

# Building Foundations for Decolonization & Indigenization in Academic Programs within the Faculty of Pharmaceutical Sciences

Peter Fang, Elizabeth Stacy, Janice Yeung, Larry Leung, Patricia Gerber, Brenda Zou, Ginette Vallée, Leonie Harper, Jason Min, Tamiz Kanji, Charissa Tonnesen, Kerry Wilbur, Jennifer Chatterton, Stella Fang, Eric Liu, Gerry Oleman, Sandra Jarvis-Selinger

## Building Foundations Initiative

- Collaborative, student-led and Indigenous-partnered engagement.
- Exploring how Academic Portfolio of Faculty of Pharmaceutical Sciences can **operationalize decolonization and reconciliation** recommendations\* in health education programs.
- **Looking to better design and structure health education programming.**

\*United Nations Declaration on the Rights of Indigenous Peoples, In Plain Sight, Truth & Reconciliation Commission, UBC Indigenous Strategic Plan, etc.

## Our Partnership Structure

**Commitment** to Indigenization and decolonization requires **long-term strategic planning and robust implementation framework.**

To achieve sustainable and impactful outcomes, co-investigators and team members represent **core leadership** within the Academic Portfolio in Faculty and **community champions.**

Faculty and staff leaders provide support and momentum to implement emergent recommendations.

Community champions\* provide ongoing feedback and guidance on the direction of our initiative.

\* Many prefer to remain anonymous

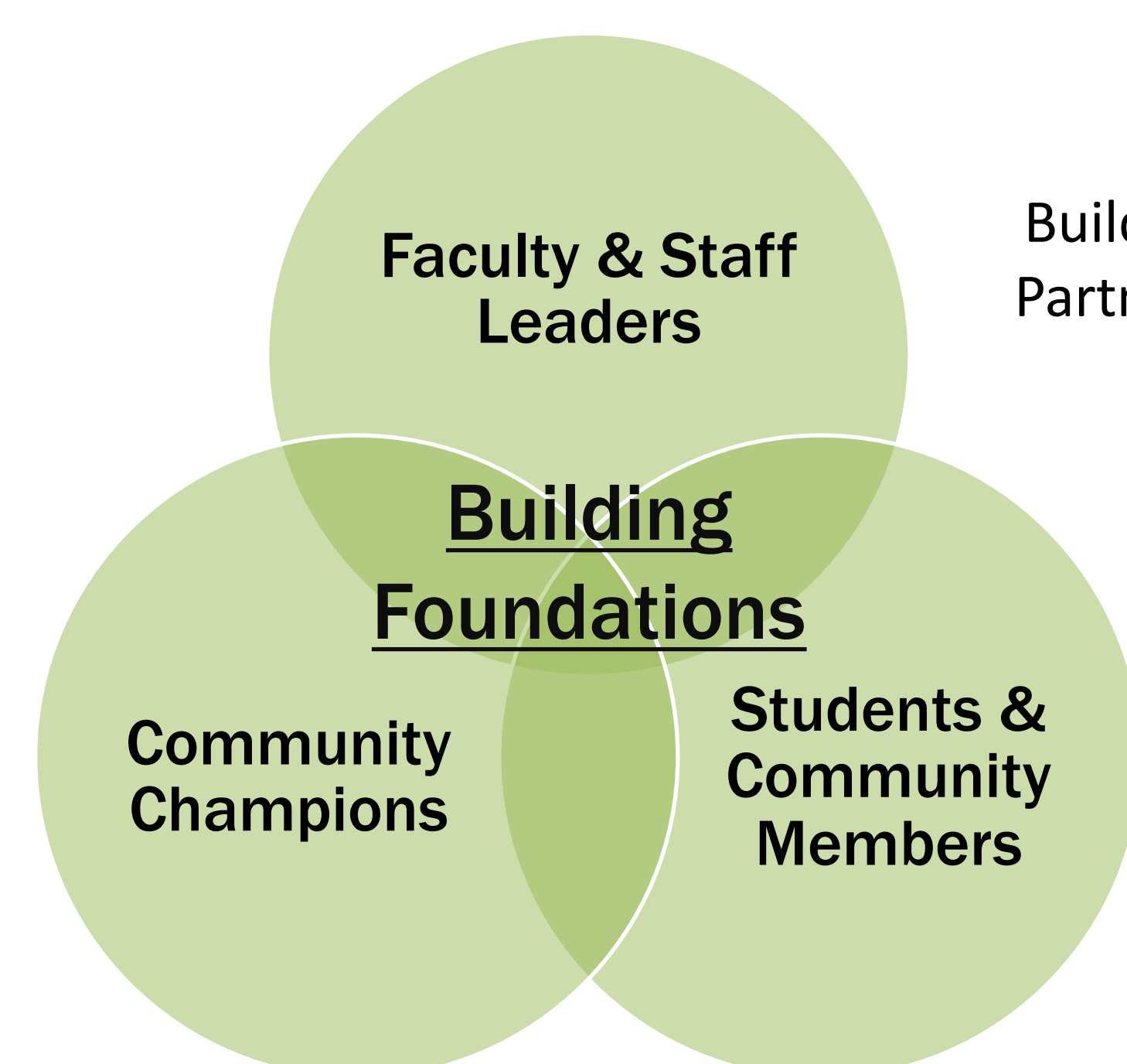


Figure 1:  
Building Foundations  
Partnership Structure

## A Multi-Phase Approach

### Phase 1: Champion Engagement

- Interviews with 10 **experts and champions in decolonization, Indigenization, and cultural safety** to learn how best to engage with participants from Indigenous communities.

#### Project Champions include:

- Indigenous Pharmacists
- Indigenous and non-Indigenous faculty experts working in Diversity & Inclusion
- FNHA Experts
- Indigenous educators & Knowledge Keepers

**Findings from Phase 1 guide the approach to community engagement in Phase 2.**

### Phase 2: Community Engagement

- Interviews and focus groups to identify **infrastructure, resources, and processes to operationalize recommendations.**

#### Participants include:

- Indigenous & non-Indigenous students
- Practicing pharmacists
- Indigenous Patient Partners

#### Data analysis will focus on key themes:

- student support & recruitment pipeline
- physical spaces
- opportunities for partnership

**Key themes align** with UBC's and Faculty's ISP Indigenous Strategic Plan priorities.

**Alignment provides institutional mechanisms to implement the project's recommendations and juxtapose novel themes from this project's findings.**

Figure 2: Project Timeline



## Next Step

### Phase 3: Towards Implementation

A central component of our approach to relationship building has been **proactive dissemination of findings** and recommendations with key decision-makers in the Faculty.

Clear and timely communication of engagement findings provide staff and Faculty leaders with context and guidance in their everyday work – **laying groundwork for sustainable implementation of decolonization beyond the lifespan of this project.**

## Relationship Building

The following champion guidance was incorporated into the design of student and community engagement:

- **Review existing Indigenous guidance.** Use existing records released by a given Indigenous community & nation to avoid over-surveying.
- **Reflect on issues & gaps engagement seeks to answer.** Be open to bold visions and challenging constraints.
- **Sustain relationships beyond the short-term.** Engagement is the first step to relationship formation. Prioritize growing and cultivating partnerships with Indigenous communities over time.

## Principle of Reciprocity

Reciprocity with Indigenous communities and Peoples is a key theme identified in Phase 1. Key learnings include:

- **Thoughtful gift-giving practices:** Indigenous art.
- **Appropriate remuneration** to recognize expertise.
- **Regular follow-up and communication** with community partners throughout the process.
- **Long-term engagement:** continued quality improvement beyond timeline of a project.

## Sustainable Evaluation Framework

**Story-telling is** used to evaluate this project via:

#### Outcome Indicators:

- **Knowledge sharing event** with community & Faculty partners.
- **Generating recommendations** and presenting key findings to Faculty leadership.
- Responsible **sharing of de-identified engagement data** with key decision makers.
- **Accountability mechanisms established** post-project.

#### Process indicators:

- **Conduct internal review** with co-investigators and community champions on structure and progress.
- **Identify bottlenecks and resources** to support long-term transformation.
- **Integrate community reciprocity** and knowledge dissemination at each phase.

## Acknowledgement

We gratefully acknowledge the financial support for this project provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund. We would also like to extend our gratitude for the insightful contributions from expert champions, co-investigators, community members, and all other project team members.

