



DECOLONIZATION, RECONCILIATION, AND INDIGENIZATION COMMITTEE

March 2-3, 2018
Seymour/Grouse Rooms
Hyatt Regency, Vancouver, BC

DRAFT AGENDA

FRIDAY, MARCH 2

7:00 PM – 9:30 PM

SATURDAY, MARCH 3

9:00 AM – 4:00 PM

Acknowledgement of Territory

We acknowledge that we are meeting on the unceded lands of the Coast Salish peoples, including the territories of the x^mməθkwəyəm (Musqueam), Səlilwataʔ/Selilwitulh (Tsleil-Waututh) and Skwxwú7mesh (Squamish) Nations.

1. Recognition and Learning from Honoured Guest
2. Opening Circle
3. Adoption of the Agenda
4. Adoption of minutes from Dec 1-2 Meeting **Item A**
5. Business Arising
 - a) Committee Name
 - b) Review of the Decolonization Ad-Hoc Committee Terms of Reference and Ways of Being **Item B**
6. Co-Chair Reports
7. Executive Liaison Report (George Davison)
8. Informal Roundtable Discussion. Proposed topics:
 - a) Indigenization at local institutions
 - b) Funding at local institution
 - c) Relations with local First Nations communities
 - d) Student population and local needs

9. Committee Work Plan Review and Discussion
10. Discussion: Issues to Address in Bargaining
11. Decolonization Manual Book and Launch Update
12. FPSE Statement of Reconciliation
13. Motion for Co-Chairs to remain for 2018/19 year (or hold election)
14. New Business
15. Closing Circle
16. Adjournment

Item C

**DECOLONIZATION, RECONCILIATION,
AND INDIGENIZATION COMMITTEE**

December 1-2, 2017

FPSE Boardroom
400 – 550 West 6th Avenue
Vancouver, BC

MINUTES

Present

David Kirk Local 1: Capilano University Faculty Association
Shelly Johnson..... Local 2: Thompson Rivers University Faculty Association
Nicholette Prince Local 3: Faculty Association of the College of New Caledonia
Jennifer Kane..... Local 4: Douglas College Faculty Association
Seema Ahluwalia Local 5: Kwantlen Faculty Association
Dawn Storgaard Local 6: College of the Rockies Faculty Association
Michelle LaFlamme (*for Shirley Hardman*) Local 7: University of the Fraser Valley Faculty & Staff Assn
Kathleen Reed (*for Danielle Alphonse*) Local 8: Vancouver Island University Faculty Association
Deb Warren Local 9: Okanagan College Faculty Association
Sheree Ronaasen (*for Christane Carr*) Local 11: Academic Workers' Union (NWCC)
Justin Wilson..... Local 14: Langara Faculty Association
Suzanne Touahria..... Local 15: Vancouver Community College Faculty Association
Evelyn Voyageur Local 16: North Island College Faculty Association
Juan Caldera Local 17: Thompson Rivers Uni Open Learning Faculty Assn
Sharon Mclvor..... Local 19: Nicola Valley Inst. of Technology Employees' Assn
Nedra McKay (*alternate*) Local 19: Nicola Valley Inst. of Technology Employees' Assn
Lindsay McIntyre Local 22: Emily Carr University of Art + Design Faculty Assn
Mandy Jimmie..... NRFC Liaison (*Teresa Fedorak Saturday*)
George Davison..... FPSE Executive Liaison

Regrets

Dawn Smith Local 12: Camosun College Faculty Association
Sue Hackett..... Local 10: Selkirk College Faculty Association
[Vacant] Local 21: Private Sector Faculty & Staff Association (ETEA)

Staff

Nicole Seguin Staff Representative

FRIDAY, DECEMBER 1, 2017

7:00 PM – 9:30 PM

1. Call to Order

The meeting was called to order at 7:15pm with a prayer and presentation from Sherry Small of the Vancouver Aboriginal Friendship Centre Society.

At the break, the Aboriginal Friendship Centre provided bannock and fruit.

Introductions.

M/S/C

To adjourn.

The meeting adjourned at 9:45 pm Friday with a closing circle.

The meeting resumed at 9:10 am Saturday with an opening prayer.

2. Adoption of the Agenda

The agenda was approved with the review of the terms of reference to follow a small group exercise on how the committee would relate to each other and make decisions.

MS (Local 8, Local 11)

CARRIED

3. Executive Liaison Report (George Davison)

George gave an update on FPSE work, including lobbying efforts, context of post-secondary education system, and lobbying efforts on board appointments, system underfunding. FPSE is in the lead-up to bargaining, focusing on the increase in exploitation of non-regular faculty.

4. Small Group Discussion

Led by Shelly Johnson, the committee broke into small groups to discuss ways of doing and being (policies, ways of being in relationships). A decolonized decision-making process was discussed. Concerns were raised about using Roberts Rules and majority decision-making, which has been used to suppress voices and hurry decision-making. Alternative options include circle methodology, potlatch.

It was recognized that Indigenous educators and students are different, and our goal should be to reach a place where the difference is accepted, and everyone is respected and valued. How can we as educators help students recognize that they are valued, and come up with a different model than the competition model of competing grades which makes students feel deficient?

ACTION
Add practices established during
meeting (ATTACHED)

5. Review of the Decolonization Ad-Hoc Committee Terms of Reference

George gave a brief context for TOR, and how committee fits in to FPSE's overall work and timeline. Discussion arose regarding the overall objective of the committee and consensus decision-making process.

ACTION
Add visual representation to terms of reference (ATTACHED)

Lunch (a salmon and wild rice with beets) was provided by the Aboriginal Friendship Center.

6. Local Reports – Roundtable Discussion

Justin led the discussion of Intercultural Tools approach (introduction of inoculation).

Proposed topics:

- a) Inoculation (added)
- b) Indigenization at local institution (inside and outside classroom)
- c) Funding at local institution
- d) Relations with local First Nations communities
- e) Student population and local needs
- f) DRISC at locals
- g) Role that institutions play in colonization (possible standalone item) #1 discussion
- h) What are the pillars of the new education we want? (Relate to Nicholette Prince 4 pillars)

Local 1 CFA

David Kirk delivered a verbal report on behalf of CFA.

Capilano's Indigenous committee has up to 35 members who meet every 4-6 weeks. They have a Reconciliation Week in September with several events planned for every day. David is also on the provincial committee overseeing Aboriginal Service Plans: funding has been available for 11 institutions for 10 years, and an external review is taking place now.

ACTION
Circulate 2020 Aboriginal Framework Policy
DK

Local 2 TRUFA

Shelly is a Canada Research Chair in Indigenizing Higher Education. TRU offers a PHD Indigenous program with a New Zealand University, including advisors at TRU. For context, both Kamloops and Williams Lake campuses had residential schools: many people at TRU went to residential schools. An Indigenous Ethics board (like the one at College of the Rockies) is being implemented with involvement from local communities. TRU offers Secwepemc language courses, but the Gathering Place is in the most colonial building. These courses are open and free for faculty and

students. However, there's only one Indigenous counsellor, and 1 professor in the department. A posting is out for Assistant Director; the current Director is Paul Michel.

A last report only 12% of Indigenous students leave TRU after 7 years with any certificate, degree, diploma, etc. (Source: TRU intranet site).

Social Work has a few mandatory courses in 3rd year, but more work needs to be done at the K-12 level.

Local 3 FACNC

There is a high proportion of aboriginal students at CNC's campuses: Prince George and Quesnel have 20-25% Indigenous student populations; Mackenzie 20%; Vanderhoof 40%; Burns Lake 50-60%; and Fort St. James 85%. Prince George has Gathering Place and a Director of Aboriginal education. This fall, CNC signed an agreement with the Lheit Lit'en band and put up their flag. Elders are paid at top of the scale for their work. An Indigenous committee has just started developing TOR, trying to increase educational opportunities for students at small campuses, exploring such models as DDI (digital distance learning).

Local 4 DCFA

Douglas has an Indigenous Studies working group. A senior VP is involved in implementing the TRC calls to action. Health Sciences includes a Healing Circle or Smudging ceremony in their information session, as well as discussing residential schools and decolonization. Eight faculty members applied with letters of interest to sit on DRISC.

Douglas doesn't have ASP funding, but the DCFA funds an Indigenous scholarship. There are 470 self-identified Indigenous students. There's a Gathering Place in New West, but not at David Lam campus. It is not regularly staffed. The institution is trying to develop more relationships with local nations in nursing, working on improving relationships with nations, but more resources are needed: housing, funding, and family support.

Local 5 KFA

Seema has experienced Indigenous invisibility at Kwantlen. There is an Aboriginal Advisory Committee, but it's not meeting regularly any more. A Pow-Wow that has been running for 4 years. There's a program in Indigenous Community Justice, but no money for meaningful programming. How can Indigenous students be supported? Indigenous people lack avenues to engage at university; these should be created first so programs can be Indigenous-led. Self-determination and sovereignty need to be prioritized. Elders want students to know that they are still part of their Nation. Concern about Framework for Education and that educators may not understand how legislation may be harming Indigenous students. They have participated in the Bright New Day Reconciliation Circles.

Local 6 CORFA

Dawn is from a small college, with 7 campuses. There's a resident scholar, an Aboriginal Educator, and an Admin Assistant. The College reports 145 Aboriginal students. The good news is that staff are interested in Indigenization, especially nursing, and discuss what's working, what's not working. Best practices are shared within and to other departments. The College works with Elders, they are receiving payment, but Dawn is not sure of scale. There is concern about low numbers of Indigenous faculty, no Indigenous faculty member stepped forward to join DRISC. There's an Aboriginal Gathering place at Cranbrook, where there are informal gatherings and lunches with Elders; there's almost nothing at the 6 other campuses.

Local 7 UFVFS

Michelle, standing in for Shirley, reported that UFV has 5-8% of students who identify as Indigenous (that's about 800 students), perhaps underrepresented as students may not self-identify (there are potentially 1200-1500). UFV offers language classes, but there are just a handful of Indigenous faculty and staff among all levels. There are 3 Elders on staff and only 1 Indigenous studies faculty. Still, Indigenizing is in full swing, and both faculty and staff want access to professional development. The Community Partnership Piece is the most important piece of Indigenous work: it helps establish a common base of knowledge, i.e. all faculty and staff know that they work on Sto:lo Nation territory. Michelle agrees with pillars approach: 1 faculty staff, 2 Curriculum, 3. Policy, 4. Students. She opposes mandatory, forced courses.

Local 8 VIUFA

Kathleen will circulate her local's Letter of Agreement (elders are faculty members). VIU prefers alternatives to mandatory courses: there are 2 new courses – 1st year Science and Philosophy courses, co-taught by non-Indigenous instructor and Elder. Mastercard provided \$13.5 million funding, which allows navigators at each campus to help former youth-in-care, who are mostly Indigenous.

ACTION
Circulate Letter of Agreement
KR

Local 9 OCFA

Deb liked package, especially piece about work at VIU. Indigenization at local is the main topic. From local report: promised funding by dean for planned degree. Add to TOR: settlers taking classes in Indigenous studies, make some Indigenous language classes mandatory.

ACTION
Circulate proposed mandatory Indigenous language classes
DW

Local 11 AWU

Sheree reported that 50% of Northwest's students are FN. A FN Council has reps from all 7 nations in area, parallel to ED Co: Indigenous content must be contained in all new programs;

Indigenous learning and guidance are being incorporated into field schools. However, the new admin cares more about international ed. It was refreshing to hear Minister Mark's mandate to implement TRC recommendations. PC and FPSE are looking to DRISC for guidance; it's an opportunity for the committee to influence the whole system. Sheree suggested additional meetings, or a retreat.

Local 14 LFA

Justin began by speaking about the paddle, and passed around a knife that was given to him – it is both a tool and a weapon. He is moved by the beauty and strength in the room. LFA wants help from the committee. Budget reflects policy. He spoke about the Great Law of Peace. Also, specifically:

1. Change management needs assessment on 4 quadrants
2. Consider having business plan and forecast to complement workplan
3. Need strategic and coordinated training strategy
4. Consider onboarding strategy and program.

Challenge: growing hegemony of spiritual homelessness. Murray Sinclair: education got us into this mess, education can get us out of it. Justin suggested an inventory of best practices, intellectual sundries, and a community scholars program to recognize Elders. (Elders have reported that they've helped many people get PHDs, but have received \$100).

Local 15 VCCFA

Suzanne said VCC has some Indigenous faculty and outreach programs (through culinary and pastry arts). They are good, but small initiatives. VCC gets ASP dollars, and hired two advisors, a manager and assistant manager. They have partnerships with RayCam, Carnegie Centre, and the Aboriginal Friendship Centre. However, Indigenous enrollment is low. An indigenization committee was set up less than a year ago. There are few Indigenous faculty, but a DRISC Indigenous rep could not be found. Only the VP Ed & VP Finance seem to have an appetite to pursue answering TRC calls to action. VCC has been a signatory to the Indigenous Action protocol since 2014, but haven't much to show for it: how do you recruit Indigenous faculty?

Local 16 NICFA

Evelyn says that NI students now have a gathering place in Comox/Courtney after some struggle. The School of Nursing has been doing TRC work for many years; they take students to communities; their curriculum includes relationship-building, including personal work and growth, at all levels. Evelyn has heard from local communities that the nurses are excellent.

The president just called a meeting to ask how NIC can improve Indigenization. Currently, there are four Elders – two at Campbell River, two in Courtenay. Evelyn was asked for guidance as she knows the language and culture. She has also spoken at other colleges.

Local 17 TRUOLFA

Juan reported that TRUOL is growing quickly – about 10,000 students. But students and faculty all work from a distance for TRU. The union is developing awareness about Indigenization process, but have more questions than answers, and is looking for ways to support Indigenous students. Juan is very honoured to be here.

Local 19 NVITEA

Sharon observed that at BC's only indigenous institution, Indigenizing is taking a back seat to mainstreaming. Here's how the present system affects students: Sharon is on a task force looking at the role of women in legal system (law schools and legal profession). She visited every law school across the country, talking to Indigenous women law students, and would post the meeting beforehand, finding that Indigenous men and people of colour would attend. The most distressing findings: students cannot find a firm to article with, and there's a high suicide rate among law school graduates. This speaks to the earlier point from the room about how life doesn't change after you get your degree/PHD. Mandatory English classes can be barrier.

Local 22 ECUADFA

Lindsay said that EC has a long way to go to infuse Indigenous knowledge and perspectives. There is an Aboriginal Gathering Place, and there is a vibrant Indigenous community – it's the most beautiful place on campus and was custom designed. EC puts on workshops on tanning hides. Currently, EC has 1800-2000 students, but just over 100 Indigenous students. There are 5 Indigenous faculty, only 3 or 4 Indigenous non-regular faculty. Good work is being done by faculty on Indigenizing curriculum, and though they do not get research funding, there are generous scholarships for Indigenous students. The outgoing president is fond of white male donors. There is an Aboriginal Advisory Committee at Senate, and EC recognize territory, has Elders, talking circles, and Indigenous guest stars.

NRFC Liaison

Teressa noted that BC has excluded Indigenous people historically, and drew analogies to non-regular faculty: they have been invisible, excluded, and have many barriers to work.

Discussion

The committee shared experiences with institutions (TRU, KPU) accepting donations from resource development companies (Kinder Morgan, Enbridge) when local nations of institution are against projects. It was suggested that when FPSE looks for additional funds for DRISC, we

should not look to or accept money from Kinder Morgan or other corporations or organizations in conflict with First Nations.

7. Committee Workplan Review

Deferred to an email discussion.

8. Discussion: Issues to Address in Bargaining

Deferred to an email discussion.

9. Election of Chair

Committee members proposed different models of chairing: co-chairs with gender balance, Indigenous/settler balance; rotating chairs.

The consensus was to elect co-chairs.

George called for nominations:

Justin Wilson – accepted

Sharon McIvor – accepted

Shirley Hartman – nominated and accepted by Michelle

16 ballots, 0 spoiled

Elected: Justin Wilson and Sharon McIvor

Motion to destroy ballots

MS (Local 1, Local 8)

CARRIED

10. New Business

- a) Decolonization Handbook
Deferred.
- b) News Media: Regina Leader-Post
For information only.
- c) News Media: University Affairs
For information only.
- d) Committee Name
Will require further committee discussion.

11. Adjournment – extended to 4:30pm. (9 people after 4:15pm)

The meeting adjourned at 4:30pm.

MS (Local 14, Local 5)

CARRIED

ACTION

ISBN number for Decolonization Manual, could go to BCCAT – KR

Shared document editing – NS

Request for elder – NS, SM, JW

Next Meeting: March 2/3

CUPE1004 02/02/2018

T:\Committees\DRISC\Minutes\DRISC171201 mins FINAL.docx

DRISC December 2017

Our Ways of Being

Group 1

- Urgent/laid back
- Be prepared at beginning
- Attention to task at hand
- Time is of the essence
- Radical critique is needed of system
- Budget for public gift-giving/ceremonial sundries/protocol
- Gifts/swag (FPSE)

Group 2

- Respect ideas
- Expect liaison to facilitate committee work
- Reach consensus/understand why not all need to agree
- Traditional way Anungwakwala; coming together in 1 way, 1 spirit (1 mind, 1 heart – local language)
- Agenda is a plan, but prioritize the group's decision
- Create experiential learning opportunities
- Use circle for discussion (in appropriate direction on specific territory). (This is clockwise on Coast Salish territory)
- Make space for stories
- Listen/absorb what is being said

Group 3

- Have chance to speak but can pass
- Take “something” back to locals
- Honour knowledge and wisdom
- We are meant to be here/together
- Do things together
- Consider need for structure
- Protocol observation
- Full participation for what we say
- Discuss disagreements in respectful ways
- Use time effectively
- More time for process (rather than predetermined items)
- Develop trust as part of process
- Be inclusive
- Closing circle

Group 4

- Use critical thinking skills
- Do not avoid conflict/differences of opinion (respectful discussion)
- Don't interrupt
- Take ideas of strengthening our approach with locals
- Reciprocity of shared human dignity (Respect human agency) Ubuntu
- Acknowledge our role as protectors
- Intellectual and personal humility
- Be careful of what we say and do
- Learn to listen and listen to learn
- Show up, be present
- 3 C's: Connected -> Contribute -> Celebrate
- Model our work

Group 5

- Mindful of balance of Indigenous people/Settlers on committee
- Balance roles
- Multiple nations and thinkers
- Create a safe space to speak what's on your mind
- Be responsible for energy we bring
- Different for people
- Hear each other out
- Be fiercely respectful of our ways of life
- Apologize if others are offended by our comments

Additional:

- Begin with prayers/ceremony
- Recognize ancestors of this place
- Observe protocol/witnesses role
- Invite elders
- Some use terms interchangeably ie legal connotations. Some are offended, some are not
- Recognize community scholars/wise ones
- We are all meant to be here
- Basic teaching is to be welcoming
- What does academic freedom mean in our context?
- Collegiality – what does that look like?
- Good people can honestly differ
- Self care – food/drink
- Avoid word “should”
- Regular and scheduled breaks to be observed
- End on time/be mindful

These ways are to be added as an addendum to the Terms of Reference as a living document.

12. Decolonization, Reconciliation and Indigenization Committee (DRIC)

Draft Terms of Reference

At the 2017 FPSE AGM, members approved the creation of “an Indigenous Standing Committee with the resources of all other standing committees and with the collective support and effort of our Federation.”

At the June 14-16, 2017 FPSE Presidents’ Council retreat, PC directed the Ad Hoc Committee on Decolonization and Reconciliation to develop terms of reference for this new FPSE standing committee. The consensus among Presidents was that such terms of reference would be very generic following the template of the other standing committees, but that once the committee was established, committee members would develop comprehensive terms of reference and a committee mandate in line with existing FPSE policies. Presidents also felt that the committee members would decide on the most appropriate name for the committee.

The Decolonization, Reconciliation and Indigenization Committee will be guided by existing FPSE policies. Underlying these policies is the resolution passed at the 2017 AGM:

FPSE supports the inherent and collective rights of Indigenous peoples to rights of sovereignty and self-determination, and the Truth and Reconciliation Commission’s Calls to Action, especially through supporting the development and implementation of education on Indigenous themes for students at their members’ post-secondary educational institutions.

Reporting to: Reports regularly to the FPSE President and the Presidents’ Council.

Composition: The Decolonization, Reconciliation and Indigenization Committee is composed of one designated representative from each local.

A member will be appointed by the Executive Committee, with voice but without vote, to act as liaison between the Standing Committee, the Executive, and Presidents’ Council.

The Non-Regular Faculty Committee and the Pride Caucus may each appoint one person to the Committee.

Locals should consider including their DRIC member on their local Executive

Term of Appointment: Locals shall endeavour to elect or appoint representatives for a two-year term.

Meetings: Such meetings as are required to fulfill its responsibilities, limited only by the funding allocated to the Committee. The Committee may substitute or include a workshop or conference for a meeting.

Chairperson: The Committee shall elect a Chairperson at its first meeting. Thereafter, a new Chairperson shall be elected at the last meeting held prior to the convening of the Annual General Meeting and Convention.

The Committee shall endeavour to elect a second and subsequent Chairperson who has served on the Committee a previous term as a local representative.

The Chairperson or designate shall have observer status at meetings of the Presidents' Council with voice but no vote. The responsibility of the Chairperson includes attendance by the Chairperson or designate at Presidents' Council meetings upon request of the FPSE President.

The Chairperson shall attend the Annual General Meeting and Convention.

The Convention shall provide orientation and planning opportunities for Committee Chairpersons and facilitate their meeting as a group.

The duly elected Chairperson of the Committee must be the designated representative of a local to continue being Chairperson

Observers: By invitation of the Chair.

Quorum: A majority of locals.

Voting: Positions adopted by consensus among designated representatives; otherwise by simple majority of those voting. (By-Law #6.)

Funds: As allocated in the annual budget.

Policy Statement: [to be developed]

Responsibilities: [subject to committee review and recommendations to PC]

Review existing FPSE policiesⁱ and develop new policies to further the promotion of the inherent and collective rights of Indigenous peoples to rights of sovereignty and self-determination.

Draft a committee work plan that includes the following elements:

Continue the work of the ad hoc Decolonization and Reconciliation Committee by recommending to PC and Locals

- Actions meant to develop and implement the Truth and Reconciliation Commission's Calls to Action.
- Actions meant to support development and implementation of education on Indigenous themes for students at their members' post-secondary educational institutions.
- Implementation of the 2017 AGM resolution supporting the development and implementation of mandatory curricula on Indigenous themes for students within programs at their member institutions, and the lobbying for federal funding to support the development and implementation of such criteria.
- Appropriate teaching pedagogy and curricula for Indigenous and non-Indigenous content that would help post-secondary institutions in decolonization and reconciliation.

Provide an Indigenous 'lens' through which FPSE can develop policies and undertake work that takes into account the diverse needs of indigenous faculty and students, validates indigenous ways of knowing, and accommodates indigenous ways of experiencing the world.

Specifically, the committee will make recommendations to both PC and member locals on the following FPSE equity policies:

- Work to achieve equity for Indigenous peoples who have experienced and continue "to experience barriers to full participation as educators or learners in the post-secondary community" (7.9 Equity in Society; p. 116).
- Work to promote employment equity programs that "offer all individuals full opportunity to develop potential, and correct the conditions of disadvantage in employment experienced by designated groups" including First Nations peoples (7.10 Employment Equity; p. 116-117).
- "Encourage locals to educate members on equity issues facing...aboriginal people...and to educate members that our interests are served in removing any and all barriers preventing full equity" (7.11 Equity and Internal Association Matters; p. 118)

ⁱ Existing FPSE policies regarding Indigenous issues:

7.1 HUMAN RIGHTS PROTECTION

7.1.1 FPSE demands that the government of BC respect and adhere to the rights of aboriginal people entrenched in the Canadian Charter of Rights and Freedoms, under Sections 5 and 35 (1-3) and, further, FPSE strongly objects to the BC government's use of referenda to determine minority rights. *(2002 AGM)*

7.5 FIRST NATIONS RIGHTS

7.5.1 RIGHTS OF INDIGENOUS PEOPLES

FPSE will actively support Canada's indigenous peoples in their struggle for their inherent rights and the rights spelled out in the UN Declaration on the Rights of Indigenous Peoples. *(2014 AGM)*

7.5.2 ACCESS TO CLEAN WATER

FPSE supports the human right to safe and clean water in Aboriginal communities, and locals are encouraged to promote and engage in initiatives and events that increase awareness of this issue. *(2012 AGM)*

7.5.3 FPSE supports the call to initiate a federal public inquiry into the Gustafsen Lake events of 1995. *(2016 AGM)*

7.5.4 FPSE will adopt, endorse, and actively work to implement the Calls to Action of the Truth and Reconciliation Commission Report. *(2016 AGM)*

8.10 FIRST NATIONS PEOPLES

8.10.1 FPSE encourages locals to promote First Nations peoples' scholarship, including the use of texts and resources, in all areas of the curriculum. *(2000 AGM)*

8.10.2 FPSE shall lobby for funding for research and recordings of First Nations' experience for the post-secondary system. *(2000 AGM)*

8.10.3 FPSE shall lobby for enhanced and assured funding for First Nations' Resource Centres in all BC post-secondary institutions. *(1999 AGM)*

8.10.4 FPSE shall lobby for the development of education resources to expand the profile of aboriginal history and culture. *(1999AGM)*

8.10.5 FPSE recommends that counsellors and instructors who are knowledgeable regarding the needs of the First Nations community be brought into the post-secondary system. FPSE further recommends that professional development opportunities which sensitize and inform faculty, staff and management about First Nations community needs and culture be made available and be adequately funded.

FPSE recommends that programs whose content and structure are relevant to First Nations communities be introduced into the post-secondary system.

FPSE recommends that government decisions as to funding levels and allocation for First Nations post-secondary education be done in conjunction with representatives of First Nations communities.

FPSE recommends that adequate funding levels must be allocated for the implementation of the above recommendations. (1990 AGM)

8.10.6 FPSE supports the development and implementation of courses on Indigenous themes for students at their members' post-secondary educational institutions. (2016 AGM)

8.10.6.0 BC Aboriginal Inclusion and Pedagogy

8.10.6.1 FPSE recommends dedicated funding that promotes access and program completion for Aboriginal students at BC's post-secondary institutions. (2013 AGM)

8.10.6.2 FPSE recommends the inclusion and integration of Aboriginal philosophy and pedagogy. (2013 AGM)

8.23.1 FPSE Policy Statement on Trades and Apprenticeship Training

FPSE shall advocate for and shall encourage locals to advocate for:

- (g) New investments for improved access for all and especially for access support for under-represented groups of trainees, including women, First Nations peoples, visible minorities, and those with disabilities.

FPSE Internal Policies

1.6 DEFENCE FUND INVESTMENT POLICY

Section 5: Permitted Categories of Investment

5.4 Exclusionary Screens

(g) INTERNATIONAL OPERATIONS / HUMAN RIGHTS

Accordingly, FPSE's Defence Fund investment portfolio does not include companies:

- whose operations in less developed countries have been the subject of significant controversies related to treatment of employees, degradation of the environment or relationships with indigenous peoples;

(k) COMMUNITY

A company is excluded from eligibility for FPSE's Defence Fund investment portfolio under the following conditions:

- it recently has been involved in a major controversy with aboriginal peoples and communities.

DRISC December 2017

Our Ways of Being

Group 1

- Urgent/laid back
- Be prepared at beginning
- Attention to task at hand
- Time is of the essence
- Radical critique is needed of system
- Budget for public gift-giving/ceremonial sundries/protocol
- Gifts/swag (FPSE)

Group 2

- Respect ideas
- Expect liaison to facilitate committee work
- Reach consensus/understand why not all need to agree
- Traditional way Anungwakwala; coming together in 1 way, 1 spirit (1 mind, 1 heart – local language)
- Agenda is a plan, but prioritize the group's decision
- Create experiential learning opportunities
- Use circle for discussion (in appropriate direction on specific territory). (This is clockwise on Coast Salish territory)
- Make space for stories
- Listen/absorb what is being said

Group 3

- Have chance to speak but can pass
- Take “something” back to locals
- Honour knowledge and wisdom
- We are meant to be here/together
- Do things together
- Consider need for structure
- Protocol observation
- Full participation for what we say
- Discuss disagreements in respectful ways
- Use time effectively
- More time for process (rather than predetermined items)
- Develop trust as part of process
- Be inclusive
- Closing circle

Group 4

- Use critical thinking skills
- Do not avoid conflict/differences of opinion (respectful discussion)
- Don't interrupt
- Take ideas of strengthening our approach with locals
- Reciprocity of shared human dignity (Respect human agency) Ubuntu
- Acknowledge our role as protectors
- Intellectual and personal humility
- Be careful of what we say and do
- Learn to listen and listen to learn
- Show up, be present
- 3 C's: Connected -> Contribute -> Celebrate
- Model our work

Group 5

- Mindful of balance of Indigenous people/Settlers on committee
- Balance roles
- Multiple nations and thinkers
- Create a safe space to speak what's on your mind
- Be responsible for energy we bring
- Different for people
- Hear each other out
- Be fiercely respectful of our ways of life
- Apologize if others are offended by our comments

Additional:

- Begin with prayers/ceremony
- Recognize ancestors of this place
- Observe protocol/witnesses role
- Invite elders
- Some use terms interchangeably ie legal connotations. Some are offended, some are not
- Recognize community scholars/wise ones
- We are all meant to be here
- Basic teaching is to be welcoming
- What does academic freedom mean in our context?
- Collegiality – what does that look like?
- Good people can honestly differ
- Self care – food/drink
- Avoid word “should”
- Regular and scheduled breaks to be observed
- End on time/be mindful

These ways are to be added as an addendum to the Terms of Reference as a living document.



Federation of
Post-Secondary Educators
 of BC

STANDING, SUB- & AD HOC COMMITTEES: WORKPLANS

July 2017

STANDING COMMITTEES

BCC	<ul style="list-style-type: none"> • coordinate and share all relevant bargaining information from the post-secondary education and public sectors • research for bargaining for 2019 round • liaise with Equity Sub-Committee • create a model for meaningful and strategic support and solidarity among locals • liaise with SWC, develop template language for local and Common collective agreements regarding domestic violence and provision of child care for members. • develop a report reviewing all past rounds of bargaining at the provincial and local levels since the inception of the common table (bargaining history project) • create separate model language packages for: <ol style="list-style-type: none"> 1. retirement Incentives that lead to full retirement; 2. phased Retirement Processes that provide a clear path to retirement over a set time-frame during which incumbent members have incentives for reducing their workload. 3. post-retirement employment, but only when: <ol style="list-style-type: none"> a. rights to incumbent workers are respected, a full canvass for new workers takes place in any posting process; b. that such post-retirement work be without regularization, benefits, or increment accrual; c. that combined compensation of pension plus pay not exceed the top of the faculty salary scale. 4. when constructing such model language packages, BCC shall use the following guiding principles: <ol style="list-style-type: none"> a. When regular faculty members retire, institutions should be obligated to fill those vacancies with regular positions or regularized faculty. b. Retirement incentives should not result in cost savings that benefit the employer. Any savings should go towards supporting and encouraging work-force transition, or towards regularizing non-regular faculty. c. As such transition initiatives are to be standing, reoccurring features of workplace arrangements, the work created should lead to regularization or the regularization track. • support elimination of secondary scales • work toward ensuring academic freedom for all collective agreements
-----	--

CARC	<ul style="list-style-type: none"> • maintain ongoing work in contract administration • provide advice to bargaining tables as appropriate • continue to monitor labour relations trends in post-secondary sector • review collective agreements to identify any language which discriminates on the basis of age in relation to benefits, leaves, and evaluation • develop training module for locals to support all members in workplaces with a growing contingent of older employees. • liaise with Equity Sub-Committee • develop a training module teaching members how to deal with member-to-member conflict
DMRC	<ul style="list-style-type: none"> • monitor and recommend measures to improve effectiveness of local disability management committees through the FPSE's JCBA's reps • monitor, assess and recommend measures to improve the disability process for locals and their members • review disability management issues and provide education on emerging issues / trends • liaise with Equity Sub-Committee
EPC	<ul style="list-style-type: none"> • liaising with the new standing committee on decolonization and reconciliation, explore how to develop frameworks and pathways for decolonizing and indigenizing the classroom and institutional practices • investigate the impact of pathway agreements on ESL courses • conduct a comprehensive study of the effect scheduling software has had on the wellness of employees, pedagogy and changes in working environments • monitor impact of technologies on students and faculty • continue to support development of ESL and ABE campaigns • investigate steps required to ensure that international students either have on their arrival in Canada, or acquire after their arrival, sufficient language, literacy, social support, and scholastic skills to meet the requirements of courses before they are admitted to such courses and to provide ongoing supports while they are enrolled
HRISC	<ul style="list-style-type: none"> • investigate and take action to promote and ensure fair trade practices, given the fact that our campuses provide unfair trade goods and services • work with the NRFC on developing an educational component to build awareness on challenges faced by non-regular faculty. • liaise with International Solidarity Fund Committee • liaise with BCFED Human Rights Committee and CAUT's international solidarity work • organize speaking tour • liaise with Equity Sub-Committee • liaise with DRISC
NRFC	<ul style="list-style-type: none"> • implement and monitor the Precarious profs Campaign • study the effect of the elimination of mandatory retirement on precarity • assist locals in developing activities for Fair Employment Week • support work of the Secondary Scales Committee • support BCC's preparation work for the 2019 round.
PAC	<ul style="list-style-type: none"> • keep working on CPP's Socially Responsible Investing (SRI) Practices [FPSE Policy 5.12.2] • PAC Education Sub-committee will develop and offer an education program for internal use by PAC • make recommendations on model contract language for BCC

PSDC	<ul style="list-style-type: none"> • study of applied research in BC post-secondary education system, looking at workload, structure, activities and results • examine pedagogical approaches to implementing the Calls to Action of the Truth and Reconciliation Commission Report. • conduct surveys on educational technology with respect to resources and pedagogy • liaise with DRISC on curriculum development
PSPC	<ul style="list-style-type: none"> • work with the BC Federation of Labour to develop ESL labour education and training. • lobby for more effective regulation of private institutions • build stronger alliances with international students • establish ongoing briefing sessions with Ministry of Advanced Education • investigate recruitment of international students
SWC	<ul style="list-style-type: none"> • liaise with BCC, develop template language for local and Common collective agreements regarding domestic violence and provision of child care for members. • initiate actions to recognize National Day of Remembrance and Action (December 6th) and International Women’s Day (March 8th) at FPSE Locals • develop and promote member education on domestic violence and work protection for survivors of domestic violence, using the CLC principles as a guide • participate in training activities to promote women’s leadership in the union movement and in academic governance • liaising with new (Indigenous) Standing Committee, explore ways to increase the participation of Indigenous women in the union movement and in post-secondary institutions • monitor and expose federal and provincial funding cuts to women’s programs • maintain and update Women’s Resource List • liaise with Equity Sub-Committee • liaise with BC Fed’s Women’s Committee • liaise with CAUT’s Equity and Diversity Committee
WHSEC	<ul style="list-style-type: none"> • work with CLC, BCFL and CAUT on OH&S campaigns and their committees • liaise with BC Fed OH&S Committee • training: investigations, bullying and harassment, and return to work • conduct a survey (reviewed and approved by PC) of faculty and staff on violence in the workplace • conduct a survey (reviewed and approved by PC) of faculty and staff on the effects of email on workload
DRISC	<ul style="list-style-type: none"> • TBD

SUB- AND AD HOC COMMITTEES

ABE Caucus	<ul style="list-style-type: none"> • undertake a research project to gather province-wide data on ABE student outcomes, both qualitative and quantitative
Advisory Committee on Policy & Archiving	<ul style="list-style-type: none"> • continue ongoing work of updating Policy Manual • report on archived and referred policy
Climate Survey Sub-Committee	<ul style="list-style-type: none"> • compile and publish annual report of survey by March 2018 and compare with previous years
Decolonization and Reconciliation Ad Hoc Committee	<ul style="list-style-type: none"> • create a draft of Terms of Reference (including policy statement and responsibilities) and work plan for the new (Indigenous) Standing Committee
ESL Caucus	<ul style="list-style-type: none"> • listserv only
Equity Sub-Committee	<ul style="list-style-type: none"> • undertake review of contract language on equity • develop workshop on equity issues • continue work on equity initiatives
FPSE History Project Working Group	<ul style="list-style-type: none"> • investigate commissioning and funding a comprehensive history of CFF/CIEA/FPSE
Sub-Committee on Admin Density	<ul style="list-style-type: none"> • compile and publish an annual report of findings that also includes comparative data on faculty FTE
Sub-Committee on Organizing Outside the Bargaining Unit	<ul style="list-style-type: none"> • support organizing drive at locals where bargaining unit work is being moved outside the bargaining unit • support organizing where non-union work could be organized
Sub-Committee on Secondary Scales LOA committee	<ul style="list-style-type: none"> • complete the work of the Common Table LOA on Secondary Scales by January 1, 2018.
Finance Sub Committee	<ul style="list-style-type: none"> • advise Secretary-Treasurer as required
ITA Caucus	<ul style="list-style-type: none"> • listserv only