

# ACE-WIL Virtual Town Hall: Connecting the Phase II COWIL Projects

Hosted by BCcampus

## Facilitators:

Helena Prins, Anna Jubilo, Karima Ramji, Renée Livernoche, Julianna Nielsen, Hannah Ahluwalia

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February 8, 2022



Association for  
Co-operative Education  
and Work-Integrated  
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Since time immemorial, the səliłwətaʔt təməx<sup>w</sup> (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək<sup>w</sup>əŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.



# Agenda

- Indigenous Resource Hub and Self-Location Activity
- Themes of Phase II COWIL Projects
- ACE-WIL Announcements







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# Indigenous WIL Resource Hub

With Karima Ramji, Renée Livernoche, & Julianna Nielsen

## Self-Locating and Self-Identifying

Many employers request that Indigenous students self-identify in their job application. Self-identification can take the form of adding a note in your cover letter, including a diversity statement, or completing a questionnaire. This info sheet helps students navigate their process of self-locating and their decision to self-identify in the hiring process.

### Employment Equity and Legal Protections

The Canadian Human Rights Act (R.S.C. 1985, c. H-6) protects hiring and workplace discrimination, while the *Employment Equity Act* (S.C. 1995, c.44, s.2) encourages employers to recognize, and address, the employment barriers faced by women, Indigenous persons with disabilities, and visible minorities.

To help employers identify and correct inequitable employment opportunities, the **BC Office of the Human Rights Commission** allows employers to introduce limited and preferential hiring programs in favour of equity-seeking groups.

Responding to the Truth and Reconciliation Commission's (TRC) Action on employment disparity, employers may ask you to self-identify as Indigenous so as to:

- Track recruitment, application, and hiring gaps;
- Exercise preferential or limited hiring procedures;
- Create equitable and diverse workplaces; and
- Better meet the needs of Indigenous partners and clients.

*"Employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences."*  
- EEA 1995, c.44, s.2

## Job Posting Example and Application Breakdown

Communications Assistant – 165784

Ministry of Reconciliation,  
(MR) Communications Branch

Application deadline: August 15, 2021

Start Date: September 5, 2021

Position Type: Full Time, 16 Weeks

Salary/Wage: 19\$/hour, 35 hours per week

Location: Victoria, BC

Overview of employer:

The communications branch supports the work of the MR by ensuring that ministry staff are kept up to date on emerging issues and the public is kept informed on the ministry's workings and missions. Accessible

Write your resume and cover letter to be specific to the job posting, the employer, and their expectations. This info sheet breaks down points to consider and options to explore while applying for co-op jobs.

Ensure other obligations can be accommodated or placed on pause during the work term.

If the pay rate or location presents a barrier to you, ask your co-op advisor if wage top-ups or travel bursaries are available to you.

Some employers might briefly introduce their core missions, values, and workplace cultures. Does the working environment appeal to you?

## Responding to the TRC's Calls to Action

In 2015, the Truth and Reconciliation Commission published 94 Calls to Action tasking governments and institutions to amend their practices to redress the harms of the Indian Residential School system.

Calls to Action 7 and 92 are particularly relevant to you as a work-integrated learning (WIL) practitioner. They reflect on how you, through your interactions with WIL program developers and employers, can help to sustain a process of reconciliation.

**Action 7** calls for the elimination of education and employment barriers for Indigenous peoples and government bodies.

iv) Does your institution track Indigenous enrolment in WIL? What strategies exist to ensure that WIL programs and placements for Indigenous students are accessible, and culturally-relevant WIL programs and placements for Indigenous students? How do you define your responsibilities as a WIL practitioner and hiring partners?

**Action 92 (i-iii)** "call[s] upon the corporate sector in Canada to develop a framework and to apply its principles, norms, and standards to guide its policy and core operational activities involving Indigenous peoples and resources. This would include, but not be limited to, the following:

## Hiring Indigenous Students: The Job Posting and Beyond

This information sheet looks to support employers that are reflecting and acting on commitments to the Truth and Reconciliation Commission's Calls to Action on employment disparity. This short explainer clarifies the language of special hiring programs and offers strategies to connect with Indigenous applicants.

### Special Hiring Programs

- British Columbia's Office of the Human Rights Commissioner and the Canadian Human Rights Commission (CHRC) both recognize that special hiring programs for Indigenous people are not discriminatory. As a **positive and proactive** policy, these hiring programs must be implemented with the intention to address the needs of Indigenous people.
- Through the adoption of BC DRIPA in 2019, UNDRIP provides a provincial framework for reconciliation. The 22nd Article of UNDRIP supports the rights of Indigenous people to special programs that aim for the immediate and effective improvement of their economic and social conditions.



# Introducing the Project & Contributors

With Karima Ramji

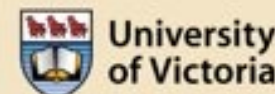
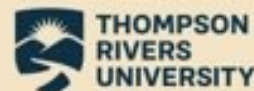


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## INDIGENOUS WIL RESOURCE HUB

Through funding provided by the BC Ministry of Advanced Education and Skills Training, and in partnership with the BC WIL Council and six post-secondary institutions around British Columbia, the University of Victoria led this provincial initiative to develop resources to support Indigenous student access, retention, and success in WIL programs.







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# The Indigenous WIL Resource Hub

With Renée Livernoche

**Goals:** To create an Indigenous Co-op/WIL Resource Hub, through ACE-WIL BC/Yukon, that can be accessed by all BC PSI members to support Indigenous student access to, retention in, and success in Co-op/WIL learning programs. This will support PSIs to:

- reduce barriers to Co-op and WIL opportunities for Indigenous students;
- broaden access to Co-op and WIL in rural BC; and
- to improve indigenous students' educational experiences and labour market readiness





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# Indigenous WIL Resource Hub

With Renée Livernoche

## ADDRESSING TOKENISM

Recognizing and celebrating Indigenous talents, skills, and knowledge, many employers have committed to creating diverse, equitable, and inclusive workplaces. Sometimes, however, these diversity initiatives fall short of creating the supportive and safe environments in which Indigenous WIL students thrive. This collection of resources encourages employers to go beyond an 'add and stir' approach to diversity and inclusion, featuring strategies and conversation prompts to better recognize and counter tokenism in the workplace.



Strategies for Recognizing and Addressing  
Tokenism →

Questions from Indigenous Students to  
Prospective Employers →

Interpreting Job Postings and Assessing  
Employers →

Hiring Indigenous Students: The Job  
Posting and Beyond →

## Questions from Indigenous Students to Prospective Employers

To help employers better support and retain Indigenous employees in the workplace, Indigenous students\* offered the following questions:

### Questions about your workplace and intercultural training

- Is your organization committed to ongoing training, education, and professional development that seeks to develop an understanding of Indigenous histories and the impacts of colonization?
- Before you hire, do you have a clear sense of why your organization is seeking to hire Indigenous applicants?
- How does your hiring process respect, engage with, and respond to the diversity of Indigenous identities?
- How does your hiring process recognize and value the experiences and identity that an Indigenous employee brings to the workplace?
- What work have you done as a supervisor or as an organization to decolonize your workplace culture?

### Questions about hiring and retention

- If an Indigenous person is hired for their cultural competencies, how will they be supported in the workplace?
- If an applicant experiences tokenization in the hiring process, what strategies does your organization have in place to address this?
- What kind of retention plans exist to specifically support new Indigenous hires?
- Does your organization provide child care benefits, resources, and services?
- Does your organization recognize and offer accommodations for cultural and family obligations?
- The work of reconciliation, diversity, inclusion, and anti-racism needs to be championed by non-Indigenous leadership in an organization. Who is your workplace's non-Indigenous leader/executive who leads this work?

\* We thank and acknowledge members of the Native Students Union at the University of Victoria for offering these questions. This resource was adapted from UVic's Decolonizing & Indigenizing your Hiring Practices information sheet.

Indigenous WIL Resource Hub materials (accessible at [acewilibc.ca](http://acewilibc.ca)) were supported with funding from the Ministry of Advanced Education and Skills Training and developed by:



KPU

Langara  
THE COLLEGE OF HIGHER LEARNING



SFU

SIMON FRASER  
UNIVERSITY



THOMPSON  
RIVERS  
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# Indigenous WIL Resource Hub

With Renée Livernoche



## ACCESSIBILITY

The Co-op and Indigenous Third-Party Sponsorship Funding information sheet provides an overview summarizing what band offices and educational advisors may need to know about co-op at post-secondary institutions. This resource breaks down guidelines for the Post-Secondary Student Support Program (PSSSP) as it relates to co-op and WIL opportunities, helping students approach funding partners with requests for financial support.

## Co-op and Indigenous Third-Party Sponsorship funding

As Indigenous students across post secondary institutions embark on their educational and career journeys, work integrated learning (WIL) programs such as co-operative education offer hands on work experience opportunities and related funding that help contribute to their success

Funding may be available to students through Indigenous funding bodies or partners. However, Indigenous funding bodies or partners have different guidelines around the Post-Secondary Student Support Program (PSSSP) as it relates to co-op and WIL opportunities. This infosheet provides an overview summarizing what band offices and educational officers may need to know about co-op at post secondary institutions.

### What is co-op?

Co-op is a program that enables students to enrich their academic studies by alternating between study terms in classes and work terms in paid positions related to their program of studies (these are called co-op work terms). Through hands-on learning, students build experience, confidence, and connections with the community. Students in most degree programs have the option to participate a co-op program available at their institutions; other programs may integrate co-op work terms directly in the curriculum.

Co-op programs help students transition into careers after their graduation. For example, at the University of Victoria, 75% of students who take part in co-op receive a job offer related to their degree by the time they graduate—often with an employer that they met during their co-op experience.

Indigenous students often complete co-op work terms in their home communities or with Indigenous organizations and initiatives.

### How does taking part in co-op impact Indigenous students' sponsorship?

While receiving wages from their co-op position, it is often possible for students to continue receiving sponsorship through their band council office, nation, or organization that administers the PSSSP (requirements vary from nation to nation).

**Maintaining Full-time student status** - Co-op is an academic program. UVic considers students full-time while registered in a full-time co-op work term. Although students receive a salary during their work terms, they continue to pay tuition (the co-op work term fee) as well as any ancillary student fees, and they may also need to pay for moving, travel, and commuting expenses.

**Sponsorship eligibility** - Under the PSSSP, eligible expenditures for full-time students include the cost of tuition and other compulsory student fees, books and supplies, regional living allowances, and other expenditures.

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## Post-Work Term Reflection and Employer Assessment Worksheet

This worksheet presents WIL students with an opportunity to reflect on their experiences of equity, diversity, and inclusion (EDI) in their workplaces. Students might also choose to share their employer's assessment with their WIL/Co-op coordinators. We encourage WIL practitioners to listen to student concerns and engage employers in conversation about EDI policies and the Truth and Reconciliation Commission's Calls to Action.

Employer:

Work term dates:

WIL/Co-op Coordinator:

What culturally relevant opportunities did your employer provide?

Do you consent to your WIL Coordinator sharing this feedback anonymously with your employer? ☐ Yes ☐ No

During my placement, I was ...	always	usually	sometimes	rarely	never
... made to feel welcomed and included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... provided leadership opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... offered networking opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... recognized for my contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... respected and accommodated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I felt that my life experiences were valued, and my skills appreciated, when ...

I felt that my experiences and skills were exploited, misunderstood, and/or overlooked when ...

...continues on reverse

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# Self-Location Activity

With Julianna Nielsen



## SELF-LOCATING & SELF-IDENTIFYING

Many employers have introduced special hiring programs for Indigenous people and request that Indigenous job-seekers identify themselves in their applications. To make use of these programs, students might be asked to add a note to their cover letter, include a diversity statement, or complete a questionnaire. This resource was created to not only assist students in their decisions to disclose on job applications (or not), but also to affirm and suggest boundary-setting strategies with respect to personal privacy.

[Self-Locating & Self-Identifying Information Sheet](#) →

[Self-Locating & Self-Identifying Poster](#) →

## Why self-locate?

- To identify the power you hold;
- To understand your relationships with others; &
- To reflect on privileges, structures of power, and responsibilities.

## For your reflection:

- Who are your **relatives & ancestors**?
- What **stories** do your names carry or honour?
- What was/is your **relationship to the lands** on which you grew up? On which you reside today?
- How do **your identities** intersect and impact on your everyday experiences? (e.g. gender, sexuality, ability, ethnicity, racialization, class, status, &etc...)





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# Self-Location Debrief

With Renée Livernoche



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To help employers identify and correct inequitable employment opportunities, the **BC Office of the Human Rights Commissioner** allows employers to introduce limited and preferential hiring programs in favour of equity-seeking groups.

Responding to the Truth and Reconciliation Commission's (TRC) Calls to Action on employment disparity, employers may ask you to self-identify as Indigenous so as to:

- Track recruitment, application, and hiring gaps;
- Exercise preferential or limited hiring procedures;
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- Better meet the needs of Indigenous partners and clients.

**"Employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences."**

- EEA 1995, c.44, s.2

### Self-locating and Self-identifying

**Self-location is a deeply personal process.** For many, self-location is a way of acknowledging and honouring relationships with relatives, lands, and communities. By reflecting on these relationships, self-location can also be helpful in identifying your social positions.

**Self-identification is a voluntary process.** For some job applications, you might self-identify in your cover letter in a way that feels right to you. Alternatively, employers might provide you with a short questionnaire that asks about your status, membership, and/or ancestry.

There are many ways in which one may self-locate and identify. Our intention is not to provide a template to follow. We instead pose a series of questions that may help you through the reflective process of self-location. Consider reflecting on the following questions with a friend, relative, community mentor, Elder, school counselor, or other person you trust to respect your process.

### Questions to Ask Yourself

- What is your name? What are your family names? What stories do these names carry?
- Who are your relatives? Where are your ancestors from?
- With which Nations, bands, clans, or groups do you find belonging?
- What do your relationships with your communities look like?

- What traditions, activities, experiences, and knowledge(s) connect you with your community and culture?
- On whose lands were you born? Where did you grow up?
- What is your relationship to the territory on which you currently reside?
- Looking at yourself as a whole person, how does your Indigenous identity and experience relate with your gender, sexual orientation, age, class, ability, and additional aspects of your cultural, ethnic, or racial identities?

Experiences of dislocation and reconnection are Indigenous experiences, and it is okay to not have answers to these questions. It is also normal for your experiences, insights, and relations to grow over time and change how you answer some of these questions. Further, we encourage you to connect with members of your communities to engage with specific cultural protocols.

### Questions that are Illegal for Employers to Ask

Under human rights laws, employers may not ask you about your age, family circumstances, health, history of arrest, faith, disability, gender, or ethnicity (unless relevant to the job). If your interviewer asks questions that are illegal to ask, regardless of intent, curiosity, or tone, you can decline to answer.

### Setting Boundaries

Your stories, experiences, and identities are yours to tell and disclose—or not. In applying and interviewing for jobs, consider reflecting on your personal boundaries. What are you comfortable sharing with employers?

Here, we identify some strategies to assert your boundaries and challenge prying and/or irrelevant questions that you might encounter in your job search.

- Turn the question back on the interviewer. Ask for specification: "How is that relevant to the position?"
- Redirect the conversation towards hiring criteria and job performance. E.g., "This does not affect my performance and competency as a [job/team member/etc]."
- Move on to the next question you prefer not to answer this question.

### Trusting Your Own Judgement and Engaging the Interviewer

Use your own judgement in deciding what is best for you and your situation. The interview is a place for you to assess the employer's values and compare them to your own. Sometimes, you might want to draw on personal and relevant life experiences to tell the interviewer why you are the best candidate for the job. We emphasize that disclosure should always be voluntary, and we encourage you to communicate your rights and boundaries if you should encounter inappropriate employer conduct. You might also consider following up with your WIL Coordinators or community Elders for support.

We gratefully acknowledge the support of the Ministry of Advanced Education and Skills Training for the Indigenous WIL Resource Hub.



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# Indigenous WIL Resources

With Karima Ramji

<https://acewilbc.ca/projects/indigenous-wil-resource-hub/>

## Responding to the TRC's Calls to Action

In 2015, the Truth and Reconciliation Commission published 94 Calls to Action, asking governments and institutions to amend their policies and practices to address the harms of the Indian Residential School (IRS) system.

Calls 92 are particularly relevant to you as a work-integrated learning (WIL) practitioner. With these calls, you can help on how you, through your interactions with WIL program developers and employers, hold power and influence in a process of reconciliation.

**Call 7** calls for the elimination of education and employment disparity with Indigenous groups and government bodies.

Does your institution track Indigenous enrolment in WIL? What strategies exist to address create visible, and culturally-relevant WIL programs and placements for Indigenous Students? Who is responsible for these strategic initiatives? How do you define your responsibilities as a bridge between learning partners?

**Call 92 (i-iii)** "call[s] upon the corporate sector in Canada to implement the United Nations Declaration on the Rights of Indigenous Peoples as a framework and to apply its principles, norms, and standards to policy and core operational activities involving Indigenous peoples and lands and resources. This would include, but not be limited to, the following:"

Relationships with Indigenous peoples and commit to consent and consultation. meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects."

Indigenous peoples have equitable access to jobs, training, and education opportunities in the labor market, and that Aboriginal communities gain long-term sustainable benefits from economic development projects."

Does your unit encourage employers to respond to this TRC Call to Action? Are there strategies in place to support employers' efforts to create Indigenous-specific WIL placements and training that protocols are in place for engaging with employers hiring for industry or infrastructure development and/or legal challenges?

Fully acknowledge the support of the Ministry of Advanced Education and Skills Training for the Indigenous WIL Resource Hub.

Indigenous Education and Career Services

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**Employment equity** means more than treating persons in the same way but also requires special measures and the accommodation of differences.

- What traditions, activities, experiences, and knowledge (re)connect you with your community and culture?
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**Ministry of Reconciliation, (MR) Communications Branch**

**Application deadline:** August 15, 2021

**Start Date:** September 5, 2021

**Position Type:** Full Time, 16 Weeks

**Salary/Wage:** 19<sup>00</sup>/hour, 35 hours per week

**Location:** Victoria, BC

**Overview of employer:** The communications branch supports the work of the MR by ensuring that ministry staff are kept up to date on emerging issues and the public is kept informed on the ministry's workings and missions. Accessible and accountable communications is essential to the MR.

Write your resume and cover letter to be specific to the job posting, the employer, and their expectations. This info sheet breaks down points to consider and options to explore while applying for co-op jobs.

Ensure other obligations can be accommodated or placed on pause during the work term.

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# Themes of the Phase II COWIL Projects

The 46 Phase II projects are sorted into 4 primary themes:

- Program design/development
- Partner engagement/recruitment
- Support for targeted students
- Support for targeted employers/partners

Sort through projects using the themes dashboard:  
<https://acewilbc.ca/resource-library/themes-dashboard-for-phase-ii-cowil-projects/>

The screenshot displays a dashboard with several filter sections, each with a title, a list of items, and a search icon. The sections are:

- Primary Theme**: Partner engagement/..., Program Design/Deve..., Support for targeted ..., Support for targeted s...
- EDI Focus**: N, Y
- SME/NPO**: N, Y
- Rural/Remote**: N, Y
- Continuation fr...**: N, Y
- PSI(s)**: RRU, SEL, SFU, TRU, UBC, UBC-O, UBC-O - UNBC - TRU, UFV, UVIC, VCC, VIU
- WIL Type**: Applied Research Pr..., Co-op, Field Placement, Internship, Practicum, Service Learning, WIL General



# Breakout rooms

**Self-select a breakout room based on one of the four themes:**

Breakout room #1: Partner engagement/recruitment

Breakout room #2: Support for targeted students

Breakout room #3: Support for targeted employers/partners

Breakout room #4: Program design/development



**Prompts: What interests you about these projects? What is your project about?**

**What do you hope to learn? How do you plan to collaborate?**



# Support for COWIL Initiative on the Resource Hub

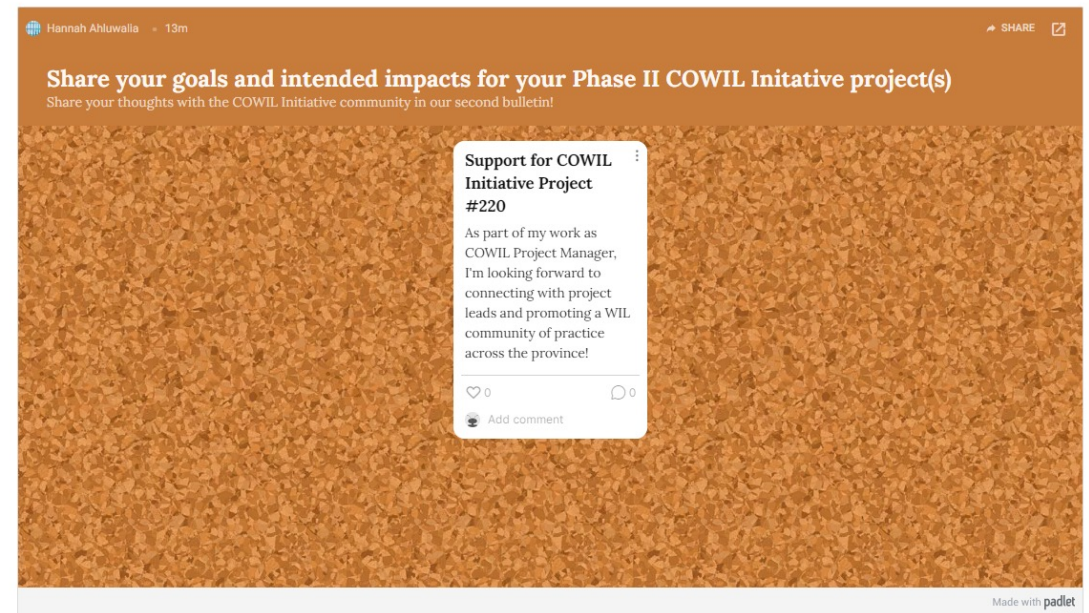
<https://acewilbc.ca/projects/support-for-co-op-and-wil-initiative/>

Share your thoughts on the COWIL bulletin boards

Learn how to upload resources to the hub

## PHASE II COWIL PROJECTS

- [List of Phase II Projects, Budgets and Contact Info](#)
- [Themes Dashboard for Phase II COWIL Projects](#)





# SAVE THE DATES!

## RESET, REFRESH, REIMAGINE 2022

March 9 & May 4  
9am to 12 noon PST



Our professional development this year focuses on finding the reset button, refreshing and reimagining our work.

First, on March 9th our colleagues Karima Ramji and Renee Livernoche will share their work on the Indigenous Resource Hub which provides inspiring insights into strengthening relationships and decolonizing practices.

In our second Spring session on May 4th, Candy Ho will inspire us to see the impact of our work in relation to the UN Sustainable Development Goals.



# Information Request- ACE-WIL Research Committee Survey

The ACE-WIL Research Committee is interested in learning more about the research you conduct in WIL and about your research interest.

Please take 5 minutes to complete this survey:  
<https://www.surveymonkey.ca/r/L6WXMQS>



## Member Survey

### Research in Work-Integrated Learning

Thank you for taking time out of your busy schedule to support the ACE-WIL Research Committee. We are interested in learning more about the research you conduct in WIL and to understand research topics that are of interest to you.

1. What is your employment position? (please check all that apply)

- ☐ Placement/ internship coordinator
- ☐ WIL facilitator/ coordinator
- ☐ Career counselor/ advisor/ coach
- ☐ Researcher
- ☐ Teacher/ lecturer
- ☐ Faculty Member
- ☐ Manager
- ☐ Director
- ☐ Consultant





Association for  
Co-operative Education  
and Work-Integrated  
Learning

BC/Yukon

# Thank you everyone!



## BCcampus

Learning. Doing. Leading.