



COLLABORATION PLAN

Tseshah First Nation

Pacific Rim National Park Reserve

Bamfield Marine Sciences Centre

**UVic Faculty of Social Sciences – Department of
Anthropology**

2017 – 2022

May 2017

The University of Victoria is located on the traditional territory of the Coast and Strait Salish peoples.



The Partners and their representatives

Tseshahst First Nation – Cynthia Dick, elected Chief Councilor
Pacific Rim National Park Reserve (PRNPR) - Karen Haugen, Superintendent

Bamfield Marine Sciences Centre (BMSC) - Brad Anholt, Director
Department of Anthropology, Faculty of Social Sciences, UVic (UVic-Anth) - Ann Stahl, Chair



Operational staff

Tseshahst First Nation – Darrell Ross; Denis St. Claire
PRNPR – Caron Olive, Cultural Resource Management Advisor
BMSC - Brad Anholt, Director
UVic-Anth – Iain McKechnie, Faculty

Background

In 2008, and again in 2015 and 2016, PRNPR staff and UVic-Anth supported an undergraduate archaeological field school in the Broken Group Islands with the support of Tseshahst First Nation as well as the BMSC. The Partners are eager to support further archaeological Field Schools and other teaching and research in the Broken Group Islands that build on the successes and legacy of previous cooperative efforts (see Appendix 1 for a more detailed background of these relationships).



Collaboration statement

The Partners are committed to 1) enhancing their work and outcomes through collaboration in priority areas of mutual interest; and 2) ensuring that the Partners benefit from this formal mutual understanding of their collective work. Areas of potential collaboration include environmental history, heritage management, cultural competency training, archaeological research (by researchers within partner organizations, including students, faculty and staff), and public engagement. This Agreement does not limit the Partners' from entering into other collaborative arrangements with other partners and organizations.

Guiding Principles

In working towards mutual goals, the Partners will align with the following principles:

COLLABORATIVE development of teaching and research programs and decision-making;

EXCELLENCE in teaching and learning through cooperation;

TRANSPARENCY in dealings related to the areas of collaboration; and

HONOURING and **RESPECTING** each Partners gifts and ways of knowing and being.



Commitments

The Partners commit to solidify research and teaching relationships that enable teaching of Indigenous history within and beyond the Broken Group Islands for years to come, and upon which even deeper and longer-lasting collaborations can be strengthened. Each Partner will strive to:

COMMUNICATE *opportunities* and *openly discuss* collaborative approaches to the joint work. Communication around media and publications will include acknowledgement of the working relationship of the parties when appropriate, speaking only for respective organizations (unless previously agreed upon in writing), and review by each partner of any press release, product or publication (including use of logo's) relating to and/ or referencing this Collaborative Agreement (prior to release);

SUPPORT *learning* with guidance and sharing of resources (e.g., access to transportation support and equipment for the Field School), *fundraising efforts* with letters of support and possible inclusion in proposals related to the areas of collaboration, and *communication* of each other's work in these areas;

COLLABORATE on research and teaching specific to the archaeological history of Indigenous occupation in the Broken Group Islands, including identifying areas for Tseshaht community and public involvement in the teaching and learning activities;

ENSURE to protect the customary and intellectual property of all partners, and to uphold *student safety*;

RESPECT AND UPHOLD the *ecological and cultural history, including protocols*, of the Tseshaht First Nation are respected and upheld with the guidance and direction of the Tseshaht First Nation, as such ensuring the protection of customary and intellectual property; and

COME TOGETHER to review, discuss, plan and celebrate this plan. Partners and operational staff will meet annually to discuss the value and direction of this agreement as well as associated in-kind and/ or financial contributions; Operational staff will meet at least twice annually to discuss and develop an operational plan, ensure that communications, approvals, decided uses of data/ information (including cultural) collected, protection of sensitive information, and required permits are in place and communicated to each other prior to the seasons activities.

Benefits of this collaboration

- Longer-term resource and budget planning
- Identification and planning of long-term research objectives within ongoing educational endeavours
- Allocation of time and resources for laboratory analysis after the primary fieldwork is collected;
- Attraction of students (including graduate student projects) and collaboration with others to further research goals and engage the public with archaeological heritage in PRNPR;
- Ongoing excellence in teaching and learning.



Examples of initiatives

- Field courses
- Project specific research reports
- Supporting graduate research
- Fundraising proposals
- Communications
- Enhancement of visitor experience in Tseshaht, Hahoulthee and PRNPR
- Celebration of Tseshaht First Nation ecological and cultural history



Collaboration Plan

This collaboration plan will commence following the approval of all Partners for this plan (May 2017 version) and will remain in effect for a period of five (5) years from that date. Approval for this plan will be indicated by way of a letter of support for the plan from each Partner.

Partners may make changes to the plan through dialogue and written agreement between all partners. Partners may withdraw from the plan through written agreement with explanation. At the end of the five-year period, all partners may renew, rewrite or cancel the plan.

The partners will meet once annually to brainstorm future details and share feedback, challenges, and/or celebrate the plan.



**WORKING
TOGETHER
COLLABORATIVELY**

**CELEBRATING AND
SHARING OUR
GIFTS**

**RESPECTING
DIFFERENCE**

**HONOURING WAYS
OF KNOWING AND
BEING**

**SUPPORTING
EXCELLENCE IN
LEARNING AND
TEACHING**

**FOSTERING
AWARENESS AND
CELEBRATION OF
TSESHAHT
ECOLOGICAL AND
CULTURAL HISTORY**

Appendices

1) Background

Since at least 1982, the Tseshahst First Nation and Pacific Rim National Park Reserve of Canada (PRNPR) has been working cooperatively with archaeologists from UVic and other BC universities, to undertake archaeological research in the Broken Group Islands in Barkley Sound. Parks Canada staff, both archaeologists at the Western and Northern Service Centre (WNSC), and within PRNPR have established a collegial relationship with Tseshahst First Nation cultural heritage specialists Darrell Ross and Denis St. Claire as well as archaeological researchers at various BC universities (SFU, UVic, UBC). Since 1999, PRNPR and Tseshahst First Nation has periodically contributed funding and in-kind support for archaeological research in the Broken Group. This work has been conducted with the support of Tseshahst First Nation leadership and led by Denis St. Claire and Dr. Alan McMillan, enabling a large number of undergraduate and graduate students as well as Tseshahst community members to gain experience and contribute new insight into Tseshahst history in the archipelago. In 2008, and again most recently in 2016, PRNPR staff and UVic-Anth supported an undergraduate archaeological field school in the Broken Group with the support of Tseshahst First Nation. The University of Victoria is eager to support another archaeological Field School in the Broken Group in the summer of 2017 that builds on the successes and legacy of previous cooperative efforts.

Archaeological field schools in Tseshahst territory have proven to be successful cooperative partnerships between universities and Parks Canada. In 2008, over 15 UVic undergraduate and graduate students took part in survey, mapping, and coring projects in the Broken Group and nearby Hiikwis (Equis) Reserve and this also supported several graduate student research projects. Again in 2016, 11 students gained practical experience in excavating at a Tseshahst coastal settlement Hup'kisakuu7a and this included the involvement and support from the Tseshahst Beach Keepers program and Denis St. Claire where cultural interpretation was offered to university students as well First Nations youth, who in turn gained insight into university education. This enables research contributing to Tseshahst history as well as visitor engagement. Such research leads to presentations and publications that are then shared with First Nations heritage managers and with the public. This increases appreciation and respect for the broader legacy of Tseshahst history on western Vancouver Island as well as provides insight into the environmental history in a nationally significant area of Canada's west coast.

Based on the successful field school partnerships described above, in summer 2015 Parks Canada staff (A. Armstrong, B. Perry), Anth-UVic faculty member (I. McKechnie), Tseshahst research and planning associate (D. Ross), and staff at the BMSC (Director B. Anholt & University Programs Coordinator B. Rogers) as well as archaeologists Denis St. Claire and Nicole Smith (2006 & 2008 UVic field school instructor and former Parks Canada archaeologist), initiated future-oriented discussions about how the relationship could be more formalized so that each of the respective partners could make a stronger commitment to work together over the long term. Potentially, this relationship could be recognized through the signing of a Collaboration Agreement.

Working towards a longer-term agreement specific to archaeological research can help address the broader needs for educational and cultural competency training relating identified in the Truth and Reconciliation Commission and more specifically to build on the ongoing Parks Canada-Tseshahst First Nations cooperative management initiatives such as the Tseshahst Beach Keepers program. Further, this longer-term agreement supports more predictable and sustainable planning of undergraduate course experiences and graduate research training.

2) Student Safety

Student safety will be upheld through on-site training and supervision and through student informed consent form.

Example of student informed consent form

Informed consent

Name of participant: _____

Address of participant: _____

Preamble

The University of Victoria – Archaeology Field School program -- (the “program”), is an exceptional opportunity, but it is not without certain risks, dangers and hazards to all participants. These include, but are not limited to: delay or inconvenience, program cancellation or curtailment, increased risk to health, the loss of personal property, injury and even death.

All persons taking part in the program are required to accept these and other risks as a condition of their participation. The University of Victoria will not accept any liability for injury, loss, damage or expense sustained as a result of any person's participation in the program.

The statement of risks set forth below is intended to enable participants to better understand and accept the various risks involved in the program.

Statement of risks

The program involves the risks inherent in field travel. These include, but are not limited to: poor road and transportation systems, limited or poor access to health care professionals or facilities, challenging terrain and exposure to wildlife and biting insects, and proximity to water and ocean shoreline, all of which may result in increased risks to the participant's health, damage to or loss of the participant's property, injury of the participant or even death.

It is the responsibility of each participant in the program to learn as much as possible about the risks of the venture, to weigh those risks against the advantages, and to decide whether or not to participate.

I, _____, am aware that the program involves many risks, dangers and hazards including, but not limited to those referred to in the preamble and the statement of risks set forth above. I am also aware that my participation in the program is voluntary. I freely accept and fully assume all such risks, dangers and hazards, and the possibility of delay or inconvenience, program cancellation or curtailment, the loss of, or damage to, personal property, injury to my health, bodily injury and even death.

Signed this _____ day of _____, 20____

_____ signature of participant or guardian

_____ name of participant or guardian (printed)

_____ witness signature

_____ printed name of witness (aged 19 or older)

This agreement must be completed in full, signed, dated, and witnessed before the participant may begin the program.

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