of the many Indigenous community members affecting change in the UM community and beyond. This includes First Nations, Métis and Inuit Elders, Knowledge Keepers, students, staff, faculty, alumni and other community partners.

More specifically, the project's various recommendations work toward the common goal of recognizing, in a culturally responsive manner:

- Indigenous student and staff excellence and contributions
- Indigenous faculty/academics and their research/expertise
- Indigenous alumni and their contributions to community
- Indigenous Peoples and community partners who advance Indigenous engagement and reconciliation at UM

Some highlights include:

- *Indigenous literacy training* for External Relations staff
- Indigenous-focused communications to be guided by an *Indigenous style guide*
- Progress is being made to ensure *consistent messaging* recognizing the Indigenous community is leading the work to advance Indigenous engagement at UM.
- In addition, Alumni Relations will take the lead on tracking *Indigenous alumni identity declarations* to establish a network of Indigenous alumni who External Relations can recognize and share their contributions.
- Through *continued, strengthened storytelling and integration of Indigenous perspectives into UM events, initiatives and publications*, External Relations can, in collaboration with partners, recognize and celebrate the many contributions of the Indigenous community.



Project 5: Recognizing Indigenous Change-Makers

Project Commitments	Actions Recommendations	PROGRESS				
		2020	2021	2022	2023	FUTURE
5.1	<p>Recognize the contributions of Indigenous students, staff, faculty, alumni and community</p> <p>A. Indigenous literacy training for all External Relations staff</p> <ul style="list-style-type: none"> Recommendations include the potential content and format of the training. Next steps: External Relations to hire someone with the experience required to plan, implement and deliver the literacy training. <p>B. Indigenous editorial style guide/series (living documents) to guide the language in Indigenous-focused communications</p> <ul style="list-style-type: none"> Working group created an outline to guide the creation of an Indigenous style guide. Next steps: External Relations to hire a person (either on contract or as a term position) to lead the development of an Indigenous style guide. <p>C. Work with both External Relations and communication experts across UM campuses to ensure messaging consistently recognizes that the Indigenous community is leading the work to advance Indigenous engagement at UM</p> <ul style="list-style-type: none"> undertaking an inventory of the number of Indigenous stories that are being shared; types of stories; the platforms used; how decisions are made in terms of priorities inventory to be collected, outline created and recommendation made, to ensure stories continue to be highlighted in a more visible manner across all UM units, faculties and campuses <p>D. Recommendation that Alumni Relations takes the lead on tracking Indigenous alumni self-declarations as the first step in identifying Indigenous alumni, and then being able to understand and share their contributions</p>			•	•	

5.2	Establish an Indigenous External Relations function/portfolio to coordinate various aspects of fundraising for Indigenous spaces, bursaries, scholarships, new programs and other needs as they arise.	<p>A. Hire Indigenous-specific communications positions within External Relations.</p> <p>Three positions were identified as priorities: communications officer, designer and writer.</p> <p>External Relations to work with Human Resources (HR), and specifically an Indigenous HR consultant, to develop job descriptions and recruitment strategy. External Relations to move forward with creating a senior communications associate position for the VP (Indigenous) communications portfolio.</p> <p>B. Secure philanthropic support that will advance Indigenous Achievement and Reconciliation across UM and within each faculty and college.</p> <p>Consult with VP (Indigenous), community, student, academic and research leads to identify fundraising priorities and goal.</p> <p>Work with deans to outline the philanthropic priorities that will support Indigenous students, and advance Indigenous achievement, at the faculty level.</p> <p>C. Revise relevant policies and procedures to ensure that they align with Reconciliation efforts.</p> <p>In consultation with VP (Indigenous) review Naming Policy. Proceed with formal processes for updating board-approved policies.</p> <p>Review terms of reference for Student Awards procedures to ensure appropriate EDI perspectives are considered and colonial approaches removed.</p>	•	•
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Next steps:

External Relations is pursuing the recruitment of an individual to lead the development of an Indigenous style guide. The recruitment and hiring of Indigenous-specific communications positions to work within External Relations is underway through collaboration with Human Resources. Consultations continue to finalize the case for support for OVPI and faculty-based cases for support. Proceeding with consultations and processes required for updating procedures and board-approved policies.



Project 6

Research that is Respectful of Indigenous People: Vice-President (Research and International) - Summary

Executive sponsor: Dr. Digvir Jayas, Vice-President (Research and International)

Co-sponsor: Dr. Catherine Cook, Vice-President (Indigenous)

Leads:

Dr. Adele Perry, Director, Centre for Human Rights Research; Office of the VP (Research and International)

Dr. Frank Deer, Associate Dean, Faculty of Education

Although there was only one specific recommendation on the need to develop a framework for community-faculty partnerships for research and development, the team presented a comprehensive review of the need for additional actions to support Indigenous research. The full report *Research Protocols in Canada: Review and Recommendations, University of Manitoba* conceptualizes Indigenous research, examines current challenges and gaps with research ethics boards specific to Indigenous research, and provides a review of Indigenous research ethics in Canada and at U15 institutions. Recommendations are provided in a detailed and comprehensive approach to supporting Indigenous research, guided by Indigenous communities and researchers. [View the Indigenous Research Report.](#)

Some highlights include:

- The project team recommended *UM establish an Office for Indigenous Research* centred under the portfolio of the Office of the Vice-President (Indigenous) (OVPI) and a liaison with the Office of the Vice-President (Research and International) (VPRIO) and working collaboratively with Ongomiizwin Research at the Rady Faculty of Health Sciences, the National Centre for Truth and Reconciliation (NCTR) and the department of Indigenous Studies, Faculty of Arts.
- The Office of Indigenous Research would work closely with VPRIO and the Office of Research Ethics and Compliance to ensure Indigenous research submissions to all *research ethics boards (REBs)* are appropriately and respectfully adjudicated. All REBs would include individuals who are of First Nations, Inuit or Métis descent.
- The project team recommended that *relevant units identify an Indigenous research lead* and that they work together as members of a Council of Indigenous Research Leads.

- *Required tutorials on academic integrity and research integrity for graduate students* should be revised to include content on Indigenous knowledge(s), research and research methodologies.

Review the full report: *Research Protocols in Canada: Review and Recommendations*, University of Manitoba (2 September 2022).

Project 6: Research that is Respectful of Indigenous People

Project Commitments		Actions Recommendations	PROGRESS				
			2020	2021	2022	2023	FUTURE
6.1	Develop a framework to establish community-faculty partnerships for research and development	<p>Office for Indigenous Research We recommend UM establish an Office for Indigenous Research under the portfolio of the OVPI, liaising with the VPRIO and working collaboratively with the NCTR, Ongomiizwin Research and the department of Indigenous studies, Faculty of Arts.</p> <p>Unit Indigenous research leads We recommend relevant units identify Indigenous research leads who work together as members of a Council of Indigenous Research Leads.</p> <p>Required tutorials on academic integrity and research integrity for graduate students We recommend REBs develop a strategy for ensuring submissions for Indigenous research studies are appropriately and respectfully processed and adjudicated.</p> <p>All REBs at UM will require a professional development component through which committee members would become prepared to adequately and respectfully adjudicate submissions for Indigenous research studies.</p> <p>All REBs will include committee members of First Nations, Inuit, or Metis descent.</p>			●		●

Next steps:

Recommendations for all of the above should be reviewed in five years and revised as required. The OVPI and VPRI will collaborate on the development of an Office for Indigenous Research.





UM Indigenous Senior Leadership Projects
**Continuing Commitments
and Outstanding
Deliverables**

All outstanding deliverables from the original ISL Report (2019) are summarized in the chart below. The leadership teams responsible for completion or follow-up of the deliverables will establish the process for a) completion of the actions or b) the launch of other strategic efforts to continue to enhance Indigenous achievement and success while responding to the Calls to Action. Continued efforts for strategic priority-setting will be identified through strategic planning, and progress reports will show continued support for reconciliation through related action plans and activities at the university level as well as the faculty/unit level.

Summary of Continuing Commitments and Outstanding Deliverables

Outstanding Deliverable	Lead Sponsor	Responsible for Actions	Actions	Timeline	
1	Establish a joint Board of Governors (BOG) / Senate Committee	University Secretary		Establish and continue working with a group of advisors and collaborators. An environmental scan is underway, with next steps to include a report to the President's Executive Team, the BOG and the Senate, followed by relevant actions to complete the recommendation.	2023
2	Ensure all BOG and Senate committees include Indigenous representation	University Secretary			2023 and ongoing
3	Establish a pool of people with gifts to share	Vice-President (Indigenous)	Director, Cultural Integration	To support ceremonial aspects of university protocols and to support students, the director of cultural integration will take a lead role in developing a process for sharing information with the UM community.	2023 and ongoing re-evaluation
4	Indigenous community engagement strategy	Vice-President (Indigenous)	Director, Indigenous Engagement	Development of an action plan for community engagement will include elements of the EleV Program.	2023
5	Annual UM reporting on Indigenous initiatives and progress	Vice-President (Indigenous)	Project Manager	<ul style="list-style-type: none"> Structuring of annual reporting on Indigenous initiatives and progress on the TRC Calls to Action, the MMIWG Calls to Justice and UM's Strategic Plan Defining the role for a project manager who will take the lead on developing a reporting template for the central units and faculties to commit to measurable goals, with a clear communication and sustainability plan 	2023
6	UM Indigenous Intranet resource	Vice-President (Indigenous)	Director, Communications with External Relations	Website is being revised to address the need for access to resources for Indigenous content, pedagogy, protocols and all resources relevant for supporting Indigenous engagement across UM.	2023 and ongoing

7	Faculty partners for reconciliation	Provost and Vice-President (Academic)	Provost and established working groups	Provost will clarify the process for ongoing development in these areas, particularly: <ul style="list-style-type: none"> • development of an Indigenous education and training strategy • establishment of Indigenous administrative leads within each faculty • ensuring Indigenous representation (or ally representation) be present on all key faculty committees • regular meetings between deans and Indigenous representatives • annual reporting template • established access to Elders-in-Residence 	2023
8	Indigenous education and training strategy to be implemented by all faculties	Provost and Vice-President (Academic)	Provost and deans	<ul style="list-style-type: none"> • Project team identified clear steps on the role of an established working group to finalize a strategy and implementation • Plan for Indigenous education and training 	
9	Indigenize and decolonize faculties physical and virtual spaces	Provost and Vice-President (Academic)	Deans	Each faculty will develop its own specific plan.	
10	Indigenous recruitment and retention strategy	Vice-President (Administration)	AVP (Human Resources)	<ul style="list-style-type: none"> • Implementation plan • The need for policy review in several areas to assure equity and the breaking down of barriers to better support Indigenous faculty and staff • The establishment of a working group to develop an Indigenous recruitment and retention strategy will identify key areas for human resource development, including professional development and recognition of contributions of Indigenous faculty, staff and students. 	
11	Indigenous rights specialist position	Vice-President (Administration)	AVP (Human Resources)	The organizational framework for the role is under development.	
12	Anti-Indigenous Racism Strategy	Vice-President (Administration)	VP Admin VP Indigenous	Recommendations from the framework report on anti-Indigenous racism will be further developed and incorporated into UM's Anti-Racism Strategy.	2023
13	Hire Indigenous-specific communications positions within External Relations	Vice-President (External)	VP, External	<ul style="list-style-type: none"> • Communications officer, designer, writer • External Relations to work with an Indigenous HR consultant to develop job descriptions and recruitment strategy • Creating a senior communications associate position for Indigenous Engagement, reporting to each of UM's vice-presidents 	2023



14	Establish an Office for Indigenous Research	<p>Vice-President (Research and International)</p> <p>Associate Vice-President (Indigenous) for Scholarship, Research and Curriculum (OVPI)</p>	<p>VP (Research and International) with VP (Indigenous), AVP (Research) and AVP (Indigenous)</p>	<ul style="list-style-type: none"> • To work collaboratively with the NCTR, Ongomiizwin Research and the department of Indigenous studies in the Faculty of Arts • Recommended that each unit identify an Indigenous research lead to work together on a council of Indigenous research leads • Develop tutorials on academic and research integrity for graduate students and the need to develop research ethics boards that ensure Indigenous engagement and partnership in research studies involving Indigenous Peoples or communities 	2023
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Conclusion

The project teams have now completed their work. The last two years have been full of intense efforts focusing on implementing the recommendations of the ISL Report and recommendations. Project team members were clearly engaged and passionately committed to making a difference for Indigenous people at UM. In all, including the executive team, project teams and working group members, more than 100 voices and minds have influenced the outcomes of the recommendations and our ability to achieve many of the deliverables, while establishing the foundation for next phases of others.

The Truth and Reconciliation Commission's Calls to Action identify both the need to actively review those colonial structures within systems that may impact Indigenous equity, and the need for actions focused on reconciliation of past inequities. UM's process has clearly followed those guidelines, and the collaborative work across the system has embraced the concepts of reconciliation and reciprocity.

The project phase has built a solid foundation of knowledge, support and cultural networks to support the continuation of growth. Next steps will be led by the offices of the responsible vice-presidents or the University Secretary. The key development and organizational structures have been implemented with collaborative, inclusive planning and recommendations in each project area. Many of the original 2019 recommendations have been completed, while any outstanding deliverables have clear actions and timelines to achieve the larger-scale efforts, with continued progress toward completion.

As we continue to advance Indigenous engagement, achievement and equity throughout all aspects of the University, the decades of preceding work by the many First Nation, Inuit and Métis individuals who have gotten us to this place in time are gratefully acknowledged. UM recognizes reconciliation requires each and every leader, staff and faculty member to share in the development of an equitable space for all Indigenous people. The initiatives and actions stemming from these projects will continue as part of Reconciliation Action Plans or be embedded into the fabric of each unit or strategy.





UM Indigenous Senior Leadership Projects

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