

Faculty of Agricultural  
and Food Sciences



University  
of Manitoba

## Truth & Reconciliation Action (TRACTION) Plan

Acknowledging the truth, forging the path to, and achieving reconciliation, and sustaining relationships between Indigenous and non-Indigenous peoples in Canada within the Faculty of Agricultural and Food Sciences and the wider agricultural, food, and nutrition communities

The Faculty of Agricultural and Food Sciences is located on original lands of the Anishinaabeg, Ininewuk, Anishinewuk, Dakota Oyate, and Denesuline, and on the National Homeland of the Red River Métis in the heart of Turtle Island.

Despite any best intention, we will make mistakes and are committed to ensuring this is a living document that will shift and amend when necessary. This process is about being humble, and accepting we will not get it entirely right, but moving forward with this work in gratitude.

We acknowledge that everyone is at a different stage in their Truth & Reconciliation process. This plan is to facilitate continual progress at the individual, department, and faculty level.

## Preface

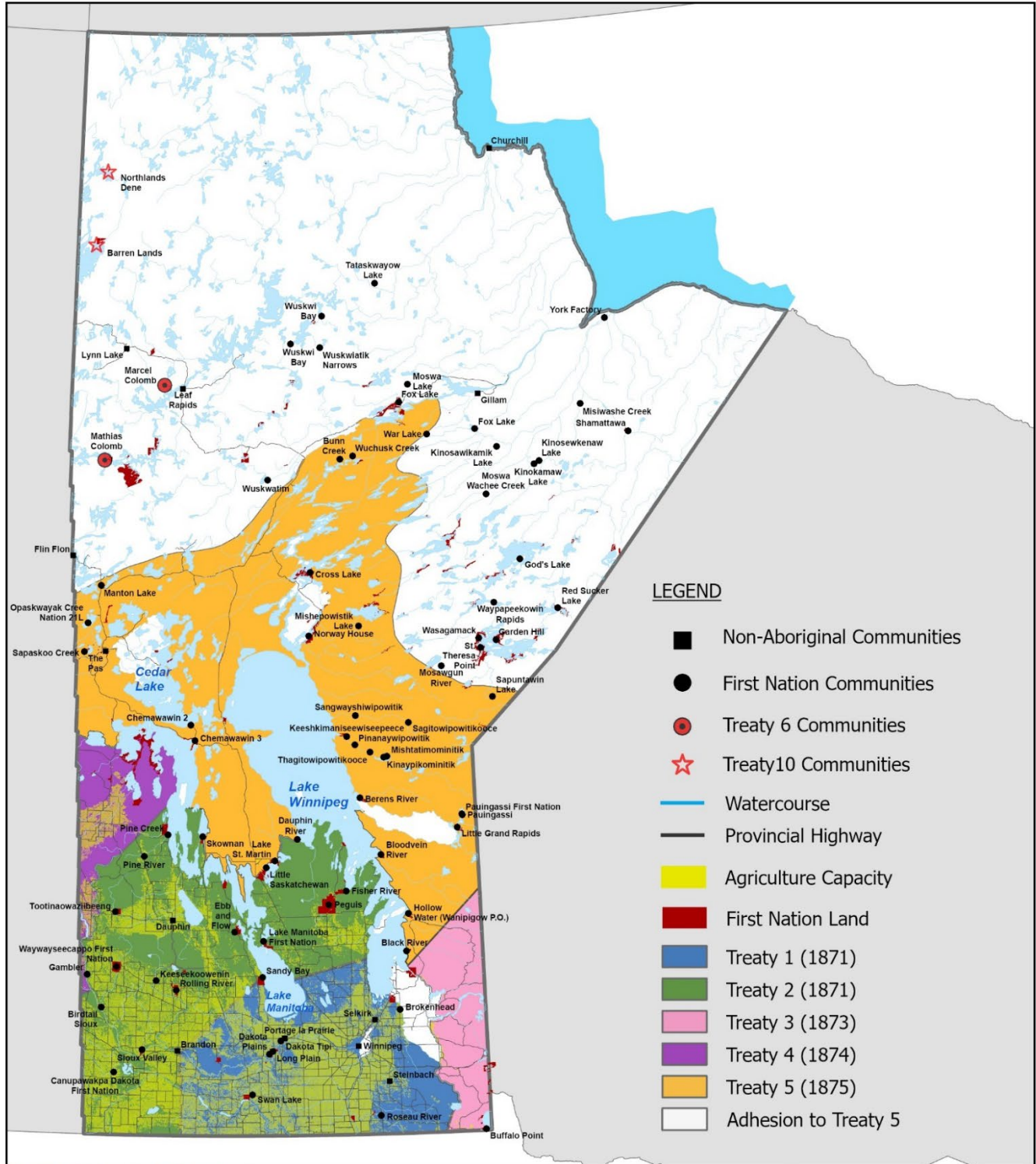
The Faculty of Agricultural and Food Sciences (FAFS) is uniquely positioned to drive truth and reconciliation processes that will create ethical, inclusive, and equitable space for and foster equitable relationships with Indigenous peoples at the University and across Manitoba. Agriculture, food, and nutrition are essential to who we are and what we do at the University. Regretfully, through historical and continuing actions of our society and thus the disciplines and industries in which we are involved, we have systematically discouraged and prevented Indigenous peoples from participating in and benefiting from agricultural practices, food development systems, and nutrition initiatives. Additionally, we have not honoured our responsibility as Treaty people in establishing and maintaining mutually respectful relationships with Indigenous peoples. We acknowledge that we live and operate in a landscape that has and continues to benefit from the lands and knowledges of Indigenous peoples of Canada, while undervaluing and failing to acknowledge their contributions.

This Truth and Reconciliation and Action (TRACTION) Plan will facilitate our efforts as a Faculty towards responding to the “Truth and Reconciliation Commission of Canada: Calls to Action.” Particular to FAFS are the calls for Reconciliation, Professional Development and Training for Public Servants, Education for Reconciliation, and Business and Reconciliation. We adopt these “Calls to Action” as a framework to guide the Faculty on the journey of reconciliation with the Indigenous peoples of Canada. We recognize that other Reconciliation Action Plans are in development throughout the University, including a university-level plan, and within the Faculty of Engineering, where Biosystems Engineering is jointly affiliated with FAFS.

Our goal as a Faculty is to make positive progress on the spectrum of Indigenization (inclusion, reconciliation, and decolonization), but most importantly, to reach a stage of decolonizing how we operate as a Faculty to ensure an ethical, inclusive, and equitable Faculty for all. This goal will be realized through our individual and collective efforts. We all have a significant role to play, be it faculty members, staff, or students of the Faculty and all those with whom we engage in the wider agriculture, food, and nutrition communities. This plan will facilitate our learning and actions towards acknowledging the truth, forging the path to and achieving reconciliation, and sustaining relationships between Indigenous and non-Indigenous peoples of Canada within FAFS and the wider agricultural, food, and nutrition communities.

We adopt the Principles of Reconciliation documented by the [Truth and Reconciliation Commission of Canada](#) to guide our process of Indigenization to ensure that: we create ethical, inclusive, and equitable space for Indigenous students, staff, and faculty to thrive in their roles; Indigenous Knowledges and achievements are properly acknowledged; and relationships between Indigenous and non-Indigenous peoples of Canada within the agricultural, food, and nutrition communities are improved and sustained. Throughout this document, we will use the term “Indigenous” but want to emphasize the distinct differences between First Nations, Inuit, and Red River Métis peoples, and that whenever possible, nation specific terms should be employed. This distinction-based approach should also be considered when carrying out all components of the action plan, including, but not limited to, carrying out deliverables, developing opportunities, forming committees, and hiring.

The map below highlights Treaty territories within Manitoba and the current extent of land with agriculture capacity as compared to that governed by First Nations communities. The map serves as an opportunity to reflect on how agricultural, food, and nutrition practices have contributed to the relocation and marginalization of Indigenous peoples within Manitoba.



- LEGEND**
- Non-Aboriginal Communities
  - First Nation Communities
  - Treaty 6 Communities
  - ★ Treaty 10 Communities
  - Watercourse
  - Provincial Highway
  - Agriculture Capacity
  - First Nation Land
  - Treaty 1 (1871)
  - Treaty 2 (1871)
  - Treaty 3 (1873)
  - Treaty 4 (1874)
  - Treaty 5 (1875)
  - Adhesion to Treaty 5



## TR Action Plan

NOTES:  
 1. Map adapted from Indigenous and Northern Affairs Canada, 2017.  
 2. Geographical and agriculture data obtained from Manitoba Land Initiative.  
 3. Key base map reference: Esri/Maxar, dated as 2024.

June  
2024

Coordinate System: NAD 1983 CSRS UTM Zone 14N

N

0 100 200 Km

SCALE: 1:6,000,000

Prepared by María Luisa Miño

## **Positionality**

This Action Plan was developed by a committee of eight individuals, two of whom are Indigenous to Turtle Island and six non-Indigenous FAFS members.

Afua Mante – I am an Assistant Professor of Soil Physical Processes in the Department of Soil Science and has been living on Treaty One territory since I immigrated to Canada as a graduate student. I am traditionally connected to the Kwahu and Akuapem Peoples of Ghana. I began my journey of responding to the “Truth and Reconciliation Calls to Action” in my former role as a Post-Doctoral Fellow with the Centre for Engineering Professional Practice and Engineering Education in the Price Faculty of Engineering at the University of Manitoba. In my journey, I acknowledge that the impact of multiple perspectives on our well-being and thriving as individuals and as collective is situated in our recognizing and respecting our truths, intentionally creating the space to listen to understand, and fostering relationships deeply rooted in trust and reciprocity. It has been a humbling experience to expand my learnings through my interactions with Indigenous and non-indigenous peoples throughout the process of contributing to the Truth and Reconciliation Action Plan of the Faculty of Agricultural and Food Sciences at the University of Manitoba.

Ajibola Akindipe (She/her) – I was born, raised, and educated in Northern Nigeria, West Africa. The complexities of Nigeria’s socio-political landscape, with its history of colonialism, ethnic diversity, and economic challenges, inform my understanding of systemic issues and driving my commitment to social justice. My positionality is shaped by intersections of my identity and deep appreciation for cultural heritage which influences my perceptions. As a newcomer to Canada, I recognize the importance of learning the histories, cultures, and contemporary issues of indigenous peoples, while building respectful relationships and allyship. I believe that reconciliation starts with acknowledging past wrongs and taking active steps towards addressing ongoing injustices. I am committed to participating in actions that contribute to FAFS reconciliation process.

Harold Aukema – I am a descendant of white settlers that immigrated from the Netherlands and settled in Ontario. I am slowly learning about the impacts of colonization and am committed to continuing this education and working towards reconciliation. I believe that implementing the plans herein is essential to working towards Truth & Reconciliation and the growth of both myself individually and of the Faculty.

Kathleen Wilson – Kathleen is a 2-spirit Red River Métis by her motherline; family names are Thomas, Parisien, Best, with Scrip land in St. Andrews. They hold settler ancestry from Spain, Ukraine, Ireland, Scotland and England. Amidst my enormous privilege and community support, I am committed to addressing the ongoing harm caused by and within institutionalized systems. Part of enacting this responsibility is my role on this committee, but my work will continue to reflect this commitment by continuing to face the truth, speak up, and enact change. I am humbled to do this work, and grateful for the continued care I receive from those around me.

Kyle Bobiwash – As a member of Mississauga First Nation, having received a tremendous amount of support and mentorship in both conventional and traditional learning environments, it is important that I continue to advocate for enhancing processes to include not only Indigenous people but also Indigenous values and principles in academia and our learning institutions. Being a guest in the territory where the University of Manitoba sits, it’s important that I continue to learn from the Indigenous nations

in the region to ensure that our faculty are prioritizing the needs of these communities. My position within the university has conferred the responsibility to continue to create space for more Indigenous people and their values within our institution.

Leslie Redmond – I am a newcomer to Canada, having immigrated to Winnipeg from the United States in 2021. I am a descendant of white settlers from north-west Europe and the Mediterranean, who settled in the New England area of the United States and the Southeastern United States, respectively. I was born and raised in Virginia Beach, Virginia, on the traditional homelands of the Chesepian or Chesapeake people of the Powhatan Confederacy and I currently reside and work on Treaty 1 Territory, the traditional lands of the Anishinabe, Ininew, Oji-Cree, Dene, and Dakota, and the Birthplace of the Métis Nation and the Heart of the Métis Nation Homeland. I acknowledge how my experiences and privileges have shaped my understanding of the world, including my work as a member of the Faculty of Agricultural and Food Sciences. I also recognize that food and nutrition have been used to control Indigenous peoples in Canada since the arrival of the first European settlers, including the intentional starvation of Indigenous peoples by the Canadian government as a political weapon, forced nutritional experiments and the provision of rancid foods in Indigenous communities and residential schools, and continued use of Eurocentric nutritional food guides. These atrocities, combined with continued dispossession and settlement of Indigenous lands and destruction of traditional Indigenous food systems across Canada, must be acknowledged and require that I confront the historical and ongoing colonial systems that have shaped the nutrition field. I am committed to understanding my own biases and complicity in hierarchical relations of power, learning with an open mind and open heart, and challenging structures of oppression in the food system.

Mario Tenuta – Professor and Senior Industrial Research Chair in the Department of Soil Science. I am a first generation Canadian of Italian Immigrants having left war-ravaged southern Italy. I believe a Truth and Reconciliation Action Plan will greatly benefit the Faculty's academic and research programs from greater inclusivity and incorporation of Indigenous perspectives and knowledge. By developing a welcoming learning environment, we can provide skills to Indigenous peoples to develop successful careers in agriculture, food, and nutrition.

Meagan King – As a descendant of white settlers from Ukraine, Poland, and Germany, I grew up and was educated in Alberta (Treaty 6) and Ontario (traditional Anishinaabe and Haudenosaunee Territory) with a lot of support from my family and mentors. I may never fully understand the impacts of colonization, but I can put in the work to decolonize my work and way of thinking. As I continue to learn about the tense and violent historical and ongoing relationships between Indigenous and settler communities, I feel obligated, honoured, and excited to contribute towards our Faculty's TR efforts. Given my limited understanding and experiences of not belonging and feeling overwhelmed by poor mental health, it is my priority to contribute to building an environment where all FAFS members feel they belong and are respected, supported, and can thrive.

## Acknowledgements

We would like to acknowledge the inspiration and guidance provided by Dr. Marcia Anderson (Rady Faculty of Health Sciences, University of Manitoba), Dr. Cary Miller (Associate Vice President-Indigenous, University of Manitoba), Dr. Brian Amiro (Professor Emeritus, Department of Soil Science), and Eva Wilson-Fontaine and Chief E.J. Fontaine (AMIK Inc.).

We would also like to acknowledge the Rady Faculty of Health Sciences Reconciliation Action Plan and the University of British Columbia Indigenous Strategic Plan Self-Assessment Tool which were instrumental in our internal reflection, which we adapted to examine our Faculty's role in the reconciliation process.

We thank all participants who contributed to the action plan through workshops, consultations, and time spent reviewing this document. There are many other individuals who have contributed both formally and informally, who would like to remain anonymous. Contributors are as presented below:

|                         |                       |
|-------------------------|-----------------------|
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| Crystal Jorgenson       | Martin Entz           |
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| Jordan Bannerman        | Xiaopeng Gao          |
| Kateryn Rochon          | Wonhyo Lee            |
| Kim Ominski             | Zoe Rempel            |

## Glossary of Terms

|                                 |   |
|---------------------------------|---|
| <p><b>Ally, or allyship</b></p> | <p>An <u>ally</u> is “not a member of a marginalized group but takes tangible, ongoing action to support and empower that group. Being an ally doesn’t necessarily mean you fully understand what it feels like to be oppressed; it means you are taking on the struggle as your own” (<a href="#">UBC VPFO, 2021</a>).</p> <p><u>Allyship</u> involves two characteristics: “1) allies aim to support social justice, which include promoting the rights of marginalized groups and eliminating social inequities and inequalities; and 2) allies support (not lead) non-dominant groups of people through authentic relationship development and establish accountability with whom non-dominant people are seeking to ally themselves” (<a href="#">University of Guelph, 2022</a>).</p> |
| <p><b>Cultural safety</b></p>   | <p>Describes the key elements for creating an environment where people of all cultural backgrounds feel respected and safe from discrimination or denial of their identity and needs. It goes beyond the absence of racism, discrimination, and threats to safety, and is more than creating cultural awareness and sensitivity. “It empowers people and enables them to contribute and feel safe to be themselves” (<a href="#">SNAICC, 2021</a>).</p>   |
| <p><b>Decolonization</b></p>    | <p>“Decolonization is the process of deconstructing colonial ideologies of the superiority and privilege of Western thought and approaches. On the one hand, decolonization involves dismantling structures that perpetuate the status quo and addressing unbalanced power dynamics. On the other hand, decolonization involves valuing and revitalizing Indigenous knowledge and approaches and weeding out settler biases or assumptions that have impacted Indigenous ways of being.” (<a href="#">Cull et al., 2018</a>)</p>  |
| <p><b>Indigenization</b></p>    | <p>“Indigenization seeks not only relevant programs and support services but also a fundamental shift in the ways that institutions:</p> <ul style="list-style-type: none"> <li>- Include Indigenous perspectives, values, and cultural understandings in policies and daily practices.</li> <li>- Position Indigenous ways of knowing at the heart of the institution, which then informs all the work that we do.</li> <li>- Include cultural protocols and practices in the operations of our institutions.” (<a href="#">Cull et al., 2018</a>)</li> </ul>  |
| <p><b>Reconciliation</b></p>    | <p>“Addressing past wrongs done to Indigenous Peoples, making amends, and improving relationships between Indigenous and non-Indigenous people to create a better future for all.” (<a href="#">Cull et al., 2018</a>)</p>  |



## TRACTION Plan Framework: A Wild Plum Tree (native to Manitoba)

Cree: Sóminátik, Dakota: Kante chan, Anishinaabemowin: Bagesaanaatig Bagessaaniminagaawanzh  
(Manitoba Forestry Department with translations from  
Indigenous Languages of Manitoba Inc. in 2019)



Image source: <https://minnetonkaorchards.com/wild-plum-tree/>

The wild plum tree provides a framework to envision our Truth & Reconciliation Action Plan. The roots represent a fundamental base of understanding and cultural safety. Strong roots should serve to protect the foundational safety for all members of our community. The trunk is our reminder that we rise together in acknowledging the core truth. Its strength depends on the roots, the nourishment, and the nurturing the tree receives. This includes sustaining relationships, respect, and reciprocity, and is based on acknowledging the truth about the kind of soil we have, the strategies we need to adopt, and how these variables will significantly influence the well-being of the tree and the soil biome that supports the development of the tree branches (reconciliation themes). The branches represent the meaningful strategies we need to adopt to ensure we head towards bearing quality fruits, which requires all the individual and collective efforts within the Faculty as well as engaging the wider agriculture, food, and nutrition communities. The fruits are our progress indicators; these will help us identify the things we have done successfully as well as areas in which we need to improve our processes, right from the roots, to ensure we bear quality fruits, or meaningful impact.

## **Tree Roots (Cultural Safety)**

The roots of the wild plum tree symbolize the need for basic understanding and cultural safety awareness in FAFS. This key foundation is crucial to the success of any of the following recommendations, and protecting this foundation is an on-going task and must maintain priority status.

*Long-term Goal:* Continuously work towards fostering safer spaces for Indigenous students, staff, and faculty in FAFS.

*Progress Indicators:* On-going increasing representation of Indigenous cultural values in teaching, research, and service, and reflected in the recruitment, enrollment, self-identification, celebration, and retention of Indigenous students, staff, and faculty.

*Suggested Implementation:* Multiple capacity-building options for cultural safety should be available and participation in at least one activity is strongly recommended. More details are provided following the Tree Trunk (Truth) section below.

Maintain a FAFS-specific program to address the unique needs of our communities who may find it challenging to start these critical learning opportunities. Capacity-building activities should be completed by all members of FAFS and could also be offered to partnering organizations (e.g., Manitoba Agriculture). The FAFS TR Action Plan Implementation Committee and other committees, guided by advisors and Knowledge Keepers, are needed to conduct a scan of existing allyship capacity building. They will consult Indigenization and antiracism workshop facilitators, Indigenous resource centres, and Indigenous communities and collaborate with existing task forces to develop capacity building for cultural safety and allyship that are tailored to FAFS.

## **Tree Trunk (The Truth)**

The trunk of the wild plum tree refers to capacity building related to our disciplines specifically, including historical and current issues in agriculture, food, and nutrition on Turtle Island. This component involves teaching ourselves the “Truth” before we can take steps towards “Reconciliation”. The Truth involves becoming socially and culturally aware to enable us to form responsible relationships with Indigenous peoples and communities.

We acknowledge the historical and current discrimination, oppression, and hurt experienced by Indigenous peoples. As a Faculty, we have a responsibility to acknowledge the truth and to educate ourselves about:

- The [United Nations Declaration on the Rights of Indigenous Peoples Principles](#), including the right to participate in farming, food, and agriculture.
- Treaties and Indigenous rights, Indigenous law, and Indigenous–Crown relations, including the Agricultural Benefits Agreement and associated claims and settlements.
- Intercultural competency, conflict resolution, human rights, and anti-racism.
- Concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.
- The Peasant Farm Policy, which limited the ability of Indigenous peoples to participate in agriculture on the prairies.

- The use of residential and day schools for forced nutritional research as well as exploitative farm labour camps.
- Ways to Indigenize and decolonize our knowledge and teaching methods and research.

*Long-term Goal:* All faculty, staff, and students are educated on historical and on-going relationships with Indigenous communities and understand our roles in the development of a culture of community, respect, and connection across the Faculty.

*Progress Indicators:* Monitor participation of faculty, staff, and students completing Indigenous food, nutrition, and agriculture content capacity-building activities.

*Suggested Implementation:* To be paired with cultural safety capacity building, the Indigenous Food & Ag Content + Allyship Committee will co-create Indigenous agriculture, food, and nutrition content.

These activities will also help those in teaching roles to integrate community engagement content (co-designed by instructors, professors, sessional instructors, and Indigenous communities) into appropriate courses. This capacity building could also be offered to partnering organizations and will also serve to recognize the unique needs of local and newcomer members of our community, and design material specifically to help integrate these teachings in culturally appropriate and relevant ways. We must remain mindful of internationalization to support the integration of international faculty, students, and staff; we should be aware that being exposed to the harms done to Indigenous peoples of Canada could be triggering for international members as they or their ancestors may have had similar experiences during colonial times or through the impact of abusive governments.

### **Suggested Implementation for Cultural Safety, Truth, and Indigenous content:**

*For undergraduate students:* at least one Indigenous content course will remain mandatory throughout their program. A new course option for FAFS students should be developed and offered which is specific to cultural safety and Indigenous content within the context of agriculture, food, and nutrition.

*For diploma students:* Throughout their first and second academic year, all diploma students should complete cultural safety, EDIA (equity, diversity, inclusion, and accessibility), and Indigenous capacity-building content.

*For graduate students:* at a minimum, departments should integrate cultural safety and Indigenous agriculture, food, and nutrition content into graduate seminar courses. Alternatively, departments should work to include one required Indigenous content course within their graduate program.

*For faculty (i.e., instructors, professors):* at least one cultural safety and Indigenous agriculture, food, and nutrition content capacity-building activity (4 hours minimum) should be completed each year.

*For staff:* at least one capacity-building activity should be completed each year. It is strongly recommended that supervisors and department heads build these activities into staff professional development plans and performance appraisals. These activities should also be included in on-boarding and training plans.

*For sessional instructors:* It is strongly recommended that cultural safety and Indigenous content training be provided to sessional instructors and their time compensated.

*For teaching assistants, demonstrators, tutors, seminar leaders, graders, and markers:* at least one capacity-building activity should be incorporated into the required orientation.

FAFS will host accessible and frequent activities to continually improve cultural safety within the Faculty. Content and delivery of this material will be co-created and delivered by the Indigenous Food & Ag Content + Allyship Committee, the advisory committee, Elders, and Knowledge Keepers.

### **Tree Branches (Reconciliation Actions)**

The following pages outline actions that FAFS will take towards reconciliation. These action points fall under the following themes:

- 1: Acknowledging Indigenous Knowledges and Achievements
- 2: Removing barriers and supporting Indigenous students to: a) apply to FAFS and b) become leaders
- 3: Removing barriers and supporting Indigenous faculty and staff and Indigenization champions
- 4: Fostering engagement and partnerships between Indigenous and agriculture, food, and nutrition communities

### **Shedding of Leaves/Fruit (Evaluative Framework for Self-Assessment)**

Self-evaluation and review at the Faculty, unit, and individual level is required for a successful implementation of the FAFS TR Action Plan. The following evaluation and self-assessment criteria will be developed by the FAFS TR Action Plan Implementation Committee.

Indicators – determine how well we have done in meeting progress indicators.

Reporting – identify the successes and challenges of the Faculty, departments, and individual faculty members and staff in the implementation of the FAFS TR Action Plan during annual reporting.

Plan – make amended action plan based on the mistakes we made and the lessons we learned. A new plan should be developed in five years' time. The FAFS TR Action Plan is a living document; to be continually reflected on and adapted to listen to and respect lived experiences of individuals students, staff, and faculty members in relation to implementation of the plan.

## Theme 1: Acknowledging Indigenous Knowledges and Achievements

| Long-term Goals  | How do we get there?   | Who is responsible?  | Progress Indicators  |
|--|--|--|--|
| <p>Create spaces for Indigenous art (e.g., painting, sculpture, music, literature, performance, etc.) celebrating Indigenous contributions to agriculture, food, and nutrition</p> | <p>Designate spaces in the Agriculture Atrium and common places in other buildings to showcase Indigenous art significant to Truth &amp; Reconciliation with focus on agriculture, food, and nutrition.</p> <p>Organize events to celebrate Indigenous art.</p> <p>Offer orange FAFS T-shirts that can be worn year-round and on Truth &amp; Reconciliation Day (Sept. 30) with a Land and Food Theme, to be designed by an Indigenous artist.</p>   | <p>Dean &amp; Associate Deans<br/>Department Heads<br/>Department Councils<br/>Communications Specialist<br/>Student organizations</p>   | <ul style="list-style-type: none"> <li>o Land and food themed Truth &amp; Reconciliation shirt available to all FAFS members</li> <li>o More dedicated spaces in multiple buildings to celebrate Indigenous art and culture</li> <li>o At least one annual event celebrating Indigenous art on Truth &amp; Reconciliation</li> </ul>   |
| <p>Provide support systems to build capacity of faculty, staff, and students in advancing Indigenization</p>   | <p>Offer a series of capacity-building options (e.g., dialogues, workshops, seminars, and experiential learning opportunities) to participate in land-based and ceremonial experiences through various modes and mediums with Elder-In-Residence, Knowledge Keepers, and communities. Offer cultural safety workshops or retreats to groups to complete as departments.</p> <p>Engage with Elder-In-Residence or Knowledge Keepers to guide capacity building activities.</p> <p>Allocate a budget reflective of Indigenization capacity building and support for Indigenization initiatives.</p> <p>With community consent, co-design engagement events for all faculty, staff, and students in and out of the university.</p> <p>Develop a comprehensive online repository of Indigenization activities, initiatives, and courses in FAFS and across the University.</p> | <p>Dean &amp; Associate Deans<br/>Human Resource Officer &amp; Equity Diversity and Inclusion Coordinator<br/>Advisory Review Council<br/>Communications Specialist<br/>Indigenous Food and Agriculture content and Allyship Committee</p> | <ul style="list-style-type: none"> <li>o Committed budget to support hiring Elder-in-Residence or Knowledge Keeper, initiatives, and capacity building</li> <li>o Hired Elder-In-Residence</li> <li>o Cultural sensitivity workshops or retreats completed by groups in departments (i.e., Kairos blanket)</li> <li>o Designated spaces showcasing Indigenous achievement and reconciliation</li> <li>o Online repository of Indigenization activities, initiatives, and courses accessible to all FAFS members and associates</li> <li>o Hired personnel to develop and manage repository</li> <li>o FAFS-wide community engagement event planned, co-designed with community</li> <li>o Annual review of impact of initiatives developed</li> <li>o Annual capacity building to advance understanding of Indigenous knowing and being</li> </ul> |
| <p>Recalibrate and reorient FAFS educational practices to integrate Indigenous</p>   | <p>Review and (re)design existing and new curricula, courses, and course descriptions to ensure that all academic programs, ranging from workshops, microcredits and</p>   | <p>Dean, Associate Dean (Indigenous), Associate</p>  | <ul style="list-style-type: none"> <li>o Curricula/Policy/Strategic Plan Review Committee completes a review of existing curricula, policies, guidelines, bylaws, etc.,</li> </ul>   |

|  |   |   |  |
|--|---|---|--|
| <p>Knowledges, perspectives, and principles</p>  | <p>certificates, diplomas, undergraduates and graduates include substantive content where appropriate.</p> <p>Develop at least one mandatory course which explores Indigenous histories, perspective, principles, and ways in which Indigenous issues are interrelated with agriculture, food, and nutrition.</p>   | <p>Deans (Academic &amp; Graduate Programs)</p> <p>Department Heads</p> <p>Academic staff, instructors, and professors</p> <p>Curricula/Policy/Strategic Plan Review Committee</p> <p>Advisory Review Council</p>                     | <p>and develops recommendations and report to the appropriate actors</p> <ul style="list-style-type: none"> <li>o Faculty (and Departmental) Strategic Plan (yet to renew) emphasize Indigenization as a key pillar</li> <li>o Capacity-building events tailored to specific departments attended by instructors/professors/students/staff</li> </ul>  |
| <p>Create Indigenous-centered learning environments to co-develop custom modules/programs driving integration of Indigenous Knowledges, principles, historical/current land/food/agriculture/nutrition content</p> | <p>Form a Curricula/Policy/Strategic Plan Review Committee to collaborate with content advisors, Elders-in-Residence, and Knowledge Keepers to create and deliver Indigenous Agricultural and Food Sciences content in semi-annual workshops to advance members' efforts towards integration of Indigenous content, principles, and perspectives into curricula and course development.</p> <p>Integrate community engagement content (co-designed by instructors and Indigenous communities) into appropriate courses.</p> | <p>Indigenous Food &amp; Ag content and Allyship Committee with Elders, Knowledge Keepers, content advisors</p> <p>Advisory Review Council</p> <p>Academic staff, instructors, and professors with Department and Faculty support</p> | <ul style="list-style-type: none"> <li>o Various forms of assessment to recognize Indigenous pedagogies</li> <li>o Designated physical space(s) that support Indigenous activities (e.g., smudging) throughout the year</li> <li>o Committed budget for continuous maintenance of designated physical spaces and activities at department and faculty levels</li> <li>o Offer frequent and accessible workshops on Indigenous content, principles, and perspectives</li> <li>o Co-designed content in different courses on community engagement</li> </ul> |
| <p>Develop a framework to analyze and review opportunities for education, research, outreach, professional development, and future needs to advance Indigenization</p>   | <p>Collaborate with Indigenous scholars, Elder-in-Residence, and Knowledge Keepers to develop a framework that supports the interaction among FAFS and Indigenization.</p> <p>Conduct annual review of all Indigenization activities by engaging all members of FAFS for their input. Prepare annual reports outlining successes and challenges on implemented Indigenization activities and goals for the subsequent academic year.</p>  | <p>Dean</p> <p>Advisory Review Council</p> <p>TR Action Plan Implementation Committee</p> <p>HR/EDI Coordinator</p> <p>Communications Specialist</p>  | <ul style="list-style-type: none"> <li>o Framework should be accessible to and utilized by all FAFS members and associates.</li> <li>o On-going review of implemented Indigenization activities by faculty, staff, and students</li> <li>o FAFS Indigenization reports should be accessible to all FAFS members and associates</li> </ul>  |
| <p>Align teaching, research, and service priorities to create space for</p>  | <p>Hire Indigenous scholars and TR champions to co-create research, teaching, and service centered on principles of Indigenization.</p>   | <p>Dean</p> <p>Associate Deans</p>  | <ul style="list-style-type: none"> <li>o Faculty (and Departmental) Strategic Plan (yet to renew) emphasize Indigenization as</li> </ul>   |

|  |  |  |  |
|--|--|--|--|
| <p>engagement, collaboration, and co-creation with Indigenous peoples and communities.</p>           | <p>Facilitate Faculty-wide integration of Indigenization into FAFS Strategic Plan (yet to renew) by engaging and consulting with Indigenous scholars and non-scholars to identify meaningful approaches for successful Indigenization.</p> <p>Hire Truth &amp; Reconciliation Director to identify meaningful ways to foster stronger relationships with Indigenous peoples and communities and support researchers engaging in research, teaching, and service with Indigenous peoples and communities.</p> <p>Develop clear guidelines for assessments of research and scholarly output expectations of faculty focusing on research and community engagement with Indigenous peoples and communities to facilitate assessment by promotion and tenure committees.</p> | <p>Department Heads<br/>Advisory Review Council<br/>Promotions and Tenure Guidelines Committee</p>   | <p>a key pillar for teaching, research, and service</p> <ul style="list-style-type: none"> <li>o Financial and other resources commitment by FAFS supporting faculty engaging in teaching, research, and service with Indigenous peoples and communities</li> <li>o Clear guidelines on how Indigenous research and scholarly outputs are assessed by promotion and tenure committees</li> </ul> |
| <p>Provide accessible information about events showcasing Indigenous Knowledges and Achievements</p> | <p>Provide members of FAFS direct access to information about campus events and learning opportunities (e.g., Migizii Agamik events calendar, Sustainability of Canadian Ag Conference, FAFS capacity building on Cultural Safety, Indigenous Food &amp; Ag, Allyship, etc.).</p>  | <p>Communications Specialist<br/>Departments<br/>National Centre for Livestock and the Environment (NCLE)<br/>Coordinator<br/>Student Associations</p> | <ul style="list-style-type: none"> <li>o Communications office of FAFS strengthens their communique on promoting Indigenous Knowledges and Achievements</li> <li>o Effective departmental coordination with FAFS communication office to share widely to departmental members and associates</li> </ul>  |

**Theme 2a: Removing barriers and supporting Indigenous students to apply to FAFS (EMPOWER & RECRUIT)**

| Long-term Goals   | How do we get there?  | Who is responsible?   | Progress Indicators  |
|---|---|---|--|
| <p>Identify opportunities in FAFS recruitment process to promote recruitment and retention of Indigenous students</p> | <p>Review admissions criteria to remove barriers to Indigenous learners.</p> <p>Conduct annual listening tour in collaboration with Indigenous communities to engage with high schools to listen to feedback and identify opportunities to inform FAFS recruiting and retention strategies.</p> <p>Organize outreach programs in Indigenous communities and at the University of Manitoba co-facilitated by Indigenous and non-indigenous scholars and non-scholars.</p> <p>Designate funding to support listening tours and outreach programs.</p> | <p>Associate Deans (Academic &amp; Graduate Programs)</p> <p>Truth and Reconciliation Director</p> <p>Advisory Review Council</p> <p>Student Support, Mentorship, and Recruitment and Retention Committee</p> | <ul style="list-style-type: none"> <li>○ Annual listening tour to identify opportunities to strengthen recruitment and retention</li> <li>○ At least two outreach events in Indigenous communities</li> <li>○ Hired Truth &amp; Reconciliation Director</li> <li>○ Revised admissions policy and guidelines reflecting appropriate language to encourage Indigenous students' enrollment as well as incorporating information from listening tours and outreach programs</li> <li>○ Standard of operations to facilitate recruitment and retention processes</li> <li>○ Increased enrollment and successful program completion of Indigenous students by 2029 (10.9% to 20%), especially First Nation and Inuit students</li> <li>○ Annual performance review of FAFS recruitment and retention of Indigenous students conducted</li> <li>○ Long-term designated funding supporting listening tour and outreach programs, and activities facilitating recruitment and retention</li> </ul> |
| <p>Create Faculty-specific initiatives to enhance Indigenous student pipeline prior to post-secondary</p>             | <p>Develop relationships with schools and school divisions in Indigenous communities to develop a comprehensive program that supports multi-pathway approach (ladder/Access) for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.</p> <p>Designate funding to support multi-pathway program for enhancing Indigenous student recruitment and retention.</p>  | <p>Associate Deans (Academic, Graduate, &amp; Indigenous)</p> <p>Truth and Reconciliation Director</p> <p>Advisory Review Council</p> <p>Outreach &amp; Community Engagement Committee</p>                    | <ul style="list-style-type: none"> <li>○ Outreach Committee established</li> <li>○ Truth &amp; Reconciliation Director hired</li> <li>○ Sustained relationship with schools and school divisions in Indigenous communities</li> <li>○ Programs developed for multi-pathway implemented by the Student Support, Mentorship, and Recruitment and Retention Committee</li> </ul>  |



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|   |  | Academic staff, instructors, and professors   | <ul style="list-style-type: none"> <li>○ Long-term funds designated for multi-pathway program</li> <li>○ Satisfactory annual performance review of FAFS of multi-pathway strategies to support Indigenous student recruitment and retention</li> </ul>   |
| Support agriculture, food, and nutrition education development in schools           | Partner with Indigenous educators and other Faculties to develop a longitudinal agriculture, food, and nutrition curriculum to expose elementary, middle, and secondary school students to agriculture, food, and nutrition systems as well as highlighting career opportunities in the sector.  | Truth and Reconciliation Director<br>Advisory Review Council<br>Outreach & Community Engagement Committee   | <ul style="list-style-type: none"> <li>○ Agriculture, food, and nutrition curriculum co-created by Indigenous educators and members of FAFS and other relevant Faculties</li> </ul>  |
| Establish academic programs serving the needs of Indigenous peoples and communities | <p>Evaluate needs and interest of Indigenous peoples and communities in area of food production, value-added, food sovereignty, policy, economics, nutrition, and health.</p> <p>Identify community needs/interests and develop suitable FAFS credential programs to serve those.</p> <p>Find unique roles we can have to serve a broader geographical area. Start with micro-credential and certificate programs and expand with need and our experience.</p> <p>Designate funding to support program development and outreach to create awareness to enhance Indigenous student recruitment and retention in the program</p> | <p>Associate Deans (Academic &amp; Graduate Programs)</p> <p>Associate Dean (Indigenous)</p> <p>Truth and Reconciliation Director</p> <p>Advisory Review Council</p> <p>Academic Program Committees</p> | <ul style="list-style-type: none"> <li>○ Each academic program (diploma, degree, graduate) has at least one credential specifically addressing agricultural, food, and nutritional needs of Indigenous peoples and communities (e.g., focus area, minor, major, micro-credential, certificate, etc.)</li> <li>○ Designated funding to support and sustain program</li> </ul> |
| Provide financial opportunities to prospective students                             | Create a scholarship and award stream to support program costs for Indigenous students enrolled in program at all levels   | <p>Associate Deans (Academic &amp; Graduate Programs)</p> <p>Associate Dean (Indigenous)</p> <p>Truth and Reconciliation Director</p>   | <ul style="list-style-type: none"> <li>○ Long-term operational funds for scholarship and awards to support program costs for Indigenous students enrolled in programs at all levels</li> </ul>   |

Theme 2b: Removing barriers and supporting Indigenous FAFS students to become leaders (SUPPORT & RETAIN)

| Long-term Goals   | How do we get there?   | Who is responsible?  | Progress Indicators   |
|---|--|--|---|
| <p>Foster a safe learning/working environment</p>                               | <p>Review and require extra-curricular activities organized by student bodies and other organizations within the Faculty to align with principles of ethical and equitable environment for all participants.</p> <p>Develop and implement cultural safety and allyship programs to equip all FAFS members with the skills to foster a safe learning/working environment, free from racism, and to identify/address racism and fragility.</p> <p>Designate funding to create and support cultural safety and allyship programs.</p> | <p>Associate Deans<br/>Truth and Reconciliation Director<br/>HR Officer and EDI Coordinator<br/>Advisory Review Council<br/>Student Associations<br/>Faculty of Agriculture<br/>Students' Organization<br/>Academic staff, instructors, and professors</p> | <ul style="list-style-type: none"> <li>○ All faculty, staff, and students have completed at least one cultural safety and allyship capacity-building program</li> <li>○ All extra-curriculum activities of student organizations align with principles of ethical and equitable environment for all participants</li> <li>○ Long-term funding to support cultural safety and allyship capacity-building programs</li> </ul> |
| <p>Develop evaluation mechanisms to improve Indigenous learning outcomes</p>    | <p>Develop a cultural safety policy and mechanisms for accountability to ensure a safe learning/working environment for Indigenous students.</p> <p>Employ a performance management and evaluation system to allow faculty to receive feedback on their ability to facilitate a culturally safe learning environment with additional capacity-building programs as needed.</p>   | <p>Deans<br/>Department Heads<br/>Truth and Reconciliation Director<br/>HR and EDI Coordinator<br/>Advisory Review Council</p>   | <ul style="list-style-type: none"> <li>○ Policy on cultural safety</li> <li>○ Established mechanisms to promote accountability by members of FAFS to ensure safe space for Indigenous students</li> <li>○ Annual performance review of FAFS cultural safety and safe environment for Indigenous students</li> </ul>   |
| <p>Support and retain Indigenous students within their learning environment</p> | <p>Provide orientation and tutors for Indigenous students to support their transitioning into the University and their programs.</p> <p>Identify safety concerns for Indigenous students.</p> <p>Engage the services of Elder-In-Residence or Knowledge Keeper</p> <p>Hire Truth and Reconciliation Director.</p> <p>Support the creation of Indigenous-led support group by providing designated space suitable for gatherings and performing cultural activities.</p>  | <p>Deans<br/>Department heads<br/>Elder-in-Residence/ Knowledge Keeper<br/>Truth and Reconciliation Director<br/>Advisory Review Council<br/>Academic staff, instructors, and professors</p>   | <ul style="list-style-type: none"> <li>○ Student safety concerns adequately addressed within Faculty</li> <li>○ Culturally safe designated space for gathering and cultural activities</li> <li>○ Elder-In-Residence/ Knowledge Keeper hired</li> <li>○ FAFS Indigenous orientation and tutors provided</li> <li>○ Truth &amp; Reconciliation Director hired</li> </ul>   |

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| <p>Advocate for agriculture, food, and nutrition to Indigenize their operations to create safe space for Indigenous peoples to fully participate in the sector</p> | <p>Engage with the agriculture, food and nutrition communities to advocate for opportunities and identify areas that can be improved to ensure Indigenous peoples can participate fully.</p> <p>Encourage and facilitate the development of Indigenization Action Plan with partners to ensure components of meaningful Indigenization are included.</p> | <p>Dean and Associate Deans<br/> Department Heads<br/> Academic staff, instructors, and professors<br/> Truth and Reconciliation Director<br/> Advisory Review Council</p> | <ul style="list-style-type: none"> <li>○ Consultations with agriculture, food, and nutrition sector members on Indigenizing their operations to support the full participation of Indigenous peoples</li> <li>○ Companies with Indigenization policy highlighted on FAFS website</li> <li>○ Published Indigenization statements on companies' websites and in job advertisements</li> <li>○ Companies' job advertisements and hiring processes emphasizing opportunities for Indigenous recruitment and retention</li> <li>○ Internship programs to foster engagement and relationship building between Indigenous students and the Agricultural and Food Industry</li> <li>○ Annual meetings to engage partners and FAFS to discuss our common goals and opportunities to strengthen engagement with Indigenous peoples and communities</li> </ul> |
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Theme 3: Removing barriers and supporting Indigenous faculty and staff and Indigenization champions

| Long-term Goals  | How do we get there?  | Who is responsible?   | Progress Indicators  |
|--|---|---|--|
| <p>Increase the number of Indigenous faculty and staff</p>   | <p>Develop Faculty and Department strategic plans to emphasize Indigenization as a key pillar.</p> <p>Identify opportunities to increase faculty and staff positions to advance Indigenization in the Faculty.</p> <p>Develop a plan to focus on recruitment and retention of Indigenous scholars.</p> <p>Develop a plan to focus on recruitment and retention of Indigenous faculty and staff.</p>   | <p>Dean</p> <p>Department Heads</p> <p>Faculty and Department Councils</p>  | <ul style="list-style-type: none"> <li>○ Strategic plans emphasizing Indigenization</li> <li>○ Hire three additional Indigenous scholars by 2027, and continue hiring and retaining to achieve adequate representation</li> <li>○ Indigenous sessional instructors hired as soon as possible to increase representation immediately</li> </ul>   |
| <p>Prioritize Indigenization champions in the hiring process</p>   | <p>Include Indigenization as a criterion for selection in the hiring process at all levels.</p>   | <p>Dean</p> <p>Department Heads</p> <p>Hiring Committee Chairs</p> <p>TR Director</p> <p>HR Officer &amp; EDI Coordinator</p>                                   | <ul style="list-style-type: none"> <li>○ All job postings to include some degree of Indigenization responsibilities</li> </ul>   |
| <p>Support and retain Indigenous faculty and staff and Indigenization champions in their working environment</p> | <p>Engage with Indigenous faculty and staff to identify safety concerns and develop strategies to overcome them.</p> <p>Engage with Indigenous faculty and staff to identify opportunities that will foster their full participation in the agriculture, food, and nutrition community</p> <p>Facilitate annual engagement between Indigenous faculty and staff and Indigenization champions and agriculture, food, and nutrition community partners to discuss opportunities to Indigenize the agriculture, food, and nutrition community</p> <p>Support the creation of Indigenous-led support group by providing designated space suitable for gatherings and performing cultural activities</p> | <p>Deans</p> <p>Department Heads</p> <p>Truth and Reconciliation Director</p> <p>Advisory Review Council</p> <p>Academic staff, instructors, and professors</p> | <ul style="list-style-type: none"> <li>○ Indigenous faculty and staff and Indigenization champions' safety concerns adequately addressed within the Faculty</li> <li>○ Culturally safe designated space for gathering and cultural activities</li> <li>○ Annual meetings to engage Indigenous faculty and staff and Indigenization champions and the agriculture, food, and nutrition partners to discuss opportunities to Indigenize the Agriculture and Food community</li> <li>○ Agriculture, food, and nutrition communities expanding their values to create ethical, inclusive, and</li> </ul> |

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|   |  |   | equitable spaces for Indigenous peoples to fully participate  |
| Provide secured resources to support Indigenous Scholars and Indigenous faculty and staff with focus on Indigenization and Indigenization champions | Engage with Indigenous scholars, Indigenous faculty and staff, and Indigenization champions to identify needed resources to advance Indigenization.<br><br>Develop a repository to facilitate knowledge creation and sharing to support integration of Indigenous perspectives, principles, and content in teaching and research and engaging in outreach with Indigenous peoples and communities.<br><br>Designate funding to support resources needed to advance Indigenization. | Dean<br>Associate Deans<br>Truth and Reconciliation Director<br>Department Heads<br>Academic staff, instructors, and professors | <ul style="list-style-type: none"> <li>o Secured funding to support Indigenous faculty and staff with focus on Indigenization and Indigenization champions</li> <li>o Establishment of well-funded Research Institute/Space (\$100,000 for year 1, later amount TBD)</li> <li>o Capacity building activities to support curriculum development, research, and outreach with Indigenous peoples and communities</li> <li>o Repository of resources on integrating Indigenous perspectives, principles, and content in teaching and research</li> <li>o Annual performance review of Faculty's effort in providing resources to advance Indigenization by Indigenous faculty and staff and Indigenization champions and engaging in outreach with Indigenous peoples and communities</li> </ul> |
| Compensation for Indigenous faculty and staff with focus on Indigenization and Indigenization champions   | Establish a mechanism to assess and compensate Indigenous faculty and staff with focus on Indigenization and Indigenization champions with relief from other duties  | Dean<br>Associate Deans<br>Department Heads<br>Truth and Reconciliation Director  | <ul style="list-style-type: none"> <li>o Established criteria when the goals of Indigenous faculty representation have been surpassed to provide relief to Indigenization champions</li> </ul>  |
| Recognition for faculty and staff advancing Indigenization  | Develop clear promotion and tenure guidelines for promotion and tenure committees on assessing research output, teaching, and service focused on Indigenization.   | Dean and Associate Deans<br>Department Heads  | <ul style="list-style-type: none"> <li>o Clear guidelines for promotion and tenure committees on effectively assessing research output,</li> </ul>  |

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|  | <p>Develop a self-assessment tool to support faculty and staff to reflect on and document their progress in advancing Indigenization.</p> <p>Develop a central inventory system to document and celebrate faculty and staff advancing Indigenization.</p> <p>Showcase on faculty website and social media platforms faculty and staff advancing Indigenization.</p> <p>Organize an annual recognition event celebrating the advancements made in Indigenization by faculty and staff.</p> | <p>Truth and Reconciliation<br/>Director</p> <p>Communications Specialist</p> | <p>teaching, and service focused on Indigenization</p> <ul style="list-style-type: none"> <li>○ FAFS members integrating Indigenous perspectives, principles, and content in courses</li> <li>○ Central inventory system documenting and celebrating faculty and staff advancing Indigenization</li> <li>○ Faculty website and social media platforms highlighting and celebrating faculty and staff advancing Indigenization</li> <li>○ Annual recognition of FAFS members leading and actively participating in advancing Indigenization</li> </ul> |
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Theme 4: Fostering engagement and partnerships between Indigenous and agriculture, food, and nutrition communities

| Long-term Goals  | How do we get there?   | Who is responsible?  | Progress Indicators  |
|--|--|--|--|
| <p>FAFS members are culturally aware and sensitive when engaging with Indigenous peoples and communities</p>                                       | <p>FAFS members should engage with Elder-In-Residence and Knowledge Keepers and Truth and Reconciliation Director and contact persons for communities to be informed on community entry and protocols to engage with Indigenous peoples and communities.</p> <p>Develop capacity building activities for FAFS members on community entry and protocols for engaging with Indigenous peoples and communities.</p> <p>Adopt “Working in Good Ways” or a similar framework when partnering with Indigenous and agricultural communities, prioritizing the building and maintenance of relationships, recognizing the distinctions between Inuit, Red River Métis, and First Nations, and that each community and individual are unique.</p> | <p>Dean<br/>TR Director<br/>Elder-in-Residence<br/>Knowledge Keepers<br/>Advisory Review Council<br/>Outreach and Community Engagement Committee<br/>Academic staff, instructors, and professors</p> | <ul style="list-style-type: none"> <li>○ Acceptable consultation level with Elder-In-Residence, Truth and Reconciliation Director, Knowledge Keepers, and communities prior to engagement with Indigenous peoples and communities</li> <li>○ Capacity building for members of FAFS on community entry and protocols to engage with Indigenous peoples and communities</li> <li>○ Community entry and engagement protocols followed by participants engaging with Indigenous peoples and communities</li> <li>○ Positive feedback from participants involved in Indigenous peoples and community engagements</li> </ul> |
| <p>Implement hospitality and remuneration policy and guidelines to facilitate reciprocity with Indigenous peoples, communities, and businesses</p> | <p>Publicize policy and guidelines to acknowledge mechanisms for reciprocity with Indigenous peoples, communities and businesses.</p> <p>FAFS members engaging with Indigenous peoples and communities should consult and collaborate with Elder-in-Residence, Knowledge Keepers, Truth and Reconciliation Director, and Indigenous communities to identify appropriate ways to reciprocate when engaging with Indigenous peoples, communities, and businesses.</p>  | <p>Dean<br/>Department Heads<br/>Faculty and Department Financial Managers<br/>TR Director<br/>Elder-in-Residence<br/>Knowledge Keepers</p>  | <ul style="list-style-type: none"> <li>○ Hospitality and remuneration policy for engaging with Indigenous peoples, communities, and businesses</li> </ul>  |
| <p>Advocacy for agriculture, food, and nutrition communities to Indigenize their operations for Indigenous peoples and</p>                         | <p>Engage with members the agriculture, food, and nutrition communities to discuss opportunities and identify areas that can enhance full participation of Indigenous peoples and communities in agriculture, food, and nutrition communities.</p>   | <p>Dean and Associate Deans<br/>Department Heads<br/>Advisory Review Council</p>   | <ul style="list-style-type: none"> <li>○ Consultations with agriculture, food, and nutrition sectors on Indigenizing their operations to support the full participation of Indigenous peoples</li> </ul>   |

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| <p>communities to fully participate</p> | <p>Encourage and facilitate the development of Indigenization Action Plan with partners to ensure components of meaningful Indigenization are included.</p> <p>“Encourage the corporate sector in Canada to adopt UNDRIP as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources” (Truth &amp; Reconciliation Commission Call to Action #92).</p> | <p>Truth and Reconciliation Director</p> <p>Academic staff, instructors, and professors</p> | <ul style="list-style-type: none"> <li>○ Annual meetings to engage agriculture, food, and nutrition community partners and FAFS to discuss our common goals and opportunities to strengthen engagement with Indigenous peoples and communities</li> <li>○ Annual assessment report on progress made with advocacy for Indigenization in the agriculture, food, and nutrition communities expanding their values to create ethical, inclusive, and equitable space for Indigenous peoples to fully participate</li> <li>○ Engagement programs co-created with Indigenous peoples and communities to foster engagement and relationship building between Indigenous peoples and communities and the agriculture, food, and nutrition communities</li> <li>○ Companies with Indigenization policy highlighted on FAFS website</li> <li>○ Published Indigenization statements on companies' websites and in job advertisements</li> </ul> |
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**Positions and Committees to be formed to carry out at least 80% of the work within the next five years:**

| Timeline            | Positions / Committees   |
|---------------------|--|
| As soon as possible | TR Director  |
| As soon as feasible | Associate Dean Indigenous (2026-2027)  |
| Year 1              | FAFS Elder-in-Residence in place (role to be developed and hours to be decided based on need, availability, etc. by Elder and Faculty Executive Council)   |
| Year 1              | FAFS TR Action Plan Implementation Committee<br>- To drive implementation of the entire plan, collaborate with other committees<br>- Each department has a faculty representative<br>- Student and staff representatives<br>- To report to Faculty Council semi-annually |
| Year 1              | Advisory Review Council with external community members established  |
| Year 2              | Indigenous Food & Ag Content + Allyship Committee established<br>(to support Truth and Reconciliation Theme 1)   |
| Year 2              | Student Support, Mentorship, and Retention (SSMR) Committee established<br>(to support Reconciliation Theme 2)   |
| Year 3              | Curricula/Policy/Strategic Plan Review Committee established<br>(to support all Reconciliation themes)   |
| Year 3              | Outreach and Community Engagement Committee established<br>(to support Reconciliation Theme 4) <ul style="list-style-type: none"> <li>• To have an external review council with community members</li> </ul>   |

## References

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[University of British Columbia Indigenous Strategic Plan Self-Assessment Tool](#) 2021

University of British Columbia, [How can you be an effective ally? | VPFO | UBC](#) 2021

University of Guelph, Building Community: Introduction to Equity, Diversity, and Inclusion: [Chapter 7: Allyship – Building Community](#) 2022

“It is about reconnecting with the land, building relationships, and building confidence (for students)” – Eva Wilson-Fontaine & E.J. Fontaine

“We need to go back to the land” – Eva Wilson-Fontaine

“If we succeeded, they (diploma program) succeeded” – E.J. Fontaine