



# Partnership Grants Milestone Report

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<b>File number:</b>	<b>895-2017-1014 UM Ref#: 47354</b>
<b>Host institution:</b>	<b>University of Manitoba</b>
<b>Project director:</b>	<b>Shirley Thompson</b>
<b>Project title:</b>	<b>Northern sustainability teaching lodges in remote First Nation Communities</b>

The Milestone report should serve as a roadmap for the project so that progress can be assessed at the midterm point (i.e., which activities are on, behind, or ahead of schedule and what is the status of promised deliverables). It should also assist the project team in planning and managing a calendar of research and research-related activities and in determining roles and responsibilities for the first half of the project. The Council expects that key members of the partnership will participate in the preparation of the report's contents and endorse it prior to submission.

**Instructions:** Provide information about your project for each of the six subject areas listed below. For each of the green text boxes, limit your responses to 250 words and respond to the following questions, as appropriate:

- What will be accomplished by the midterm point that contributes to meeting the project's overall objectives?
- How will comments and suggestions made by the expert panel and/or the adjudication committee at the Formal application stage be addressed?
- What challenges do you expect the project to experience and how will these challenges be addressed?
- Are you making any significant adjustments to project plans and activities from the application stage?
- What plans, progress indicators and mechanisms will be used to monitor and measure the success of the project (e.g., deliverables, outputs, outcomes, etc. that contribute to project objectives)?

If you choose to use charts, tables, graphics, diagrams, images, etc., include these at the end of the document as an appendix. In total, keep the appendices to a maximum of ten pages.

## 1) Research activities

### **Project Response:**

The research activities will include:

- A household survey (n=274) was conducted by the community in Garden Hill First Nation in summer of 2017 to obtain statistics on youth employment and housing conditions, which should result in one paper and one thesis.
- Submitted an application for the Indigenous international design competition for housing process in 2017.
- A number of sustainable housing designs will be developed that consider local First Nation culture, sustainability and other issues important to the community. These designs will be the available as an open source design.
- Program evaluation will be conducted regarding applied carpentry courses in Island Lake with a paper completed about how it meets needs for education.
- The houses will be modelled for different building materials to check out different health factors as well as energy efficiency.
- Two or three program evaluations of carpentry courses/program and adult education training will occur.
- A longitudinal study (3 years) will have data for the first year at the program's impacts on a youth's quality of life.
- Research into key areas of Indigenous food sovereignty in Island Lake will be undertaken.

## 2) Knowledge mobilization activities

### **If you have already set up the project's website and/or social media, include a link(s) here:**

The temporary site set contains the project documents and description until the final site has been completed. The temporary site is: <http://ecohealthcircle.com/> . We are now just in the midst of choosing a name for the website that is memorable. Then we will unveil a website and social media campaign.

Refer to SSHRC's [Guidelines for Effective Knowledge Mobilization](#) for examples of effective knowledge mobilization activities.

### **Project Response:**

Knowledge mobilization will include:

- Housing designs developed with First Nation communities, which will be applied to build houses in community and tested to see how the house performs.
- The production of research involving the builders and housing department in the First Nations in the design, decision and evaluation will result in building technologies and materials, which they can then use in their ongoing housing plans.
- Permaculture land use design developed with First Nation community members for application to Garden Hill First Nation and provided to all the organizations associated with the farm, namely: Garden Hill First Nation Employment and Training, Meechim Inc., Four Arrows Regional Health Authority and AKI Energy.
- Knowledge synthesis of impacts of overcrowding and Indigenous housing designs for healthy housing and indigenous food sovereignty will be undertaken.
- Dissemination of results will be to First Nations and the public through educational videos, papers, models, housing and permaculture designs, housing and farm management plans, books, Facebook and other means.
- Exchange of cultural aspects through a design course that involves graduate and undergraduate students.
- Co-creation of designs for housing and Indigenous farms with researchers and community members.
- Co-production by researchers and knowledge users in designing housing, videos, booklets, webpages, illustrated instruction guides on how to build a sustainable house.
- Blogging, Facebook and talking on the local radio in the FIRST NATION communities will provide opportunities to share learning, stories and findings with the community and we will students in the community and researchers visiting the community to participate so that everyone in the community is part of it and knowledgeable about the programming and research.
- Research centres, with libraries, will be located in Wasagamack and Garden Hill First Nation to build capacity on reserve for carpentry and food issues including text books to allow people to learn and share books.
- Publications of articles through journals, magazines and books in open access forms of knowledge dissemination will be undertaken. Research reports will be available

electronically but also in hardcopies and posters at annual conference to showcase the results of the research to hang in the education centres, band office and research centre.

- Further to SSHRC's research data archiving policy, we will ask all researchers to make their data in accordance with community standards and best practices. Camille Callison is an Indigenous librarian and co-applicant and will assist us to archive all the research and create libraries in the communities. All research data collected with the use of SSHRC funds will be preserved and shared complying with OCAP.
- Conference presentations at Manitoba's educational conferences will be a means of networking with educators across the province: UCN spring conference; Fall/Winter Manitoba Education Research Network (MERN); Adult Secondary Education Council (ASEC); Aboriginal Education Research Forum of Manitoba (AERF), SSHRC National Congress, Canadian Alliance to End Homelessness.
- Meetings with policy makers will have us share findings on housing, education and other issues and will include First Nation's community members. Researchers will produce and distribute policy and plain language version of findings of reports. As policies and programs are being reviewed to assess their impact on housing & adult education in FIRST NATION communities we will have recommendations for policy change and programming to deal with the consequences of homelessness, housing insecurity & the lack of adult education and to create sustainable housing in future.
- Social media campaigns, including Facebook, will share findings, videos, open source designs and curriculum to get the information out widely.
- Open source blueprints and Ikea-like instructions for sustainable northern housing designs and curriculum on Sustainable Northern Housing will be under production.

**Which of the following methods of knowledge mobilization will your project involve?**

- Academic dissemination (essentially, a one-way flow to other scholars in or near your field(s) of research)
- Knowledge transfer (transferring knowledge to scholars in other fields of research)
- Knowledge translation (writing or presenting research findings in more readable or useable forms e.g., writing for a wider or more diverse public)
- Knowledge exchange (exchanging or sharing knowledge with other disciplines or across sectors (two-way flow) e.g., workshop or conference)
- Knowledge brokering (facilitating the flow of knowledge between others)
- Knowledge synthesis (pulling together existing research in a useful form for other researchers or organizations)

x Co-production (building research teams or alliances that generate new knowledge based on an ongoing exchange of knowledge)

x Networking (organizing ongoing networks of scholars and/or other experts to mobilize knowledge)

How many research products do you anticipate resulting by the midterm point of the grant?

Products	Number Planned
Presentations	30
Interviews (broadcast or text)	10
Peer-reviewed journal articles (open access)	10
Peer-reviewed journal articles (subscription based)	2
Edited journal issues	2
Books (including edited books)	1
Book chapters	2
Entries (dictionary and encyclopedia)	2
Conference publications	10
Articles in popular media	4
Reports, briefs, and other forms of grey literature	5
Artistic performances	4
Other (specify: videos or films)	4

How many knowledge mobilization events do you anticipate resulting by the midterm point of the grant?

Event	Number Planned
Conference	15
Workshop	5
Summer institute	1
Media events (such as television/radio presentations)	2
Public debates	1
Other (specify: film showings)	10

### 3) Training and mentoring activities

Refer to SSHRC's [Guidelines for Effective Research Training](#) for examples of effective research training activities.

Project Response:

- Ten instructors will have taken three to six adult education courses and consider how to apply carpentry and food sovereignty courses to these communities to build capacity and build infrastructure. The instructors in training will research effective knowledge mobilization and dissemination and how to teach in diverse settings with various technologies and digital literacy.
- 48 students will have taken or be taking an entry applied carpentry course that considers design through consultation and community engagement and conduct interdisciplinary research and undertake project and human resources management, leadership and teamwork.
- The graduate students will learn publication and research communication as well as knowledge mobilization and dissemination;
- Four graduate students will also learn teaching in diverse settings and with various technologies and undertake digital literacy;
- Four Red River College students will have analyzed different housing designs and engage in leadership and teamwork around design.
- All students will participate in workshops and conferences.

How many students, postdoctoral researchers and/or non-students do you anticipate participating in your project by the midterm point of the grant?

Student Level	Number to be supported by SSHRC grant		Number to be supported by host and/or partner contributions	
	Canadian	Foreign	Canadian	Foreign
Undergraduate students	0		0	
Master's students	5		1	
Doctoral students	2		0	
Postdoctoral researchers	0		0	
College students	51		20	
Other (e.g., technician, professional research associate)				
Total Number	60		21	

Which kind of activities do you anticipate students and/or postdoctoral researchers (supported by the SSHRC grant) to be engaged in as part of this initiative?

Activities	Undergraduate students	Master's students	Doctoral students	Postdoctoral researchers	College Students
Data collection	X	X	x	<input type="checkbox"/>	x
Data entry	X	X	x	<input type="checkbox"/>	x
Data analysis and literature review	X	X	x	<input type="checkbox"/>	x
Communications (e.g., lecturing or presenting at conferences)	X	X	x	<input type="checkbox"/>	x
Mentoring	X	X	x	<input type="checkbox"/>	x
Networking and collaborations	X	X	x	<input type="checkbox"/>	x
Outreach activities	X	X	x	<input type="checkbox"/>	x
Participation in publications	X	X	x	<input type="checkbox"/>	X
Project Design	X	X	x	<input type="checkbox"/>	X
Report writing/editing	X	X	x	<input type="checkbox"/>	X
Teaching (including pedagogy and/or educational training).	X	x	x	<input type="checkbox"/>	X
Internships or other activities in the business, not-for profit or government sectors		x	x	<input type="checkbox"/>	
Activities that provide international experience				<input type="checkbox"/>	
Other (specify: design houses)				<input type="checkbox"/>	X

#### 4) Governance and management structure

##### Project Response:

The Executive Council functions as the decision-making body for the Partnership Grant and oversees the strategic direction and operational activities of the Advisory Board and the four Committees. See appendix A for diagram. The Executive Council is responsible for the oversight of decisions and activities of the Partnership Grant, in compliance with SSHRC and University of Manitoba. This includes accountabilities of Advisory Board and affiliated Committees, funding requirements, legal documents such as band council resolutions and employment contracts, service contracts and memorandums of understanding. See terms of reference.

The structure for the governance of this partnership grant has eight parts, working together as shown in the appendix A: 1) Executive Council – Chaired by PI; 2) Wasagamack First Nation (WFN) team – Chaired by Lawrence Harper and April McDougall; 3) Garden Hill First Nation (GHFN) team – Chaired by Elsie Monias; 4) Academic programming – Chaired by Mark Hoddenbagh with partners, instructors, researchers and students; 5) Housing Committee –

Chaired by Eric Bjornson and team made up of researchers, students and social enterprises; 6) Food Education Research Committee – Chaired by Pepper Pritty - team with researchers, students and social enterprises; 7) Community-Led Participatory Research Committee – Chaired by Marleny Bonnycastle and Myrle Ballard; and 8) Recruitment and Retention – Chaired by Elsie Monias. These teams/committees are working together maximize First Nation student and community benefit through community-led, projects-based post-secondary education.

The Executive Council has been formed and has met to decide on the terms of a reference (see appendix B). It is composed of the Principal Investigator (Shirley Thompson) and the Partnership Coordinator and Wasagamack First Nation member (Barney Mason), Garden Hill First Nation member (Elsie Monias), First Nation student (Pepper Pritty), University of Manitoba professors (Donna Martin and Marleny Bonnycastle). Most people will serve on three-year terms, allowing for a rotating membership should other Partners be interested in serving on the steering committee.

Members of the Executive Council are part of the community teams, which will make the day-to-day decisions for their community. For Wasagamack First Nation the acting Community team currently is Percy Harper (Education Director), Lawrence Harper, April McDougall and Barney Mason. For Garden Hill First Nation the workgroup is: Elsie Monias (Employment Training Director), Cathy Monias (Education Director), Merdo Mckay (Housing Consultant) and the housing director.

These community teams, in collaboration with post secondary academics, will meet regularly, at least on a monthly basis, by phone or in person to operationalize the programs. Communications with the steering committee will be maintained routinely to manage larger issues, however, for the day-to-day operationalizing of programs, each team will function independently with the support from the Indigenous Partnership Coordinator, Barney Mason and the PI.

The Advisory Committee is a collection of partners, collaborators and co-applicants who bring unique knowledge and skills which augment the knowledge and skills of the formal board of directors in order to more effectively guide the organization. This committee all the information from the strategic committees. It is made up of four community representatives, six university researchers, and three social enterprises (Indigenous Support Services Inc.) and non-Indigenous (Sundial Building Performance Inc., Dark House Architecture) and students. It is important that the partnership reflect Indigenous and community values structurally and functionally. The Advisory committee will meet every four months, and considers different organizational issues. Most people will be attending by telephone or conference call but to ensure we meet in person at least once a year, one meeting will be aligned with the annual conference in either Wasagamack or Garden Hill First Nation. These meetings will help shape the overall direction of the Partnership; help evaluate community, regional, and research projects and progress; make policy decisions; allocate budgets; and facilitate project implementation and outreach. Minutes will be taken and sent out to all involved. Consensus decision-making will inform all interactions within the committee and a conflict resolution process mediated by Elders.

Members interested in participating in the governance of the Partnership will be invited to serve



on a variety of Strategic Committees, which will ideally reflect their own interests.. The committees will generally meet at least twice a year and consist of community members, outside stakeholders, university researchers and postsecondary and Indigenous local students.

These strategic committees play an essential role devising community programming, community research, management plans, increasing the visibility of Indigenous education, housing and food issues with decision makers and the public, and facilitate knowledge exchange with outside stakeholders.

These committees will enable researchers to better collaborate with one another. Be responsive to decision-making requests on recommendations made by the Advisory Board. The thematic committees are:

- 1) Academic programming – Chaired by Mark Hoddenbagh with partners, instructors, researchers and students;
- 2) Housing Committee – Chaired by Eric Bjornson and Barney Mason with team made up of researchers, students and social enterprises.
- 3) Food Education Research Committee – Chaired by Pepper Pritty with team with researchers, students and social enterprises; and
- 4) Community-Led Participatory Research Committee – Chaired by Marleny Bonnycastle and Myrle Ballard.
- 5) Retention and Recruitment committee – Chaired by Elsie Monias and Barney Mason.

## 5) Partner engagement

In addition to responding to the questions from the instructions on page 1, address the ways in which partner organizations will be involved in the active use and dissemination of the project’s findings and outputs (e.g., products, materials, strategies, etc.)

### **Project Response:**

This partnership works for all the stakeholders, by providing something for everyone, at the:

- 1) First Nation reserve level to provide a way to resolve the crisis of housing, food and education in their communities;
- 2) college level for delivering program-based, community-led programs with the highest quality of training for local college instructors;
- 3) university and college level for facilitating research on housing, food security and education;
- 4) social enterprises to facilitate partnerships for sustainable housing, products and businesses; and,
- 5) policy level to provide solutions to the failures of present-day policy regarding education and training.

This partnership research will reach the micro and macro levels to maximize change and build capacity in First Nation communities. With the critical need for housing, food access and post-secondary education, both Wasagamack First Nation and Garden Hill First Nation Chief and Councils are interested in developing a short (1 year), medium (5 year) and long-term (10 year) plan for community housing, food and education.

During this six year partnership, the partners agree to work together on the following goals: 1) train high quality professional Adult Educators to teach post secondary certificate programs in the remote geographical location of Island Lakes; 2) to provide opportunities for local post-secondary students to obtain post secondary certifications in culturally appropriate Sustainable Housing and Indigenous Food System certificates while remaining in their northern remote communities; 2) design, model, build and monitor a number of sustainable northern houses; 3) develop teaching/learning resources for an applied housing carpentry certificate and for other community-led projects in partnership with communities; 4) help accredit the first ever projects-based certificate program for Sustainable Housing and other certificate programs for community-led projects, including an Indigenous Food Systems certificate program, through colleges and universities that result in positive development outcomes; 5) critically analyze issues and possible sustainable solutions related to community-led research priorities (e.g., housing design/build research, waste management, Indigenous food systems, land use, etc.); and 5) provide think-tanks to leapfrog development from unsustainable to sustainable practices in communities at-risk from impacts of climate change. This proposal for community-led, project-based research and education could transform housing, food and post-secondary education to be more sustainable by being mainly locally-provisioned by utilizing local resources to reduce reliance on flying in heavy building materials such as wood.

## 6) Host institution and partner contributions

### Project Response:

The host institution will provide funding towards seven graduate students and contribute \$70,000 over the course of the project as well as administrative assistance. Fourteen master student years for University of Manitoba students as GETs will provide \$8750 matching at \$8,750/student year \* 14 student years = \$122,500. The grant also funds 2 doctoral students or 1 doctoral student (\$10,500) \* 7 student years = \$73,500. This equals \$164,500.00 for students plus \$70,000 at \$10,000 per year, which equals \$266,000.

In the first 2.5 years we will expect 6 to 8 student years provided by University of Manitoba which is about \$30,000. We currently have 2 University of Manitoba students with GETS and they should receive this GETS stipend for 2 years each, which provides 4 student years.

Dr. Thompson trained five First Nation experts in her two-week International permaculture design course being held at Aurora Farms in 2017 in sustainable agriculture and land use to local trainers who will be in the adult education program.

Wasagamack First Nation will apply to Canada Mortgage and Housing Commission (CMHC) for their maximum eligibility for ten houses in future years, which should provide funding for

students to cover the tuition costs and materials to build the houses.

In addition, Garden Hill First Nation has affirmed that their third party manager would fund housing materials, based on this partnership grant to provide to provide the materials for the education program with employment and training portfolio covering the tuition costs to bring colleges to the community. Garden Hill First Nation has committed to spend the great majority of their employment training budget and some of their education budget on housing and food training with colleges and apprenticeship to involve student researchers funded through this partnership.

The total amount of funds pledged for faculty research support is \$20,000 with \$15,000 for Dr. Robles, Dr. Harms and Dr. Petrella research efforts in the Northern Teaching Lodges' project by the Dean of Arts and \$5,000, in support of Dr. Harms' and Dr. Petrella's through the Margaret Lawrence Honoraria and Advertising Costs for Two Invited Speakers for the "Gender and Women's Studies Gender Frontiers Speakers' Series" will support the visits of two invited speakers from the Northern Communities of Wasagamack and Garden Hill for their travel, accommodation, speaker fees and advertising for the events, for a total of \$1,300 per speaker, for a total amount of \$2,600.

Some in-kind funds pledged by Brandon University for meeting space is \$22,085 for student, private enterprise including 10 hr/yr of technologically mediated space with technical support for meetings and new programming.

The Rural Development Institute has pledged to participate in an advisory capacity and assist in knowledge transfer and dissemination support, by offering technical help to document research including hosting and recording webinars (2 per year), and posting them on its website for distribution. We expect to have 3 or 4 webinars by 2.5 years.

\$10,000 to \$20,000 of in-kind support for sensor installation and monitoring. It has also applied to work with other partners to apply for larger grants that will provide additional dedicated applied research resources to the project.

Development of comprehensive curriculum responsive to the needs of indigenous learners to assist running a Sustainable Housing Program with train the –trainers through RRC.

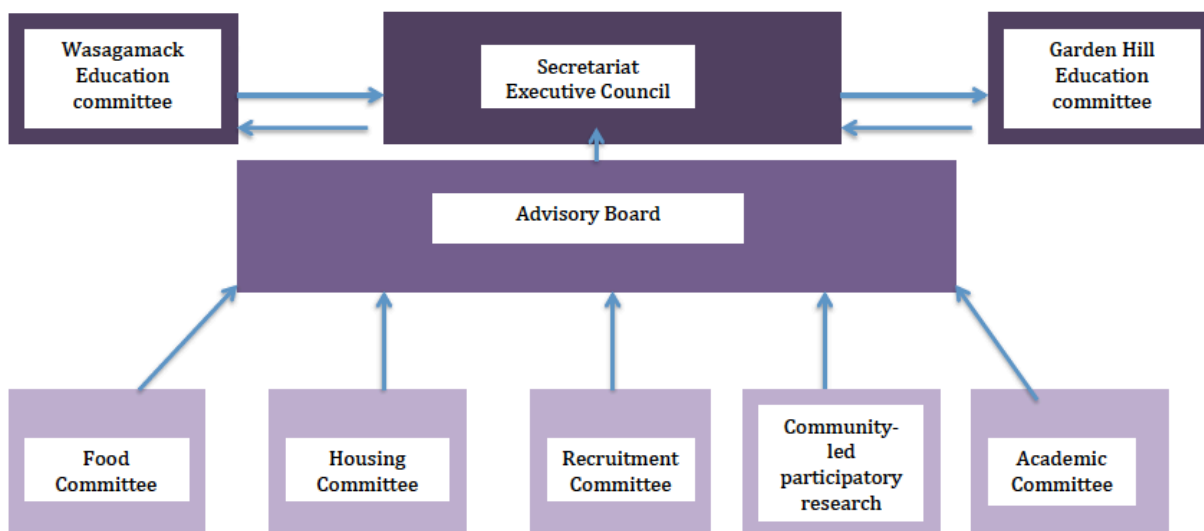
Teaching release time for Drs. Shukla and O'Gorman of approximately \$25,000 and approximately 15,000 in travel funding for researchers, graduate and undergraduate students.

Lakehead University Masters level graduate students (one per year) working on the project will be eligible to receive a teaching assistantship valued at \$11,890 (including benefits) per year representing \$83,230 over the partnership grant.

## APPENDICES

### Appendix A

#### Governance Structure of the Mino Bimaadiziwin Partnership



## Appendix B

### Terms of Reference for the Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin (Partnership Grant) Executive Council Approved Oct 13,2017 to be reviewed annually

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## Scope

The Executive Council will function as the decision making body for the Partnership Grant and oversee the strategic direction and operational activities of the Advisory Board and Committees.

## Responsibilities

The Executive Council is responsible for the oversight of decisions and activities of the Partnership Grant, in compliance with SSHRC and University of Manitoba. This includes accountabilities of Advisory Board and affiliated Committees, funding requirements, legal documents such as band council resolutions and employment contracts, service contracts and memorandums of understanding.

The Council shall:

1. Review the budget quarterly and revise as necessary to meet objectives.
2. Review and approve the terms of reference for its committees.
3. Review recommendations regarding research and programming and provide leadership to the Partnerships' Advisory Board and Committees for the development of curriculum.
4. Approve the development and implementation of research plans and monitor the on-going progress of activities.
5. Be responsive to decision-making requests on recommendations made by the Advisory Board.
6. Provide guidance and advice to the educational institutions responsible for developing the training and delivering it or granting the credential to successful students.
7. Be accountable for the purpose, objectives and achieving projected milestones.
8. Review quarterly Advisory Board and Committee reports and provide feedback and direction.
9. Manage public communications regarding all activities of the Partnership Grant

## Membership

Membership is determined according to the following criteria: knowledge of the communities and their needs with respect to research on community-led post-secondary education and housing; knowledge of the college credentialing framework; knowledge of the apprenticeship system in Manitoba; knowledge of teaching in a college; knowledge of the other programming areas; and/or work experience in the housing industry. Membership composition shall include:

1. Chair, Principal Investigator
2. Secretary, Project Coordinator
3. Representatives from University of Manitoba

4. Three other representatives from the following groups
  - a. Student
  - b. Garden hill First Nation
  - c. Wasagamack First Nation
  - d. Adhoc members for resources to committee

## **Governance**

The Executive Council is established under the auspices of the Northern Teaching Lodges: Learning Partnership for Community Development and Mino Bimaadiziwin and is accountable to the University of Manitoba and SSHRC.

Quorum is achieved with 50% + 1 of the Council in attendance, either in person, phone or electronically.

Motions will be passed through a majority vote (fifty percent (50%) will be deemed sufficient for a motion to be passed. The Chair of the committee does not have a vote except in the event that there is draw; in this case the Chair may cast a vote for a motion to be carried. The Project Manager will attend to the meetings, does not have a vote, acts as a resource person and is responsible to take notes and prepare the minutes.

## **Meeting Schedule**

Meetings will be held at least bi-monthly and may be more frequent as needs arise. When possible, meetings will be held in person with videoconferencing or teleconferencing being made available.

## **Reporting**

Executive Council meeting minutes will be circulated to its members within five business days of adjournment. Members will be expected to review the minutes and provide feedback prior to or during the next Council meeting.

The Executive Council will provide the Advisory Board with regular updates at their quarterly Board meetings.

## **Deliverables**

1. Budget
2. Milestone tracking

## **Review**

These terms of reference will be reviewed and approved by the Executive Council at least annually.

## **Appendix C**

### **Partnership**

#### **Food Education and Research Committee (FERC)**

##### **TERMS OF REFERENCE**

### **Context**

As a result of colonization and the paternalistic government interference on Indigenous society, Nations and communities have experience catastrophic damage to their health, social, economic and traditional knowledge systems. In response to this crisis, The Truth and Reconciliation Commission in 2015, released Calls to Action that address the overwhelming number of disparities impacting Indigenous populations in Canada. The RIA Partnership is a consortium of post-secondary education institutions, Indigenous and non-Indigenous organizations, private enterprises, government and legislative representatives, First Nations leadership and Elders that work collaboratively on projects, programs and initiatives focused on reconciling systems related to access to appropriate post secondary education in remote communities that directly address the priority needs identified by First Nations.

The RIA Partnership operates under the funding supports of a 2.5 million dollar SSHRC Talent Grant and in-kind contributions of its Partners. Preliminary community consultations identified that the priorities of Garden Hill and Wasagamak First Nations are to provide local post - secondary education to band members that teach the knowledge and skills that address housing and food disparities. An important component of this initiative is that there will be opportunities to teach this curriculum in traditional languages and that apprenticeship opportunities will also be offered in the community so that students do not have to relocate to achieve post-secondary certifications. The research initiatives of this Partnership will include investigating innovative ways to creating sustainable housing and food systems in northern Manitoba that respect and incorporate appropriate cultural significances that enhance the student experience.

### **Description:**

Under the direction of the RIA Partnership Secretariat, and reporting to the RIA Partnership Advisory Committee, the Food Education and Research Committee (FERC) is an organizational and working board with a mandate to coordinate the program, planning, policy development and operations of the Indigenous Food Curriculum Program and Food Research activities. This includes the oversight of any additional committees under this purview.

### **Deliverables:**

- ✓ To oversee the planning, development and implementation of the Indigenous Food Systems Curriculum and Food related research affiliated with the RIA Partnership.
- ✓ To generate recommendations to the RIA Advisory Committee that identify and address gaps and barriers in education and food impacted education and policies.
- ✓ To provide the RIA Partnership Secretariat and Advisory Committee with an Indigenous Food Systems Curriculum Proposal, by June 2020

**Accountability:**

- ❖ Provide the RIA Partnership Secretariat with accurate meeting minutes and agendas of upcoming meetings at least one week prior
- ❖ Provide recommendations and quarterly reports to The RIA Partnership Secretariat and Steering Committee
- ❖ Provide accurate descriptions of decisions made and learning encountered
- ❖ Communicate critical incidences immediately to the Partnership Secretariat

**Membership**

Secretariat

Chair -

Research Lead-

Policy Lead-

ACC Representative -

RRC Representative -

U of W Representative –

First Nations Education Representative –

Government Representative (Food Inspector/ Apprenticeship) -

**Responsibilities/ Activities:**

- ❖ Verify current status of available post-secondary Food Related curriculum in Manitoba
- ❖ Establish a name the Food Curriculum program
- ❖ Establish a draft proposal of the food curriculum
- ❖ Establish focused working groups to address priority work
- ❖ Identify the most appropriate institution (s) to implement the Indigenous Food Curriculum and support that work



- ❖ Identify food related research priorities and oversee that work

### **Meetings**

- ❖ Monthly or as needed, determined by the Chair
- ❖ First meeting TBA
- ❖ Administrative support by the RIA Partnership Secretariat

## Appendix D: Revised Budget

### Revised Northern Teaching Lodges Comprehensive Budget

students 1,939,500  
% of grant 77.58

Personnel costs	Year 1		Year 2		Year 3		MIDTERM Year 4		Year 5		Year 6		Total
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount	
<b>Student salaries and benefits/Stipends</b>													
Undergrad	12	106,000	36	360,000	36	360,000	36	360,000	28	260,000	0	0	1,446,000
Masters	3	32,500	3	32,500	5	68,750	6	83,750	6	58,750	5	43,750	320,000
Doctorate	0	0	1	10500	2	21,000	2	21,000	2	21000	1	10,500	84,000
<b>Non-student salaries and benefits/Stipends</b>													
CONSULTANT		25,000											25,000
project manager		20,000		60,000		60,000		60,000		60,000		0	260,000
community	1	15,000	3	30,000	1	30,000	1	30,000	1	30,000		0	135,000
													2,270,000
<b>Travel and subsistence costs</b>													
<b>Applicant/Team member(s)</b>													
Canadian travel		10,000		10,000		10,000		10,000		10,000		6,000	56,000
Foreign travel		0		0		0		0		0		0	0
<b>Students</b>													
Canadian travel		15,000		15,000		11,000		12,000		30,000		6,500	89,500
Foreign travel		0		0		0		0		0		0	0
													145,500
<b>Other expenses</b>													
Professional/Techni		2,000		2,000		2,000		2,000		2,000		2,000	12,000
Supplies		2,000		2,000		2,000		2,000		2,000		2,000	12,000
<b>Non-disposable equipment</b>													
Computer hardwa		7,200		0		0		0		0		0	7,200
Other		11,550		0		0		0		0		0	11,550
<b>Other expenses (specify)</b>													
SCC & exSCC calls		500		500		500		500		500		500	3,000
Freight		500		0		300		350		100		0	1,250
Community event		7,500		7,500		7,500		7,500		7,500		0	37,500
													84,500
<b>Total</b>		254,750		530,000		573,050		589,100		481,850		71,250	2,500,000