DEEPENING OUR RELATIONSHIP: AN OVERVIEW OF INDIGENIZATION-RELATED ACTIVITIES ON OUR CAMPUSES
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The release of the Truth and Reconciliation Commission’s (TRC) report and the 20th anniversary of the release of the Report of the Royal Commission on Aboriginal Peoples (RCAP) provide an important opportunity for universities to acknowledge the significant, historical work that has been done to support the inclusion of Indigenous voices and peoples on our campuses. These reports also provide a vital catalyst for challenging ourselves to set new collective and systemic goals that will help us to achieve even greater Indigenization at Ontario universities.

BACKGROUND

In 2016, the Council of Ontario Universities (COU) reached out to its membership to request information on activities that are currently underway or that have been recently undertaken to support the Indigenization of Ontario university campuses. Twenty member responses were collected. This exercise provided an opportunity for COU members to share valuable strategies and to acknowledge and celebrate what has been accomplished to date, while also reflecting on the work to come. This document provides an overview of the results. It is important to note that it does not, however, represent an exhaustive list of all Indigenization-related activities. Member activities have been themed into five areas:

- Governance and Strategic Plans;
- Teaching and Learning;
- Human Resources;
- Community Engagement; and
- Student Achievement for Aboriginal Learners.

In addition, given the importance that the recent report from the TRC places on education, an overview of activities, specifically related to the actions taken within the Faculties of Education, Faculties of Medicine, and Schools of Nursing at Ontario universities, have also been included.
Our surveys indicate clearly that our members have been implementing strategies to incorporate Indigenous histories, culture, traditions, and culturally appropriate supports for some time. This work has laid critical foundations, enabling the activities that have been included in this report, as well as those that have yet to come.

Ontario universities recognize that the activities that are highlighted in this report were made possible through the significant contribution and sacrifice of members of the Indigenous community who were, and remain, committed to ensuring that Indigenous Peoples have a thriving voice and active presence on university campuses across the province. It is their critical work that underpins the efforts of COU members as they make good on their commitment to doing their part, as institutions of higher learning, toward making historic and significant progress in advancing the process of reconciliation on our campuses, in our communities, in our province, and across Canada.

**SUMMARY OF FINDINGS**

**Governance and Strategic Plans**

The vast majority of members, 90%, stated that they have incorporated Indigenization strategies into areas of governance, vision statements, and strategic plans. One of the most prevalent activities, indicated by 85% of respondents, was the creation of task or advisory groups to provide input on matters related to the support for Indigenous learners, the development of a response to the TRC Calls to Action, and the Indigenization of the academy, such as the development and integration of Indigenous curriculum. The majority of respondents (85%) have developed, or are in the process of developing, a formal Indigenization strategy. These strategies, which have been framed through a reconciliation lens, include increasing First Nations, Métis, and Inuit scholarship, supporting Indigenization in curriculum development and training, and advancing excellence in Indigenous education and research.

Other actions in this area include the appointment of Indigenous people to advisory or senior management positions, such as on the university Senate and the governing board. In addition, a number of Ontario universities support the community-facilitated Native University Program in cooperation with Six Nations Polytechnic (SNP). These universities include Brock University, McMaster University, University of Guelph, University of Waterloo, Western University, and Wilfrid Laurier University.

**Teaching and Learning**

Respondents indicated that this is an area of significant activity with all (100%) stating they have either developed or are in the process of developing Indigenous curriculum, co-curriculum, or content to be integrated into existing programs and courses. Forty percent of members indicated this process has included Elder engagement through participation in the classroom or advising on course content. Seventy percent conduct research and hold events, symposiums, and conferences that are relevant to Indigenous life and respect Indigenous approaches to knowledge and learning. This includes research in Indigenous communities that focuses on youth mental health and wellness and hosting Indigenous research events and symposiums, such as the Anishinaabe Inendamowin Research Symposium hosted by Algoma University and the Indigenous research symposium, Indigenous Research Landscape: Pathways to Innovation and Collaboration, recently held at McMaster University.

**Human Resources**

The majority of the universities (80%) surveyed have committed to hiring Indigenous faculty and staff. Members are at various stages of the recruitment process, from developing a recruitment and retention
strategy to hiring Indigenous staff and faculty across all disciplines and departments. Laurentian University in Sudbury is one example of an institution that has made a concerted effort to recruit Indigenous faculty to assist with Indigenization.

Community Engagement

The responses from the survey demonstrate that Ontario universities are committed to organizing and supporting Indigenous events on campus and in the community, contributing to the creation of spaces that facilitate the sharing of community knowledge. Ninety-five percent of members indicated they are organizing or hosting campus and community events, such as movie screenings, art performances, speaker series, panel discussions, and teach-ins, among others. Eighty-five percent are partnering with community organizations, such as Indigenous groups, school boards, art organizations, and non-profit organizations, to coordinate events and programming.

Student Achievement for Aboriginal Learners

Members understand Indigenous students are more likely to thrive and reach their full potential if they are provided with culturally appropriate student supports and services. Eighty-five percent of respondents indicated these supports and services are currently available to students. They include providing a designated Indigenous space where students can practice their culture and traditions, visit with Elders, access tutoring, counselling and advising services, and recognizing Indigenous student achievement through awards and events.
The release of the Truth and Reconciliation Commission’s (TRC) report and the Report of the Royal Commission on Aboriginal Peoples (RCAP), which, this year, celebrates the 20th anniversary of its release, have both highlighted the critical link between education and reconciliation, and have challenged all educators to set new collective and systemic goals for the future.

BACKGROUND

In order to better understand what we have accomplished and to set our course for the future, the Council of Ontario Universities (COU) reached out to its membership in 2016 to request information on activities that support campus Indigenization. Nineteen responses were collected across the province. This document provides an overview of the results. Member activities have been themed into five areas:

- Governance and Strategic Plans;
- Teaching and Learning;
- Human Resources;
- Community Engagement; and
- Student Achievement for Aboriginal Learners.

In addition, given the importance that the recent report from the TRC places on education, an overview of activities, specifically related to the actions taken within the Faculties of Education, Faculties of Medicine, and Schools of Nursing at Ontario universities, have also been included.

It is important to note this document does not provide a comprehensive compendium of all Indigenization-related activities at our institutions. However, it does offer highlights of the important work that was underscored in our members’ responses. It is the beginning of COU’s efforts to gather information on the growing tapestry of Indigenization activities taking place in Ontario universities, not the end.

INDIGENIZATION AND RECONCILIATION

Indigenization involves bringing Indigenous Peoples, including their diverse cultures, traditions, knowledge and ways of knowing into all facets of the university, such as governance structures, strategic planning, academic programming, research activity, and student/faculty recruitment. It is a process that not only affects the institution, students, and faculty, but also the greater community. Indigenization enriches the educational and cultural experience of all by creating a more inclusive environment and a more expansive worldview. It imparts knowledge and skills that will follow individuals beyond university walls, playing a critical role in building and strengthening the relationship between Indigenous people and non-Indigenous people and advancing the process of reconciliation.

Indigenous community members have been implementing Indigenization strategies to bring culturally appropriate supports for students, as well as Indigenous histories, culture, knowledge, and ways of knowing on Ontario university campuses for a long time. This critical work has laid strong foundations for our shared future, enabling the activities that have been included in this report in addition to those that have yet to come. Ontario universities would like to acknowledge the tremendous contributions and sacrifices these community members have made to create the robust framework on which we can now
build. These individuals were trailblazers in the truest sense of the word – resilient and committed to their task, they overcame significant barriers to set a vision for reconciliation that promises something better for us all.

In response to the TRC report, the Honourable Kathleen Wynne, Premier of Ontario, stated that the TRC has provided Ontarians “an opportunity to renew our relationship with Aboriginal partners.” Ontario universities share this belief, as well as the government’s commitment to reconciliation, supporting Survivors, building trust, and working with the Indigenous community to bring awareness to the rights and responsibilities of Ontarians as treaty people.

The TRC Calls to Action urge and challenge educators to demonstrate leadership by working in partnership with Indigenous communities to repair the damage caused by residential schools and to advance the process of reconciliation. Specifically, the Calls to Action place an emphasis on the role that postsecondary institutions can play in increasing the preservation of Indigenous languages and cultures, Indigenous enrolment in postsecondary institutions, research opportunities that advance the understanding of reconciliation, and the integration of the history of Indigenous peoples into education curriculums across the country. The responses included in this report demonstrate that Ontario universities are building from a position of strength as they work toward meeting the specific challenges that are laid out for them as part of the TRC’s 94 Calls to Action.

Ontario universities also understand the broader leadership role that they can play in supporting the reconciliation process within Canadian society more generally and their unique responsibilities in this regard. In their roles as knowledge keepers, generators, and disseminators, and as educators of tomorrow’s leaders, they welcome the opportunity to continue their work with both Indigenous and non-Indigenous communities to ensure that significant and historic progress is made.
Governance, Strategic Plans

Governance
• Shirley Horn, former Shingwauk Residential School Survivor and graduate of Algoma University, appointed as the first Anishinaabe Chancellor at Algoma University.
• Five Anishinaabe members sit on the Board of Governors of Algoma University and three Anishinaabe members sit on the Senate.
• Established the Anishinaabe Initiatives Division department.
• The university has four Anishinaabe partners—Anishinaabe People’s Council, Children of Shingwauk Alumni Association, Shingwauk Anishinaabe Student Association, and Shingwauk Education Trust/Shingwauk Kinoomaage Gamig.
• President’s Task Force appointed in spring of 2016 to review Indigenization at Algoma University and make recommendations to the President.

Strategic Plans
• The 2016-2021 Strategic Plan identifies Anishinaabe Inendamowin (Thought) as one of the five strategic objectives that will be a focus of the university.

Teaching and Learning

Teaching Practices and Curriculum
• 1994: Algoma University offers the first degree program in Canada in Anishinaabemowin (Ojibwe).
• Established The Métis Research Project with a Métis Advisory Committee. Phase I focuses on curriculum development in the Social Work program.
• Developed the course, “Justice as Healing: Addressing the Legacy of Canada’s Residential Schools Policies,” as part of the Shingwauk Residential Schools Centre Summer Institute’s Healing and Reconciliation Through Education initiative.

Symposiums and Conferences
• Established the Bi-Annual Anishinaabe Inendamowin Research Symposium for Anishinaabe faculty and student research projects.
• Established the Bi-Annual Gdo Akiminaan Ganawendandaan (Taking Care of Our Land) Symposium for academic and community-based research projects.

Human Resources

Faculty and Staff
• Anishinaabe Initiatives Division (AID) comprises of four staff: Director, Anishinaabe Student Advisor, Anishinaabe Cultural and Social Program Coordinator, and Anishinaabe Outreach Officer.
• Hired the Sault Ste. Marie Academic Medical Association (SSMAMA) Research Director.

Community Engagement

Recognition
• Established the Bawaatig Online Journal of Indigenous Knowledge.
• 1996: Former students of Shingwauk Indian Residential
School formalize as the Children of Shingwauk Alumni Association.


Community Partnerships
- 1987: Aboriginal academic support services established at Algoma University with community-based representation as an advisory committee called the Anishinaabe People’s Council.
- 2006: A covenant was signed between Algoma University (cross-cultural education) and Shingwauk Education Trust/Shingwauk Kinoomaage Gamig (culture-based education).
- 2008: The Shingwauk Residential School Centre (SRSC) is established at Algoma University and is the first centre of its kind in Canada. In 2012, the Aboriginal Healing Foundation Project Archives were relocated to SRSC.
- Established the Shingwauk Residential Schools Centre, a cross-cultural research and educational development project of Algoma University, the Children of Shingwauk Alumni Association (CSAA), and the National Residential Schools Survivors Society (NRSSS).

Events and Exhibitions
- Major events: 12th Annual Gathering at the Rapids Pow Wow, 21st Annual Elders’ Gathering, Grade Six Education Day (over 500 elementary students from Algoma district visit campus for workshops facilitated by Aboriginal presenters).

Student Achievement

Student Recognition
- Anishinaabe Student Scholarships, Bursaries and Awards available to students as entrance and continuing awards.

Student Services
- Created Research Assistant opportunities for Anishinaabe students to work with faculty.
- Student Assistant positions are available within the AID.
- Since 1986, AID has provided academic, personal, social, and cultural support services and programming.
- 1991: Established the Anishinaabe Student Life Centre with computer lab providing students with a place to gather, study, meet other students, have a cup of coffee/tea, work on projects, etc.
- 2014: Experiential learning opportunities have been made available to students to work with faculty on research projects (20 projects to date).
- Algoma University has the following weekly events available for Aboriginal learners: Elders-in-Residence, Soup’s On, Academic Success Workshops, and free tutoring.
- The Shingwauk Anishinaabe Student Association (SASA) signed a covenant with the Algoma University Student Union (AUSU), establishing a formal relationship between the two groups and provides a seat on AUSU for a SASA representative.
Governance, Strategic Plans

**Governance**
- Appointed Brock’s first Aboriginal Chancellor, Shirley Cheechoo.
- Included Aboriginal representatives on Brock’s Board of Trustees.
- Included Aboriginal representatives on Brock’s Senate.
- Formed an Advisory Committee on Aboriginal Education (ACAE), a sub-committee of Senate (Teaching and Learning), to develop Brock University’s response to the United Nations Declaration on the Rights of Indigenous People. This sub-committee will identify recommendations for consideration.
- 2015: Established the Racial Climate Task Force which “brings together students, staff and faculty to examine and consider the dynamics of race within the Brock context, and to initiate activity that will improve the racial climate at Brock.”
- 2016: Established the Brock University Human Rights Task Force “to make recommendations to improve and advance human rights at Brock. The Task Force will provide recommendations to the President to improve Brock’s human rights policies, processes, services and supports”.

**Teaching and Learning**

**Teaching Practices and Curriculum**
- Approved an Aboriginal language (Mohawk) as a context credit in the Humanities.
- Teaching and learning opportunities are available through in-class cultural workshops, talking circles, storytelling, and other avenues for cultural awareness and academic supports that are tailored to an Aboriginal perspective (led by Aboriginal Student Services).

**Symposiums and Conferences**
- 2016: Brock hosted the White Privilege Symposium, a prominent American symposium of educators and students “designed to examine issues of privilege beyond skin colour.” This marked the first time the conference was hosted outside America in its 18-year history. Organized by Racial Climate Task Force at Brock University, and supported by the American conference group, the White Privilege Symposium Canada (WPSC) was themed, Academics & Activists: Advocating for Equity, Justice and Action, and used a format of guest speakers and group workshops to examine the impacts of, and solutions to, racial and cultural oppression.

**Research**
- Researchers are exploring employment gaps between Aboriginal and non-Aboriginal people in the Golden Horseshoe region through a partnership between Brock and an Aboriginal employment and training organization.
- Working with Aboriginal Student Services, the Faculty of Health Sciences is planning to undertake research on youth mental health/wellness in Aboriginal communities.

**Human Resources**

**Faculty and Staff**
- The Senate Teaching and Learning Policy Committee formally endorsed the spirit of the Indigenous Education Advisory Committee Report, created by a working group of the ACAE, encouraging the Senate to enact its recommendations. Included in the report is the strategic recommendation to hire and retain...
Aboriginal staff and faculty across the university.

• Made the Aboriginal Academic Program Support Coordinator position a fulltime, permanent position as of April 1, 2016.

Community Engagement

Recognition
• 2016: An entrance to Brock campus was renamed Suzanne Rochon-Burnett Circle to honour the Métis broadcaster, artist, and journalist who became a national icon and advocate for Aboriginal education, arts, and business groups. Suzanne Rochon-Burnett, who passed away in 2006, established a Brock scholarship in 1996 for Aboriginal students in communications and business, and in 2002, she received an Honorary Doctorate from the university in recognition of her contributions to Aboriginal cultural life. She was also a member of Brock’s Board of Trustees from 1995-2001, and has been followed in that role by her daughter, current Brock trustee Michele-Elise Burnett.

• 2016: Brock held a special ritual honouring the opening of the Healing Garden on campus. The Healing Garden is a greenspace that provides a passive refuge where people can pause and reflect. Brock’s Healing Garden is intended to symbolize the university’s commitment to Aboriginal students and Aboriginal issues, and be a focal point for positive discussion. The outdoor setting and natural plantings create a therapeutic environment that helps people offset stress and connect to nature and their spirituality.

Events and Exhibitions
• Screened a film by Shirley Cheechoo on the residential school experience.

Student Achievement

Student Services
• 2016: The Aboriginal Student Services office celebrated the grand opening of their new space and location on campus. Aboriginal Student Services helps students enhance their academic, personal, social, and spiritual life at Brock.
Governance, Strategic Plans

**Governance**
- Established a Truth and Reconciliation Commission (TRC) Subcommittee comprised of students, faculty, and staff. The TRC Subcommittee has drafted action-oriented principles in a document titled, Creating a Respectful and Inclusive Learning Environment: Carleton University’s Active Response to the Truth and Reconciliation Calls to Action (initiated by Carleton’s Aboriginal Education Council).
- Developed an Aboriginal Vision Statement (August 2009) that states: “Carleton University recognizes the historical and contemporary contributions of First Nations, Inuit, and Métis peoples to the development of Canada. We aim to affirm these contributions, incorporate them into the life of our university and build on them moving forward. Carleton University aspires to become a noted centre for Aboriginal learning and innovative research as it embraces diverse populations in a caring community.”

**Strategic Plans**
- Developed the Carleton Academic Plan in June 2010 that states: “Carleton University will take a leadership role in Aboriginal teaching and research. This includes reaching out to Aboriginal communities, welcoming Aboriginal students to the campus, promoting research on Aboriginal affairs, and opening our curriculum to the inclusion of Aboriginal knowledge. This will be an important opportunity for Carleton, not only regionally and nationally, but indeed with indigenous communities across the globe.”
- Developed the Carleton University Aboriginal Coordinated Strategy (2011) as a living, organic document that serves as a guide for the university to put its fundamental values into action. Those fundamental values include acknowledging the location of its campus on the traditional, unceded territories of the Algonquin nation, and Carleton University’s respect for and value of Aboriginal knowledge.
- Articulated Carleton’s commitment to support Aboriginal communities in the Strategic Integrated Plan (2013-2018), Goal 3-4. Actions include increasing Aboriginal student enrolment and the number of Aboriginal faculty members, expanding programming that meets the needs and interests of Aboriginal students, and to create partnerships with Aboriginal communities to meet community needs.
- Entrenched Carleton’s commitment to implement the Aboriginal Coordinated Strategy in the university’s Strategic Mandate Agreement (2014-17) by recognizing “the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones.”
- Established the Aboriginal Education Council in October 2013 with a mandate to promote, guide, and oversee the implementation of Carleton’s Aboriginal Coordinated Strategy.

**Teaching and Learning**

**Teaching Practices and Curriculum**
- Fostered language revitalization through Carleton’s “Introduction to Anishinaabemowin” class by providing spaces in the course for community members to study alongside Carleton students at no cost.
- Developed the Indigenous Policy and Administration (IPA) stream as part of the Master of Public Policy and Administration program, recognizing the environment of Aboriginal policy and administration continues to evolve and increases the need for leaders who can work in this fluid environment with a level of cultural competency and an understanding of Aboriginal history, law, economics, and the politics that go beyond a simple awareness of Aboriginal issues. The IPA is an important outcome of Carleton’s Strategic Mandate Agreement (SMA).
- Innovated programming related to the Carleton University Institute on the Ethics of Research with Indigenous Peoples (CUIERIP),
the School of Public Affairs and Policy Management’s graduate diploma in Indigenous Policy and Administration, and the Bachelor of Arts Combined Honours degree in Indigenous Studies (beginning in 2017).

Symposiums and Conferences
- Hosted the Aditawazi Nisoditadiwin: Reconciliation, Responsibilities & (Re) Creating Relationships, 3rd Annual Student Conference (hosted by the Carleton University Centre for Indigenous Research, Culture, Language and Education).

Research
- Received a prestigious Killam Research Fellowship in 2010 that enabled Dr. Marie-Odile Junker to research the word formations used for Cree and Innu, two Eastern Canadian Aboriginal languages, with particular emphasis on understanding traditional ecological knowledge and human cognition. She has produced online specialized topical dictionaries in these two endangered languages as well as contributed to the advancement of knowledge in linguistics.
- Developed the CUIERIP, which is a six-day, on-campus certificate program where Aboriginal and non-Aboriginal researchers learn about the ethics of research with Aboriginal communities, particularly First Nations, Inuit, and Métis in Canada. It is an ethical and safe space, a dynamic hub of collaboration and awareness that provides training for the responsible conduct of research, with particular focus and responsiveness to the needs of First Nations, Métis, and Inuit Peoples in Canada as articulated in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2). CUIERIP is an important manifestation of the spirit and content of Carleton University’s Strategic Integrated Plan and Aboriginal Coordinated Strategy.
- Established the Centre for Indigenous Research, Culture, Language and Education (CIRCLE) as a Carleton University Research Centre that facilitates research, mentors students, and acts as a hub for collaboration and interaction between academic and community members.
- Conducted research involving Aboriginal issues in four of the five academic faculties, spanning numerous disciplines. Expertise lies in Aboriginal history, literature, languages and language revitalization, ethnomusicology, the arts, law and legal studies, human rights, politics, governance, economic development, public policy, cultural anthropology, environmental studies, and health and well-being.
- As Canada Research Chair in Fish Ecology and Conservation Physiology, Dr. Steven Cooke collaborates with Aboriginal communities and seeks their knowledge in his pursuit of better understanding of fish habits and health, and interaction between humans and aquatic life for economic, cultural, and social and recreational purposes.

Human Resources

Faculty and Staff
- Partnered with the Educational Development Centre to offer faculty training on Indigenous Ways of Knowing in the Classroom: Relationships for Learning, Tools for Teaching that focused on the TRC and RCAP (initiated by Carleton’s Centre for Aboriginal Culture and Education).
- Hired six faculty members who identified as First Nations or Métis across disciplines in a three-year period.
- Hired an Indigenous Studies subject specialist at MacOdrum Library and the Carleton University Art Gallery, which boasts an
impressive collection of Inuit art and is a venue for numerous exhibitions.

**Appointments**
- Hired Dr. Allan J. Ryan in 2001 as the New Sun Chair in Aboriginal Art and Culture, the first of its kind in Canada. He has hosted a conference on visual, mixed media, performance, and curatorial arts each year, celebrating its 15th anniversary in 2016.
- Hired Drs. Jennifer Adese and Kahente Horn-Miller as, respectively, the first and second New Sun Visiting Aboriginal Scholars (2012-13, 2013-14).
- Appointed Dr. Ruth Phillips as Canada Research Chair in Modern Culture in 2003. She created the Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures (GRASAC) Knowledge Sharing Database to provide Aboriginal community members, academics, and museums with digital access to heritage held in repositories around the world. It provides a platform for the co-creation of new, multi-vocal, and interdisciplinary research.

**Community Engagement**

**Recognition**
- Conferred a Doctor of Laws, honoris causa to the Honourable Justice Murray Sinclair Chair of the TRC in recognition of his career in the judiciary, as well as his dedication, care, and service to Aboriginal peoples and to Canadians in leading the TRC.

**Events and Exhibitions**
- Coordinated a series of events about the Royal Commission on Aboriginal Peoples (RCAP) that culminated in an event in November, celebrating the 20th Anniversary of the report (organized by a faculty member at Carleton and former employee of RCAP).
- Invited RCAP Commissioner Paul Chartrand to deliver Carleton’s annual Katherine A.H. Graham Lecture on “Aboriginal-Canada Relations: From RCAP to 2016.” Commissioner Chartrand met with the students in the graduate diploma in Indigenous Policy and Administration Program to discuss RCAP. Professor Hayden King met with these same students to discuss RCAP and the TRC.
- Hosted the Walking With Our Sisters commemorative art installation at the Carleton University Art Gallery, in partnership with the Aboriginal community in Ottawa and Gallery 101.
- Worked with a traditional canoe-maker from Kitigan Zibi Anishinabeg, Daniel “Pinnock” Smith, to build a canoe for the university with Aboriginal students.
- Met with Reconciliation Canada (initiated by Carleton’s Aboriginal Education Council).
- Hosted a panel presentation entitled, “RCAP: 20 Years Later,” featuring former staff from the RCAP: Katherine Graham (Chair), Karen Green, Don Kelly, and Allan Moscovitch (hosted by the Carleton University Institute on the Ethics of Research with Indigenous Peoples).
- Presented to the Council of Ontario Deans of Arts and Science on “Truth and Reconciliation Commission of Canada & Postsecondary Education” (presented by Carleton’s Director of Equity Services).

**Student Achievement**

**Student Services**
- Expanding the Aboriginal Centre, Ojigkwanong, which offers a welcoming space for Aboriginal students and the community.
- Support First Nations, Inuit, and Métis students through their academic journeys at the Centre for Aboriginal Culture and Education (CACE). CACE aims to increase the recruitment and retention of Aboriginal students, faculty, and staff at Carleton by ensuring Aboriginal cultures, traditions, and worldviews are respected and represented on campus.
- Developed the Aboriginal Enriched Support Program, a one-year transition program for Aboriginal, First Nations, status and non-status, Métis, Inuit, and Aboriginal descent students to demonstrate their potential to succeed at the university.
Governance, Strategic Plans

Governance
• Established the President’s Advisory Committee on Aboriginal Initiatives (PACAI) with three strategic priority areas: support for Aboriginal learners, teaching and learning, and research and ethics.
• Developed initiatives to improve awareness and understanding of Aboriginal cultures, knowledge systems, and worldviews, leading to an increase of meaningful and active engagement of Aboriginal peoples in curriculum and co-curriculum across campus. Initiatives include the intentional integration of First Nations, Métis, and Inuit knowledges and cultures in a number of courses and student leadership programs including: the Leadership Intensive, Student Leaders Interacting and Collaborating Conference, and Project Serve.

Strategic Plans
• Announced a comprehensive, generational strategy to increase First Nations, Métis, and Inuit scholarship, including graduate scholarships, undergraduate research opportunities, faculty recruitment, and an Artist-in-Residence program.

Teaching and Learning

Teaching Practices and Curriculum
• Implemented the co-curricular Aboriginal Affairs Certificate based on student need and feedback. The certificate is grounded in a social justice framework with measurable outcomes designed to support students in advancing from Awareness of Aboriginal Affairs through to Acknowledgment of Diversity, Advocacy, and Action.
• Delivered a First Year Seminar called, “Knowledge Sharing: Indigenous Resistance, Resurgence and Relationships.” The course provided students with the opportunity to foster an understanding of First Nations, Métis, and Inuit experiences through the investigation of historical, political, economic, and social realities, decolonizing struggles, and contemporary grassroots movements while examining how identity, location, power, and privilege influences interactions within personal, social, and cultural contexts.

Symposiums and Conferences
• Hosted a number of academic and research events with a strong Aboriginal focus including the Ground Swell Conference, Environmental Sciences Symposium, Ontario Public Interest Research Group (OPIRG)-Guelph Social and Environmental Justice Research Symposium, and the Engagement of Indigenous and Western Science Knowledge Systems: Implementing the Crown’s Duty to Consult with First Nations on Natural Resource Management event.

Research
• Sponsored three faculty members through the Saugeen Ojibway Nation-University of Guelph faculty partnership in the department of Integrative Biology, the School
of Environmental Sciences, and the School of Computer Science. The research involves Great Lakes fisheries ecology, testing ecosystem and community level metrics for assessments in the traditional territory of the Saugeen Ojibway Nation, and researching statistical methods for modeling populations with a specific application to ecological risk assessment and relationships between Aboriginal and Western science knowledge systems.

Human Resources

Faculty and Staff

- Committed to the hiring of five tenure-track or tenured First Nations, Métis, or Inuit faculty between March 2016 and September 2017. The positions are appointments available across all disciplines.

Community Engagement

Recognition

- Honoured the Jay Treaty of 1794, designating Native American students as eligible to pay domestic tuition.

- Introduced a number of initiatives that have enhanced the receptivity to and respect for Aboriginal cultures and knowledge systems. This includes the conferring of Honorary Doctorates to community Knowledge Holders such as Sylvia Maracle (2012), Shawn A-in-chut Atleo (2013), Jean Teillet (2014), and Rick Hill (2016).

- Included an acknowledgement of the Attawandaron people, on whose territory the University of Guelph resides, at major events including the President’s Welcome for new students and Convocation. The acknowledgement is one of the simplest yet impactful initiatives as it was broadly recognized across campus and is now utilized by departments and student organizations.

Community Partnerships

- Developed the Establishing an Aboriginal Gateway to Learning and Education (EAGLE) program as a means to introduce Grades 7 and 8 First Nations youth to postsecondary education, and to involve current Aboriginal students as mentors and role models. Its aim is to break down barriers to academic study for youth.

- Collaboration with Elders and Aboriginal scholars, the Aboriginal Resource Centre (ARC), faculty, and students from various academic disciplines, instigating a public dialogue about the convergence of Aboriginal and Western scientific knowledge systems. The positive reception and increasing interest led to the establishment of a Community of Practice where graduate students, faculty, and staff can have a monthly venue to discuss their work with Aboriginal communities and share promising practices.

Events and Exhibitions

- Held a number of campus events in response to the TRC report including sharing circles, a tour of the former Mohawk Residential School with Survivors and their families, and community forums on topics such as “From Reconciliation to the ‘Re-Confederation’ of Canada.” The ARC also engaged with local community sharing and teaching circles to discuss Aboriginal community needs and new paths forward.

Student Achievement

Student Recognition

- Established the Kishaadigeh Award as part of the Student Life Recognition Awards. Kishaadigeh, which in Ojibway means “she who guards the lodge,” was established to honour Dr. Jaime Mishibinijima, a Guelph alumna, who served as the Aboriginal Student Advisor and Manager of the Aboriginal Resource Centre from 2003-2010. The award recognizes an Aboriginal student, in any semester, who demonstrates academic achievement, leads by example, and has a positive impact on their peers and community.

- Established the Aboriginal Student Engagement Scholarship in 2014 through the Aboriginal Student Association (ASA). The award demonstrates the ASA’s commitment to supporting their peers. The scholarship is awarded to a student identifying as First Nations, Métis, or Inuit who is engaged in the Aboriginal community either in their home community or at the University of Guelph.
• Established the Aboriginal Undergraduate Research Awards (AURA) to stimulate First Nations, Métis, and Inuit students' interest in research and to encourage students to consider pursuing graduate studies. During the summer position, the students will gain research experience, further their insight into their field of study, work with faculty, and learn the value of a graduate degree.

• Established the Aboriginal Graduate Scholarships to encourage First Nations, Métis, and Inuit students to pursue graduate studies in any discipline. The scholarships provide Doctoral students with $30,000 of support per year, for up to four years, and Master's students $15,000 per year, for up to two years.

• Formally acknowledged the accomplishments of Aboriginal learners at the Celebration of Aboriginal Achievement. Established in 2011, the celebration recognizes Aboriginal achievement by honouring graduating Aboriginal students in the presence of family, staff, community members, Elders, and alumni, while also acknowledging the many contributions made by student leaders, alumni, and community members to Aboriginal learner success.

• Received the National Association of Student PersonnelAdministrators–Indigenous Peoples Knowledge Community Award for Outstanding Student Support in 2014 that recognized the ARC. The centre, and its innovative approach to program and service delivery, continues to be a promising practice in the area of Aboriginal learner support.

• Awarded funding from the Mental Health Innovation Fund for 2015-2017 in order to further enhance the mental health and wellness outcomes for Aboriginal learners in partnership with Mohawk College and Six Nations Polytechnic (SNP).

• Developed START Aboriginal, an early move-in program that provides Aboriginal learners and their families with information about university life and study in addition to the resources they need to succeed. From the program’s inception, START Aboriginal participants have demonstrated resiliency, self-advocacy, and leadership.

**Student Services**

• Providing a culturally responsive environment through the ARC that fosters academic excellence and the intellectual, spiritual, emotional, and physical development of Aboriginal learners. The centre offers a “home away from home,” complete with a resource library, computers, meeting, workshop and study spaces, and a fully equipped kitchen.

• Developed an Aboriginal-specific Counselling Bridge that focuses on the holistic development and support of Aboriginal students by respecting and responding to the diverse array of identities and lived experiences of First Nations, Métis, and Inuit learners at the University of Guelph. By integrating aspects of Aboriginal worldviews with culturally respectful Western-based therapeutic approaches, academic, cultural, emotional, and social supports are developed with consideration of how best to meet Aboriginal learners where they are on their personal journey. This initiative has served to enhance the support for Aboriginal learners by delivering individual counselling and advisement through the Aboriginal Student Advisor, a senior Counsellor/Therapist, and visiting Elders (developed by ARC and Counselling Services).
Governance, Strategic Plans

Governance

• Established the first Canadian university Chair on Truth and Reconciliation as an advisor to the President in 2016. Dr. Cynthia Wesley-Esquimaux was appointed as the Chair.

• The Ogimaawin-Aboriginal Governance Council (OAGC), with members of both the external Aboriginal and Lakehead University communities, was originally established as a requirement for provincial Aboriginal education funding in the 1990s. The OAGC has a direct connection to Lakehead’s President making recommendations on all Aboriginal-related issues, including academic programming, support services, research, and community outreach. The OAGC also recommends individuals for appointment to Lakehead’s Board of Governors and Senate.

• Established the Elders Council as an advisory council to the Office of Aboriginal Initiatives, exercising their collective wisdom and knowledge to reinforce OAGC’s and Lakehead’s vision and mission statements. Elders provide guidance, advice, and support through the Elders-in-Residence Program by sharing traditional teachings, providing emotional support, and creating awareness and understanding of traditional values and culture.

Strategic Plans

• Developed a Strategic Plan that recognizes the importance of making university education an attainable goal for Aboriginal students. A critical element of the Strategic Plan is expanding relationships with Aboriginal peoples by engaging in authentic and meaningful partnerships with Aboriginal communities.

• Lakehead’s 2012-2017 Academic Plan has guided the implementation of several strategies to enhance the support of Aboriginal students, as well as Aboriginal programs and research initiatives.

Teaching and Learning

Teaching Practices and Curriculum

• Stemming from the Academic Plan, an Indigenous Content Requirement (ICR) began in the 2016-2017 academic year. All academic units require their undergraduate students before they graduate to take at least 18 hours of Aboriginal knowledge and/or content. Over 60 courses have been listed as meeting the ICR while some academic units have chosen to spread the ICR across their programs.

• Developed a Native Access Program (NAP), which is a transition program for Aboriginal learners offered in a culturally supportive and friendly environment. NAP provides the academic skills necessary for the successful completion of an undergraduate degree.

• Developed the Native Nursing Entry Program (NNEP) in 1985. NNEP is a nine-month access program designed to provide the necessary skills and academic preparation required for the successful completion of the Bachelor of Science in Nursing (B.Sc.N.) degree program at Lakehead University. Seventy-five students have graduated with their B.Sc.N.

• Established the Indigenous Learning Program that attracts a wide cross-section of students, many of whom come to Lakehead specifically for this program. The Department describes Indigenous Learning as “the study of Aboriginal history, culture and
values and strives to increase awareness/appreciation of the life experience of Aboriginal Peoples with a view to creating an environment of understanding and trust amongst all Peoples.”

• The Faculty of Education has a strong focus on Aboriginal education, including: the Honours Bachelor of Education (H.B.Ed.) Aboriginal Education that prepares people of Aboriginal ancestry, who meet the needs of Aboriginal learners including required Native language and culture courses and three years of teacher education courses, to become teachers for K-Grade 6; the B.A./B.Ed. Indigenous Learning Major (formerly the Native Teacher Education Program) is designed for students of Aboriginal ancestry and leads to an Intermediate/Senior teaching credential in Indigenous Studies for Grades 7-12; the Native Language Instructors’ Program (NLIP) with a Native Language Teacher’s Certification (NLTC) and Native as a Second Language (NASL) Program; and the NLIP Elders program in which Elders provide counselling and general support to students for personal, social, guidance, and cultural needs.

Symposiums and Conferences
• Hosts an annual Educators Seminar to highlight Aboriginal programs, services, and new initiatives. The event focuses on the promotion of strengthening the relationship between Lakehead and the secondary system’s counsellors, support staff, and teachers as well as postsecondary funders with the goal of creating a smoother transition into postsecondary for Aboriginal students.

Human Resources

Faculty and Staff
• Hiring an Indigenous Curriculum Specialist to support faculty in the effective delivery of the Aboriginal content in all programs.

• Faculty of Law created and hired a Director of Indigenous Relations position for Teaching and Learning and Community Outreach. The Faculty of Law has three mandatory Aboriginal Law courses.

• In 2002-03, an Associate Vice-Provost (Aboriginal Initiatives) position was created (upgraded to Vice-Provost in 2007-08). Five people have served in this position: Dr. Lauri Gilchrist (2004-06), Beverly Sabourin (2007-12), Yolanda Wanakamik (Acting 2012-13), Dr. Cynthia Wesley-Esquimaux (2013-16), and Dr. Peggy Smith (Interim 2016).

• The Office of Aboriginal Initiatives currently has nine staff in the areas of administration, Aboriginal & Cultural Support Services, an access program, Aboriginal student recruitment and retention, a mentorship program, a transitions advisor, a Coordinated Learning Access Network (CLAN) coordinator and an Indigenous student counsellor.

• Currently has 11 tenured or tenure-track Aboriginal professors in Indigenous Learning, Law, Psychology, Education, Nursing, Kinesiology, and Natural Resource Management. The university has made a commitment to increase the number of Aboriginal faculty over time and is addressing ways to improve recruitment and retention of Aboriginal faculty and staff.

• Has numerous scholars who teach and do research in Aboriginal-related areas. Lakehead promotes community-based partnerships with Aboriginal communities for collaborative research projects.

Community Engagement

Recognition
• Acknowledgement of numerous Aboriginal leaders including conferring Honorary Doctorates to Norval Morriseau, (1985), John

Community Partnerships

- Under the guidance of Lakehead’s President, Dr. Brian Stevenson, established the Youth Achievement Outreach program to provide students, beginning in Grade 4, with a regular, long-term, personal connection with Lakehead. Through agreements with community partners and school districts, Lakehead will either develop or support programs that increase the awareness that university can be a part of each student’s future. Students enrolled in the Achievement Program will be encouraged to be connected to their school, community, and Lakehead. Participation in these programs will contribute to the development of tuition credits for students through the Youth Achievement Fund.

- Established an Aboriginal Advisory Committee for the Faculty of Law. The committee regularly meets for Governance and Community Outreach.

- Established the Aboriginal Mentorship Program (AMP), in 2014. The AMP matches experienced university students at the undergraduate, graduate, and post-graduate levels with regional Aboriginal high school students. AMP creates a positive connection that both inspires and assists high school students in learning about various academic disciplines, encourages postsecondary education, and aims to break down barriers to postsecondary education.

- The Office of Aboriginal Initiatives works closely with the Lakehead Native Student Association (LUNSA) established in 1985. LUNSA organizes a popular annual powwow that showcases traditional dancing, singing, and drumming to on- and off-campus communities within the Northwestern Ontario region.

- Numerous community engagement sessions are hosted by the Office of Aboriginal Initiatives. Topics ranging from the TRC Calls to Action, to the intergenerational effects of residential schools, the Indigenous Content Requirement, future programming, and preparing Lakehead graduates to work in Aboriginal organizations.

- The Office of Aboriginal Initiatives collaborates with Aboriginal postsecondary agencies, such as Eabametoong First Nation, Fort William First Nation, Matawa Education, Northern Nishnawbe Education Council, Oshki-Pimache-O-Win, and 7 Generations Education Institute, to support Aboriginal students through various initiatives such as our annual Maadaadizi joint postsecondary student orientation.

- The Office of Aboriginal Initiatives has facilitated the KAIROS Blanket Exercise, to internal faculty, staff, and students, as well as community partners, to foster a better understanding of the history of colonization and the need for reconciliation and restoring relationships.

- Launched a number of initiatives designed to encourage Aboriginal youth to set postsecondary education as their goal. These initiatives include: an Aboriginal Programs Open House to showcase and provide the community with an opportunity to engage with faculty and staff; a Grades 7 and 8 early outreach initiative to engage youth and foster connections to postsecondary through faculty-related activities with culturally-based curriculum emphasizing Aboriginal science; and a Sports Mentorship Program to engage
and connect youth through varsity sports and sports medicine.

- Facilitated a six-session certificate program in public speaking in partnership with local high schools’ Aboriginal Youth Entrepreneur program.

Events and Exhibitions

- Since 2015, Lakehead has hosted National Aboriginal Education Day activities. Each year 600 elementary students from Grades 4 to 6, facilitated by community organizations, spend the day on campus engaged in a range of activates relating to health and wellness, as well as traditional teachings and games.

- Hosted Teach for Canada sessions designed to “recruit, prepare and support outstanding teachers who will increase student outcomes in northern First Nation communities.”

- Celebrates an annual Fall Harvest that gives Elders a showcase for various traditional activities such as moccasin-making, medicine walks, bead making, hand drumming, tipi teachings, sweat lodge teachings, and so much more. The sweat lodge site is a spiritual place on campus where people come together for ceremonies that promote personal healing.

Student Achievement

Student Services

- Continuing to seek support for an Aboriginal building on the Thunder Bay campus—the Kendaasiwin Centre, a space that would bring Aboriginal programs and services under one roof and celebrate Aboriginal history and culture. Plans for the centre have been in development for the past eight years.

- Since 1987, Aboriginal Cultural and Support Services (ACSS) has provided a culturally supportive environment to all Aboriginal students helping them achieve success in their academic goals through a variety of support services. These services include access to Elders, cultural, administrative, personal, and transitional supports, and orientation. ACSS welcomes all students, staff, and faculty who wish to learn more about Aboriginal culture, traditions, and teachings through activities such as workshops, guest speakers, bead making and bannock, and our monthly feast Miijim Noongom.

- ACSS provides an Aboriginal student lounge, which is a hub for student activities. The lounge offers an open and comfortable environment where students can access a study area, kitchenette, and computer lab. In addition, Lakehead has a cultural room for individual or group sessions with Elders-in-Residence. The lounge is a home-away-from-home for Aboriginal students.

- Established the Coordinated Learning Access Network (CLAN). CLAN was designed to create pathways between education, training, and employment for Aboriginal and non-Aboriginal students. CLAN has partnered with local and regional businesses, educational institutes, and employment networks, as well as Magnet, a breakthrough web portal using a powerful, unique job-matching technology that connects job seekers’ skills with employers’ needs.

- Developed by the Office of Aboriginal Initiatives, an Aboriginal viewbook complements mainstream recruitment materials. The piece highlights all Aboriginal programs, services, and student opportunities.

- At Lakehead’s Orillia campus, the Turtle Island Student Circle (TISC) was created in September 2015 to provide a safe and inclusive environment for all, while celebrating the diversity of Aboriginal cultures present at Lakehead in Orillia. TISC’s mission is to work closely with LUSU, Student Affairs, and the Office of Aboriginal Initiatives to ensure the spiritual, mental, emotional and physical needs of Aboriginal students are supported.

- Aboriginal students at the Orillia campus can access sacred medicines, safe spaces on campus for smudging, Elder counselling, community gardening, and cultural events through a network of support, including the Aboriginal Initiatives Office, Turtle Island Student Circle, Lakehead University, the Orillia Native Women’s Group, and other community partners.

- The Office of Aboriginal Initiatives has created an Aboriginal-focused public speaking program that provides a safe and comfortable space for students to strengthen and learn public speaking and presentation skills.
Governance, Strategic Plans

Governance
• The Laurentian University Native Education Council (LUNEC) has been in existence since 1989 and includes representation from regional Aboriginal communities, staff, students and Elders. The mandate of the council is to facilitate Indigenous self-determination by providing advice and recommendations on all matters related to Indigenous education at the university. This council also includes representation from the Board of Governors and the Senate. Further to this LUNEC also appoints a representative to Senate. There are currently three Indigenous persons on the Board of Governors.

• In response to the TRC’s Calls to Action, the LUNEC discussed the specific Calls relating to postsecondary institutions. During the discussion, it was reaffirmed that Laurentian University has been responding to the needs of Aboriginal learners in proactive ways and that these are consistent with the Calls to Action by the TRC. In addition, LUNEC also held a planning session with local Elders in which the dialogue focused on examining ways that Laurentian University could move forward and continue to be responsive to the TRC’s Calls to Action.

• In 2006, the university established a Director of Native Academic Affairs, which provided strategic leadership for Aboriginal education. This position has evolved and was renamed in 2011 to Associate Vice-President, Academic and Indigenous Programs. This position is the senior academic lead for Aboriginal initiatives, sits on many committees at the university including Senate, Academic planning, and Academic management.

• The Indigenous Student Circle (ISC) was established in the 1980s and remains an active student governance piece. The ISC has positions in key governance roles on campus including the Student General Association, LUNEC, and Senate.

Strategic Plans
• LUNEC undergoes regular strategic planning. The latest strategic plan is titled, Niigan Ninaabin: Looking forward to the future (2013-2018) Action Plan. This plan identified seven strategic directions aimed at increasing access, support, and retention of Aboriginal students and faculty.

• Laurentian University’s overall strategic plan (2012-2017) identifies its overall purpose as providing an outstanding university experience, in English and French, with a comprehensive approach to Aboriginal education. Six of the university’s 40 strategic goals were focused on either increasing
access and retention of Aboriginal learners, increasing Aboriginal curriculum/content, increasing the number of Aboriginal faculty, developing a new Master of Indigenous Relations, building a new Indigenous Sharing and Learning Centre, and making the campus more welcoming for Aboriginal peoples.

Teaching and Learning

Teaching Practices and Curriculum
• There is a strong commitment to increasing Aboriginal content across the curriculum: there are now over 100 courses that have more than 50% Aboriginal content.
• In June 2016, Senate approved a six-credit Aboriginal course (with at least 50% Aboriginal content) requirement for graduates of the three- and four-year Bachelor of Arts programs.
• Indigenous Studies was established at the University of Sudbury, a federated partner of Laurentian University, in 1976 and they offer a full range of Indigenous Studies courses that can lead to a three- and four-year Bachelor of Arts in Indigenous Studies.
• Laurentian University established the Bachelor of Indigenous Social Work (formerly Native Human Services) in 1985 after extensive consultations with regional Aboriginal communities.
• Established the School of Indigenous Relations in 2008. It houses the Bachelor of Indigenous Social Work and the Master of Indigenous Relations programs, both established in 2014.
• The School of Indigenous Relations has partnered with two Aboriginal Institutes (Kenjgewin Teg Educational Institute and Seven Generations Education Institute) to deliver a Bachelor of Indigenous Social Work on Manitoulin Island and in Kenora.

Symposiums and Conferences
• Maamwizing Indigeneity in the Academy L’université à l’heure de la réconciliation Conference was held in November 2016 with 240 participants from as far as New Zealand, New Mexico, and Alaska, as well as, from across Canada. The three–day multi-disciplinary conference focused on three themes: Diversity in Universities: Equity in hiring, tenure and promotion, and leadership; Ways of Knowing: The place of Aboriginal knowledge in the university curriculum; and Decolonizing Universities: New pedagogies, resistance, and reconciliation. In addition, a pre-conference day, Maamwizing: Des pédagogies vers la réconciliation brought together 86 K-12 teachers from over 10 French language school boards to participate in day-long professional development workshops.

Research
• Senate approved the Maamwizing Indigenous Research Institute in September 2016.
• The Office of the Vice-President Research established the Advancing Indigenous Research Fund in December 2016. The first major recipient is the Maamwizing Research Institute.

Human Resources

Faculty and Staff
• Indigenous Student Affairs, established in the early ’90s, now includes seven full-time staff (Director, Learning Strategist, Receptionist, Outreach and Recruitment, Métis Outreach, Traditional Program Coordinator, Counsellor) and four part-time Traditional resource personnel.
• The university embarked on an initiative to increase the number of Aboriginal academics and hired 13 new fulltime tenure-track faculty, bringing the total to 25 Aboriginal faculty at Laurentian University including its federated partners
and the Northern Ontario School of Medicine (east campus).

• Created the new position of Director, Indigenous Sharing and Learning Centre in 2016, which provides leadership for the new centre as well as Aboriginal student support initiatives.

• An Indigenous Academic support network was established in 2015 to create a space for Aboriginal academics to come together, share experiences, support one another, and provide feedback to the Associate Vice-President, Academic and Indigenous programs on Aboriginal academic initiatives.

Appointments
• The first Canada Research Chair II in Indigenous Health at Laurentian University was announced in December 2016.

Community Engagement

Recognition

• The Gwiijgaabwitaadmi...We Stand Together newsletter was first published in 2006 to highlight Aboriginal student and faculty success, and Aboriginal initiatives and events.

• Laurentian University acknowledges that it is on the traditional territory of the Atikameksheng Anishnawbek at all public events including convocation. In addition, all convocation ceremonies are opened with either an Honour Song by local drummers or an Elder providing a prayer.

• Indigenous Education Week is held yearly and includes Aboriginal academic speakers with experience in supporting transformative change in communities and society. This event is designed to showcase achievements and bring awareness about Aboriginal peoples to the broader university and community.

Community Partnerships
• Nwiijkwenjik Day is a day of Aboriginal education geared towards Grades 7 and 8 students from Sudbury and the surrounding area.

Events and Exhibitions
• A panel dialogue, "Reconciliation: Forging New Relationships," was held in September 2016 that put the spotlight on the TRC’s recommendations. This event sought to respond to the TRC’s call for the establishment of mutually respectful relationships between Aboriginal and non-Aboriginal peoples. Elders, students, scholars, and knowledge keepers were in attendance to explore the practical forms of reconciliation that are aligned with the recommendations set forward by the TRC.

• An event called A Time for Reconciliation in May 2015 was held to mark the release of the TRC report. In addition to speakers, the event included a walk to a Cairn located on campus. This Cairn was erected as a symbol of the first apology to Aboriginal Peoples by the United Church of Canada in 1986.

• The Dbaajmawak-Indigenous Writers Series was initiated in 2015 by an Aboriginal faculty member in the English department. The series is supported by the English department, Office of Academic and Indigenous programs, and the Dean of the Faculty of Arts.

• In September 2013, the university hosted the Legacy of Hope—100 years of Loss exhibit of residential schools which saw over 400 people attend. The working group consisted of members of the university and local First Nations’ Elders who had attended the residential schools.
There are a number of initiatives on campus designed to increase awareness and understanding of Aboriginal peoples including, but not limited to, raising the Anishinabek and Métis flags, conferring of Honorary Doctorates, establishment of the Laurentian University Mnaaj'in Gchi-widookang Nishnaabe-Gchi-Kinoomaagziwin Native Person of Distinction Award, and a regular speaker series.

The Gkendassawin Trail Speaker Series was initiated in 2005 to bring in a series of Aboriginal role models to inspire and educate. This series was renamed the RBC Gkendassawin Trail Speaker Series in 2010 to acknowledge the Royal Bank of Canada’s funding donation to the Indigenous Sharing and Learning Centre.

Student Achievements

Student Recognition

- Indigenous Graduation Celebrations are held during both spring and fall convocations to honour Aboriginal graduates and those graduating from Indigenous Programs.

- Since 1994, Indigenous Student Affairs has provided an Orientation Day for new and returning Aboriginal students and those enrolled in Indigenous Programs. The day fosters relationship-building with students, faculty, and staff. In 2016, Indigenous Student Affairs collaborated with the Office of Student Life to welcome, and meaningfully engage, all first-year students regarding Aboriginal presence on campus and through collaborating with Atkameksheng Anishinawbek to provide a territorial welcome.

- The Supporting Aboriginal Graduate Enhancement (SAGE) program was established in 2007. Modelled after a similar program in New Zealand and western Canada, this program provides support to Aboriginal graduate students.

- Indigenous Student Affairs also strives to provide a positive Laurentian experience, which is based in cultural teachings and experiential learning. Indigenous Student Affairs coordinates Full Moon ceremonies, drumming, sweat lodge ceremonies and traditional teachings both regularly and upon request from students and staff.

- Indigenous Student Affairs also provides ongoing workshops for academic support, mental health wellness, and how to access scholarships and bursaries.

- A Métis Outreach position was established in 2010 to engage Métis students and deliver specific initiatives to raise awareness about Métis history, culture, and issues.

- The RBC Gkendassawin Trail Speaker Series was initiated in 2005 to bring in a series of Aboriginal role models to inspire and educate. This series was renamed the RBC Gkendassawin Trail Speaker Series in 2010 to acknowledge the Royal Bank of Canada’s funding donation to the Indigenous Sharing and Learning Centre.

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Teaching and Learning

Teaching Practices and Curriculum

• Offered a collaborative course, The Sociology of Community Engagement/Indigenous Community Research Experience with the Indigenous Studies Program (ISP), Sociology, and the Hamilton Regional Indian Centre (co-taught by Dr. Gregory Hooks and Vanessa Watts).

• Approved a Four-Year Honours Bachelor of Arts (B.A.) in Indigenous Studies and Combined Honours B.A. in Indigenous Studies that launched in September 2015.

• Sponsored two undergraduate health courses in the School of Midwifery taught by community members and Elders knowledgeable in traditional approaches to health and wellness: Indigenous Medicine I–Philosophy and Indigenous Medicine II–Practical (sponsored by the School of Midwifery).

• Offered a course in Indigenous Studies, “Residential Schools in Canada: History and Impacts,” in Spring Term 2015, which is now open to all Level II students.

• Discussing the possibility of making “Introduction to Indigenous Studies” a required course for students in the Social Work program (initiated by ISP).

• Continuing discussions around the issue of mandatory/required Aboriginal studies courses and curriculum across campus by the Indigenous Education Council, students, and senior administration.

• Developing a McMaster Indigenous Research Institute (MIRI) that will become a centre for Aboriginal research in a variety of disciplines across campus, building on collaborative models of research between students, faculty, and community (led by Dr. Bernice Downey and Dr. Alison Sekular).

• With support provided by the Ontario Targeted Initiatives Fund, leading a language project working towards the retention of the Six Nations dialect of the Mohawk language, currently spoken by less than five native-born speakers. Provides a unique opportunity for students to work with Elders and community members to develop resources, curriculum, and teaching strategies at McMaster and in the Six Nations community (led by Dr. Rick Monture).
Symposiums and Conferences
• Co-hosted a research symposium with Universities Canada in May 2016 entitled, The Indigenous Research Landscape: Pathways to Innovation and Collaboration.

Community Engagement

Recognition
• Nominated Mohawk clan mother, Louise MacDonald, as a Distinguished Indigenous Scholar in the McMaster Institute for Innovation & Excellence in Teaching & Learning (MIETL) Distinguished Scholars Program (nominated by ISP and the Indigenous Education Council).

• Exploring the possibility of raising the Six Nations Hiawatha, or Confederacy flag, on campus as a symbol of Aboriginal presence, as well as a reminder that McMaster sits on Aboriginal lands (initiated by Dr. Rick Monture and Kaylin Parker, a fourth-year Aboriginal student from Six Nations, who completed an Independent Study Project supervised by Dr. Monture called, Haudenosaunee Flag Proposal).

• The Indigenous Education Council worked with Carol Wood, Ecumenical Chaplain, and the Chaplaincy Centre, to plant a tree and dedicate a commemorative plaque in honour of Missing and Murdered Aboriginal Women and Girls outside of the Wilson Building in fall 2016.

• Awarded Rick Hill (Six Nations, Indigenous Knowledge Centre) for an Honourary Doctorate at the next McMaster Convocation (nominated by faculty members in the Department of English & Cultural Studies, ISP, and Social Work).

Events and Exhibitions
• Hosted a Residential School Forum and Teach-In with residential school Survivors and the former Executive Director of the TRC in September 2015.

• Developed, in collaboration with the McMaster Planetarium, The Celestial Bear: The Six Nations’ Night Sky, a 30-minute program that featured Haudenosaunee stories relating to the creation of life on this earth and the Big Dipper constellation (hosted by the ISP and McMaster Planetarium).

• Organized a panel on Missing and Murdered Aboriginal Women with Beverly Jacobs (lawyer and former President of the Native Women’s Association of Canada), Norma General, and Aileen Joseph, who are all from Six Nations (co-organized and sponsored by the Anti-Violence Network, Gender Studies and Feminist Research Program, English & Cultural Studies, the President’s Advisory Committee on Building an Inclusive Community (PACBIC), and UNIFOR Local 5555).

• Organized guest lectures by Aboriginal faculty in Political Science, Sociology, Cultural Studies, and Health Sciences classes from September–December 2015.

• Shared the story of the formation of the Great Law of Peace amongst the Six Nations/Haudenosaunee through the Art of Peace exhibit by Elizabeth Doxtator (Six Nations) at the McMaster Museum of Art from January–April 2016.

• Screened and discussed Sewatokwa'tsherat: the Dish with One Spoon, a documentary about the Six Nations land reclamation at Caledonia in 2006, directed by Dr. Dawn Martin-Hill, as part

Community Partnerships
• Developed culturally-based science curriculum for delivery to elementary students from Six Nations through the Let’s Talk Science program, in collaboration with McMaster graduate students in the sciences and undergraduates from Six Nations (initiated by Dr. Joe Kim and Dr. Rick Monture in 2013).

Organized the “Six Nations Land Reclamation at Kanonhstaton/ Caledonia: Ten Years Later” panel discussion with Janie Jamieson, Confederacy Sub-Chief Leroy Hill, Confederacy Chief Allen MacNaughton, Dr. Dawn Martin-Hill, and Dr. Theresa McCarthy in March 2016 (co-sponsored by ISP and PACBIC).

Screened The Pass System, a documentary on how the Indian Act restricted the free movement of Aboriginal people on the prairies, followed by a talk by director Alex Williams in March 2016.

Hosted guest lectures by Aboriginal faculty in Political Science, Arts and Science, Peace Studies, and Sociology from January to April 2015.

Student Achievement

Student Recognition

Introduced the Harvey Longboat Graduate Awards that are received by two Aboriginal graduate students at $15,000 annually, and two Ontario Graduate Scholarship (OGS) awards for Aboriginal graduate students at $15,000 annually (initiated by the School of Graduate Studies).

Student Services

Moved the ISP administrative offices and student services space to the new Wilson Hall in September 2016.
Governance, Strategic Plans

Governance
- Included a designated seat on the Board of Governors for the Chair of the Nipissing University Aboriginal Council on Education, in addition to the inclusion of the Chief of Nipissing First Nation, for several years, on the Board.
- Included a designated seat for a representative of the Nipissing University Aboriginal Council on Education on Nipissing University’s Academic Senate.
- Included the Director of the Office of Aboriginal Initiatives (OAI), who reports directly to the President of Nipissing University, as a member of the University Management Group.
- Included representation from regional First Nations, Métis, and urban Aboriginal service organizations on the Nipissing University Aboriginal Council on Education. They meet three or more times per year to provide guidance and advice to Nipissing University.

Strategic Plans
- Partly framed the Aboriginal Strategic Plan 2015-2019 through reconciliation, as it is one of the four Guiding Enji Giigdoyang Principles: “Enji Giigdoyang recognizes reconciliation as an ongoing process, a way of understanding history, community and action. Reconciliation frames our collaborative endeavours with academic faculties, administration, support services and other sectors.”
- Consulted regularly with First Nation communities and Aboriginal organizations in the development of the Aboriginal Strategic Plan. The first Aboriginal Strategic Plan was developed in 2009, followed by the current Aboriginal Strategic Plan, which was approved by the Nipissing University Aboriginal Council on Education (NUACE) in January 2015 (consultation led by the OAI, working through the university’s Aboriginal Council on Education).

Teaching and Learning

Teaching Practices and Curriculum
- Framed the Native Studies Program through a focus on the Anishnaabe worldview.
- Identified specific goals to support Aboriginal Student Success and the inclusion of Aboriginal Elders and knowledge in their courses (led by the History Department).
- Incorporated Aboriginal pedagogies, histories, and cultures into the curriculum in four core courses in the Bachelor of Education (B.Ed.) two-year program.
- Engaged with Aboriginal Elders and community knowledge keepers in the classroom through a number of History, Anthropology, Education, and Nursing courses.
- Launched the Indigenous Scholar-in-Residence Program in 2016 to support faculty (initiated by the OAI).
- Included a specialized focus on Aboriginal communities in the new Bachelor of Social Work (B.S.W.), launching in 2017.

Symposiums and Conferences
- Hosted Maadhookiwin: Sharing A Treaty Learning Centre Symposium on campus in March 2014 in partnership with Anishnabek/Union of Ontario Indians, Nipissing First Nation, and Canadore College. As a result of the symposium, the OAI held talks by scholars and traditional teachers on the significance of wampum (traditional shell beads) in the Treaty Learning Centre (TLC), gathered resources to
Research
• Consult with all researchers who engage with Aboriginal peoples and communities prior to submitting their Research Ethics Protocol. The OAI leads this consultation and administers a community engagement plan that poses key questions from Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2014). The OAI provides feedback to researchers on their community engagement plans.
• Included the Director of the OAI as a Community Member on the Research Ethics Board.
• Engaged in collaborative research with Aboriginal communities through a number of faculty members in several disciplines.

Human Resources

Faculty and Staff
• Employed three full-time self-identified Aboriginal faculty at Nipissing University in Native Studies and Education (Note: this number does not include sessional faculty).
• Hired two additional faculty members in Native Studies.
• Employed eight self-identified Aboriginal staff at Nipissing University. However, as Nipissing University currently does not have a mechanism in place for self-identification, this is a best estimate and may be very low.
• Piloted Aboriginal cultural awareness training for Nipissing University staff and faculty with support from Human Resources in 2016 (led by the OAI, in partnership with the North Bay Indian Friendship Centre and Urban Aboriginal Strategy).
• Partnered with Student Counselling Services on professional development offerings and culturally appropriate wellness strategies for staff working with students (initiated by the OAI).
• Supported the development of the Handbook for Educators of Aboriginal Students, providing support for faculty, staff, and administration when working with Aboriginal students at Nipissing University (supported by the OAI).

Appointments
• Hired a Chair in Indigenous Education, a cross-faculty appointment, who will lead academic Indigenization.

Community Engagement

Recognition
• Recognized reconciliation as a process that frames the OAI’s collaborative endeavours within the university to support Aboriginal students and their families.
• Facilitated a practice and approach that builds respectful and reciprocal relationships with Aboriginal communities regionally while fostering an intergenerational, culturally responsive learning community on campus (led by the OAI).
• Included Aboriginal practices (smudging, opening prayers, honour songs) at events ranging from convocations to speaking events, film screenings, etc.
• Invited community representatives to university events and, when applicable, a representative of Nipissing Chief and Council
welcomed visitors onto the community’s traditional lands.

- Sharing community knowledge on campus annually through Indigenous Week, which includes Elder teachings and community-based research talks, and events throughout the academic year ranging from talks on First Nations’ understandings of wampum and treaty to traditional teachings, circles, and ceremonies with students, staff, and faculty (led by the OAI).

- The TLC included an honouring of the late Grand Chief, Dr. Stan Louttit, and the late Professor Emeritus, Dr. John Long, for their contributions to treaty education in northern Ontario.

Community Partnerships
- Certified Aboriginal teachers, educational assistants, and, more recently, teachers of Anishnaabemwin as a second language through the Schulich School of Education’s low-residency Summer Aboriginal Educational Programs, which have a 30-year history on campus. Students and their families are on campus for multiple weeks in the summer and students return to their home communities for teacher practicum placement. The success of this program includes ample support for families through Summer Aboriginal Science camps for children and youth to participate in while on campus.

- Connected university students, faculty, and community through the Biidaaban Community Service-Learning (BCSL) program. Students are put in community organizations for various lengths of placements. These volunteer hours meet the needs of the community partners. A specialized focus of the program is increasing literacy and numeracy for First Nations, Métis, and Inuit students in Grades K-12. BCSL partners with 55 community organizations and schools, and works with over 100 university students annually.

- Included mentorship of Aboriginal youth in the community by Aboriginal university students, peer mentorship on campus, and leadership conferences for Aboriginal youth, locally, twice a year as part of Wiidooktaadwin Aboriginal Mentorship Initiatives (WAMI).

- Hosted the annual training weekend for the Biidaaban Community Service-Learning and Wiidooktaadwin Aboriginal Mentorship programs at Nibising Secondary School at Nipissing First Nation. This is often the first time many non-Aboriginal university students have been to a First Nation community. The training includes Aboriginal and social justice perspectives (led by the OAI).

Events and Exhibitions
- Organized a series of TRC talks by Dr. Mike DeGagné, President and Vice-Chancellor, Nipissing University, with Northern Ontario Rotary Clubs, beginning in March 2016.

- Celebrated the 20th anniversary of the Royal Commission on Aboriginal Peoples (RCAP) in the fall of 2016.

- Partnered with Nipissing First Nation and North Bay Regional Health Centre on an annual round dance, a community focused event that attracts over 250 community members annually (led by the OAI).

Student Achievements

Student Recognition
- Supported the Faculty of Arts and Science’s Aboriginal Advantage program, a first-year undergraduate access program built around providing academic, personal, and cultural support in a cohort-learning model that includes Elder support. An Elder also participates in their Aboriginal Leadership (led by the OAI).

- Investigating Aboriginal Student Success through external project funds from the Ministry of Advanced Education and Skills
Development. This includes a series of conversations with community members, scholars, and students; piloted activities to define and support Aboriginal student success; and a report to be shared regionally and with other universities (led by the OAI).

**Student Services**

- The Sacred Space located in the OAI allows for smudging, quiet reflection, and visits with Elders-in-Residence at any time as it has been retrofitted with appropriate ventilation mechanisms.

- Offer an Elder-in-Residence Program with two Elders from Nipissing First Nation visiting campus weekly to support students during the academic year and during the Schulich School of Education’s Summer Aboriginal Education programs (led by the OAI).

- Offered tutoring throughout the year in writing, math, and science with additional support during the Schulich School of Education’s Summer Aboriginal Education programs for Aboriginal students whose first language is Cree (led by the OAI).

- Ongoing academic, personal, and cultural supports offered through Student Success and Development Coordinators who meet one-on-one with students and organize events weekly (led by the OAI).

- Facilitated the Wiidooktaadwin Aboriginal Mentorship Initiatives (including peer mentorship and mentorship of Aboriginal youth in the community) and Biidaaban Community Service-Learning (including placements in community coupled with classroom theory) programs (led by the OAI).

- Evaluating services for Aboriginal learners offered through Student Counselling Services. The Advisory Circle for the evaluation includes representatives from the OAI and local Aboriginal service organizations, and the project will develop a report and recommendations for increasing access for Aboriginal learners (initiated by Student Counselling Services).
Governance, Strategic Plans

Governance
• Developing a Senate Sub-Committee on Indigenous Issues.
• The Presidential Task Force on Under-Representation is developing recommendations for OCAD with the specific objective of raising the percentage of racialized and Aboriginal employees in all areas and at all levels of the university, and in doing so also seeks to increase diversity in the curriculum.

Strategic Plans
• Embedding Decolonization, Indigenization and the TRC’s Calls to Action as part of the OCAD Five-Year Academic Plan (2017-2022).
• Signed an articulation agreement with Six Nations Polytechnic. Future cohorts will include Canadore College, Cambrian College, University of Sudbury, and Queen’s University.

Teaching and Learning
Teaching Practices and Curriculum
• Reviewing the Indigenous Visual Culture Program Committee curriculum.
• Committed to including Aboriginal perspectives in curriculum development and training in the Faculty Curriculum and Development Centre.
• Introduced the Bachelor of Fine Arts (BFA) program in Indigenous Visual Culture, as well as a Minor, in 2010.
• Included Aboriginal epistemologies in course mapping and curriculum across faculties of art, design, and liberal arts.
• Developed an online Aboriginal Art History course, in addition to four new courses focused on Aboriginal art practices.
• Supported experiential learning opportunities that include guest speakers, workshops, and interdisciplinary partnerships and collaborations to access/cultivate art and cultural learning experiences beyond the classroom.

Symposia and Conferences
• Coordinated annual symposia on Aboriginal art, culture, and design issues.
• Offered a weeklong Summer Art Workshop.
• Coordinated symposiums in the Fall and Winter 2016-2017 semesters to support art, culture, and design research and scholarship.

Human Resources
Faculty and Staff
• Hired faculty of Art Indigenous Tenure-track faculty, Luke Parnell.
• Hired Teaching Intensive stream, sessional, and three-year limited term Aboriginal faculty, Hired a cross-appointed Aboriginal tenured faculty, Bonnie Devine.
• Undertaking a tenure-track position search with an Aboriginal focus.

Appointments
• Named Ryan Rice as Chair for the Indigenous Visual Culture Program.
• Named Gerald McMaster as Canada Research Chair Tier 1.

Community Engagement
Recognition
• Implemented a Land Acknowledgement in spring 2015.

Community Partnerships
• Provided annual outreach with the
Native Learning Centre of Toronto by providing workshops and work/study placement.

- Partnered with other organizations for programming—arts crawl, exhibitions, open house, documentary screenings, guest lectures.

- Organized creative leadership opportunities with professional artists, architects, writers, and curators. Aboriginal learners can access these opportunities through our partnerships across various art organizations (i.e., Evergreen Brickworks and the Art Gallery of Ontario).

- Invited an artist to spend three to four weeks at OCAD University engaging with students while developing their creative practice through the NIGIG (the otter) Visiting Artist Residency. The program provides an opportunity for an Aboriginal artist to visit OCAD U to focus on a short-term project and explore in a collaborative environment, issues impacting their work.

- The Indigenous Visual Culture Centre will be developed with the visioning and guidance of an Aboriginal architect and designer through community collaboration.

Events and Exhibitions

- Implemented annual Indigenous Visual Culture Day.

- In January 2016, programmed a four-hour endurance performance reading of the TRC’s recommendations through the Indigenous Visual Culture program as part of the Art and Design social justice forum. With over 30 participants, the recommendations were read aloud four times.

- Present exhibitions with Aboriginal student work on an annual basis at OCAD University or community locations such as the Harbourfront Centre. Exhibiting student work supports the creative-practice-based research Aboriginal students are conducting at OCAD and in programs across art and design. The exhibitions educate as well as bring into context Aboriginal knowledge, tradition, and land acknowledgement.

- Host weekly events, guest lectures, workshops, visiting artists, field trips, and a number of extracurricular activities supporting Aboriginal visual arts and culture at the Indigenous Visual Culture (INVC) Student Centre. Weekly events include a Bead and Read program, Buffalo Stew luncheon that provides a platform for presentations, and a Talk and Tea Circle.

Student Achievement

Student Services

- Provide resources at the INVC Student Centre for Aboriginal and non-Aboriginal students, visitors, faculty, and staff. The INVC Student Centre includes a resource library and archive, computer workstations, lounge, workspace, and amenities including a microwave, fridge, coffee maker, and snacks. Services include an Indigenous Counsellor, Health and Wellness supports, Mentors/Advisors, Academic Support and Writing and Learning Consultant, and Recruitment and Outreach support.

- Offer specialized services to support academic, cultural, social, and emotional well-being of Aboriginal students through the welcoming and learning environment of the INVC Student Centre.

- Support the Indigenous Student Association through the INVC Student Centre.
Teaching and Learning

Symposiums and Conference
• Every February, the Indigenous Services staff is involved in the Faculty of Education’s Indigenous Conference. Several teacher candidates take part in ceremonies, workshops, and teachings to help them incorporate Aboriginal perspectives and cultures into their future careers.

Research
• Under the purview of the Dean of the Faculty of Social Sciences and Humanities, UOIT conducted a research report entitled, UOIT’s Role in Reconciliation: Options and Opportunities in Indigenizing Curricula. The researchers involved were Drs. Rachel Ariss and Thomas McMorrow, faculty in the Legal Studies Program and student researcher Rhea Boettcher. Shirley Williams, Elder and professor at Trent University agreed to advise and guide the project as an Elder. Jill Thompson of the UOIT Baagwating Indigenous Student Centre was also closely involved in the project.

• The goals of UOIT’s Role in Reconciliation: Options and Opportunities in Indigenizing Curricula report included: to reflect on UOIT’s role in responding to the TRC’s call for reconciliation; to understand what UOIT needs to consider in response to the call for reconciliation; and to set out principles to guide a response to the call for reconciliation.

• UOIT’s Role in Reconciliation: Options and Opportunities in Indigenizing Curricula contains eight recommendations, which will be addressed by a Working Group focused on recommendation implementation. The recommendations include: to increase the offerings of expressly-titled elective courses in non-professional as well as professional education, by including an accessible introductory course on these topics, and integrating Aboriginal content and perspectives into required courses; to increase the level of Aboriginal faculty, staff, and student representation, as well, as improve Aboriginal cultural and artistic representation on campus; and to continue and enhance the roles of Elders and Indigenous Knowledge Keepers in curricula and in student support.

Human Resources

Faculty and Staff
• An Aboriginal alumni, Dr. Jesse Allan, who graduated from UOIT in June of 2016, is doing post-grad work with our Provost. Dr. Allan is the President’s Indigenous Post-Doctoral Fellow and is engaged in enhancing the profile of Aboriginal scholars.

Community Engagement

Recognition
• Each September, Indigenous Awareness Week is held, beginning with a Big Drum Social, including traditional foods,
vendors, drumming, dancing, and teachings. Throughout the week, students have the opportunity to join in several different workshops from beading to moccasin-making, dream catcher, porcupine quill, and birch bark crafts. It culminates with various performers from many different nations.

**Events and Exhibitions**

- In January 2015, Wab Kinew was a guest speaker at the Regent Theatre in downtown Oshawa. Wab spoke to a full house about social injustice and change with several students, staff, and faculty from UOIT in attendance, as well as community members.

- In November 2016, Aboriginal artist Dr. Robert Houle spoke at an event, highlighting his recent work about his residential school experience called “Memory Drawings”. This event was opened to all of UOIT and the greater community.

- In March 2016, Elder Shirley Williams spoke about her residential school experience and her time spent sitting on numerous committees for the TRC over the past several years.

- Organized a panel called “The Role of Universities in Reconciliation” in March 2016 to engage the UOIT community and wider public in identifying ways universities can and should contribute to the process of reconciliation. The panel was a collaborative effort between the Faculty of Social Sciences and Humanities and Indigenous Student Services.

**Student Achievement**

**Student Services**

- In September 2014, the UOIT Baagwating Indigenous Student Services building was opened, next to the main UOIT downtown campus. Programs and services are offered to Aboriginal as well as non-Aboriginal students, such as, monthly sweat lodges, traditional beading workshops, lunch-and-learns, the Visiting Elder program, and much more.
University of Ottawa

Governance, Strategic Plans

Governance

- Establishing committees to address the following areas pertaining to Aboriginal Education and the Calls to Action of the Final Truth and Reconciliation Report: Indigenous Strategic Planning and Management, Reconciliation (includes Indigenizing/Decolonizing the Academy), and Access, Recruitment, and Retention.

- Finalizing the Partner Agreement with the National Centre for Truth and Reconciliation at the University of Manitoba. As a partner, the University of Ottawa will provide advice and guidance to the Governing Circle for the Centre and contribute to archival, research, and public engagement, education, and reconciliation activities.

- Established an advisory committee in the Faculty of Education to study how to address the Truth and Reconciliation education mandate and implement the Canadian Deans of Education Accord on Indigenous Education, Universities Canada 13 Principles on Education, and the TRC Calls to Action.

- Committed to the ongoing professional development of Public and Catholic School Boards on the Truth and Reconciliation Calls to Action.

Strategic Plans

- Committed to the development of a three-year strategic plan for Aboriginal initiatives that will align with the university’s Destination 2020 Strategic Plan and roadmap.

Teaching and Learning

Teaching Practices and Curriculum

- Integrated Aboriginal content into courses in the Faculty of Social Sciences in program areas including Sociology, Anthropology, Social Work, and Feminist and Gender Studies, and within the School of Political Studies (for example, Aboriginal Economics was offered beginning in 2015).

- Developing bilingual self-learning modules on the history of residential schools and conducting a review of curricula in relation to the health outcomes identified in the TRC recommendations (initiated by the Faculty of Medicine).

- Teaching future teachers about the legacy of residential schools as a lesson in opening education to Aboriginal worldviews.

- Launched a pilot project to add significant Aboriginal law content to the first-year curriculum in the fall of 2016 (initiated by the Faculty of Law).

- Integrated Aboriginal content into the Nursing program curriculum beginning in the spring of 2016.

- Partnered with First Nation, Métis, and Inuit Elders to ensure the integration of traditional knowledge with scientific concepts in Faculty of Medicine outreach programming, which focuses on science workshops and mentorship of primary and secondary school Aboriginal students (initiated by the Faculty of Medicine).

Symposiums and Conferences

- Hosted the International Conference on Mémoires de Violences d’État, which had a panel focusing on the memories of colonial violence in Canada.

- Acting as the Host University Sponsor of the Indspire Soaring: Indigenous Youth Career Conference in March 2017. This will include on-campus activities for approximately 250 Aboriginal students and conference workshops that will engage with 500 to 600 Aboriginal students.

Research

- Dr. Brenda Macdougall, a leading expert in the history of Métis and First Nations, is the province’s first Chair in Métis Research. Dr. Macdougall’s research seeks to increase understanding of Métis history in general, and specifically as it relates to identity, community formation and coherence. The Ontario Research Chair in Métis Research was selected in fall 2009 through a competitive process administered by the
Ontario Research Chairs Selection Panel, an arms-length body associated with the Council of Ontario Universities.

Human Resources

Faculty and Staff
- Recruiting and hiring of Aboriginal graduate students, fellows, and Aboriginal scholars within different faculties.
- Launched a competition to hire a Coordinator, Indigenous Affairs in the Faculty of Common Law. The position will be responsible for the integration and academic excellence of Aboriginal students in the Common Law Section programs, and for the Indigenizing and decolonizing of the Common Law Section to meet core faculty objectives on student access to law school, retention, and academic excellence. In addition, the position will actively implement the relevant TRC Calls to Action concerning education and profession lawyer training.

Community Engagement

Recognition
- Launched a new book entitled, Re-Storying Indian Residential Schools in Times of Reconciliation in Canada.
- Published information about a wide range of interdisciplinary research on Aboriginal issues being studied at the University of Ottawa in the 2016 spring edition of Research Perspectives. According to Past-President Allan Rock, this plurality of research perspectives “makes the journey of education and discovery richer for everyone.”

Events and Exhibitions
- Launched a speaker series in 2015-16 focusing on Aboriginal law and reconciliation, where respected Aboriginal academics and jurists were invited to participate and share their research, experience, and knowledge pertaining to various Aboriginal legal traditions (initiated by the Faculty of Law).

Student Achievement

Student Services
- Implementing a culturally-grounded role model pilot project to improve the academic enrichment and access of Aboriginal undergraduate students in Years 1 and 2, blending mentoring, advisory, retention, and peer-led team learning techniques. The pilot project aims to connect new students with the Aboriginal student community and improve student transitions into academic life.
- Engaging Aboriginal undergraduate students to lead and plan small events and cultural and social activities for the Aboriginal student body.
- Liaising with Aboriginal and non-Aboriginal organizations to develop strong peer-to-peer networks, community relationships, and future role models.
- Offering Aboriginal learners enriching experiences through the Elder-in-Residence program to provide spiritual and emotional support, and cultural teachings that build self-awareness and understanding.
Governance, Strategic Plans

**Governance**
- Established a Provost’s Task Force to respond to the TRC Calls to Action. The Task Force has released a preliminary report, with a Final Report to be released in 2017.
- Included the Director of Four Directions as a member of the Senate.
- Launched a Curriculum Committee to oversee the Indigenous Studies Program, which will include community members.
- Developed an effective Aboriginal Admissions Policy that admitted 52% of Aboriginal students (36) who applied under this policy.

**Teaching and Learning**

**Teaching Practices and Curriculum**
- Introduced a new Aboriginal education course that is a required element of the enhanced Bachelor of Education (B.Ed.) program.
- Developed the course, “Words in Place: Settler and Indigenous Stories of Kingston/Cataraqui,” which received a Principal’s Dream Fund Award to run in 2016-2017 and 2017-2018.
- Developing Foundation and Capstone courses for the Indigenous Studies Program through the Aboriginal Council working group on Indigenous Knowledge, Curriculum, and Research.

**Symposiums and Conferences**
- Organized the Indigenous Research Symposium called Responses to the TRC in November 2016.

**Research**
- Researching the expansion of Aboriginal language programs to include Anishinaabemowin to recognize that Queen’s University is situated on Anishinaabe and Haudenosaunee Territory.

**Human Resources**

**Faculty and Staff**
- Created the position of Director of Outreach and Aboriginal Access in the Faculty of Engineering and Applied Sciences.
- Hired three new Aboriginal faculty members: Dylan Robinson, Canada Research Chair in Indigenous Arts in Fall 2015; Armand Ruffo, Queen’s National Scholar in Indigenous Languages and Literatures in Fall 2015; and Karine Bertrand in Spring 2015.

**Appointments**
- Appointed Dr. Dylan Robinson as Canada Research Chair in Indigenous Arts, Dr. Armand Ruffo as Queen’s National Scholar (QNS) in Indigenous Literatures and Languages, and Dr. Norman Vorano as a QNS in Indigenous Visual Arts of the Americas.

**Community Engagement**

**Recognition**
- Named a new residence building Brant House in honour of Dr. Marlene Brant Castellano and Dr. Clare Clifton Brant—Mohawks of the Bay of Quinte of the Tyendinaga Mohawk Territory, members of the Wolf Clan, and Queen’s graduates.
• Awarded two Honorary degrees to Aboriginal recipients Alex McComber and Nellie Cournoyea.

Community Partnerships
• Supporting and assisting in organizing events for National Aboriginal Day in Kingston.
• Supporting and assisting in organizing the Katarokwi Community Pow Wow.
• Provided programming for youth initiatives including the Youth Diversity Conference, Heritage Kingston Fair, and Queen’s Project on International Development Youth Conference.
• Collaborated with the Kingston Writer’s Fest, Canadian Kingston Film Fest, Kingston Reelout Film Festival, Other Kingston Project, Kingston Arts Council, Idle No More Kingston, Royal Military College Aboriginal Leadership Opportunity Year Program, and Tsi Tyonnheht Onkwawenna.
• Launched the Centre for Indigenous Research Creation.
• Welcomed Elder Albert Marshall who gave a talk on Two-Eyed Seeing.
• Designed and developed the Aboriginal Youth Leadership Program in partnership with Right to Play, Canadian Tire Jump Start, and the Kingston Community Foundation.

Events and Exhibitions
• Formed an advisory body in 2015 to coordinate an event to mark the 20th anniversary of the Royal Commission on Aboriginal Peoples (RCAP) which was held in the fall of 2016.
• Hosted a lecture by TRC Commissioner Wilton Littlechild.

Student Achievement

Student Recognition
• Established a new endowed scholarship for an Aboriginal student in the Smith School of Business.
• Introduced a new endowed entrance scholarship for an Aboriginal law student and a new endowed entrance bursary for an Aboriginal student entering the School of Business.

Student Services
• Established a permanent part-time Elder position in the Four Directions Aboriginal Student Centre.
• Facilitated the QSuccess Aboriginal cohort program for Aboriginal learners to help support their personal and academic success.
• Welcomed a new Elder-in-Residence, Mary Ann Spencer.
• Ongoing advising and cultural support through Four Directions Aboriginal Student Centre.
• Supporting active student groups including: the Queen’s Native Students Association (QNSA); Supporting Aboriginal Graduate Enhancement (SAGE); and Queen’s-American Indian Science and Engineering Society (Q-AISES).
• Offered work study positions through Four Directions to provide leadership positions for students.
Governance, Strategic Plans

Governance

• In October 2015, Ryerson announced a consultation process, including a series of Talking Circles with students, faculty and staff, for the community to share their thoughts and recommendations on the TRC Calls to Action.

• The Aboriginal Education Council and the Office of Aboriginal Initiatives have been given the responsibility to guide, develop, and provide leadership on Aboriginal Education at Ryerson.

• As part of its Aboriginal Postsecondary Education and Training Action Plan, established a University Advisory Council on Aboriginal Issues and Education in 2010 to ensure future generations of Aboriginal people will have greater opportunities and success in education at Ryerson.

• The Faculty of Arts is forming a network of leaders in the Humanities and Social Sciences to collaborate on implementing key TRC Calls into Action.

• The Midwifery Education Program has developed the Aboriginal Admissions Process to make access more equitable for Aboriginal students.

Strategic Plans

• The 2014-19 Ryerson academic plan, Our Time to Lead, identifies respect for Aboriginal perspectives as one of the institution’s core values. The Aboriginal Education Council and the Office of Equity Diversity and Inclusion co-organized an education event encouraging the Ryerson community to use the academic plan as a framework to identify and report on the TRC Calls to Action.

Teaching and Learning

Teaching Practices and Curriculum

• Since 2010, Ryerson’s Centre for Indigenous Governance has provided additional support for Aboriginal students by overseeing the development of curriculum and the development of programs.

• First Nations, Métis and Inuit faculty, instructors, and staff from across the university formed a community group whereby members come together and learn from one another.

• Duncan McCue, Rogers Journalist-in-Residence, is working with instructors to develop new approaches and educational strategies for reporting Aboriginal stories.

• Master’s students at the School of Journalism in the Faculty of Communication & Design embarked on a digital reporting project titled, This is a Canadian Issue, inspired by the TRC’s Calls to Action in areas from holistic healthcare to criminal justice.

• In 2015-16, the Aboriginal Education Council approved five proposals for curriculum development from the Sustainability Management and Enterprise Process Excellence Certificate Program at The Chang School, Ted Rogers School of Hospitality and Tourism Management, the School of Fashion, the School of Interior Design, and the Career Centre.

• The Chang School of Continuing Education offers the Aboriginal Knowledges and Experiences certificate program (developed in partnership with the Aboriginal Education Council).

• DiverseCity Onboard, a program offering governance training, provides opportunities to pre-screened members of underrepresented groups, including Aboriginal peoples, to connect with not-for-profits, as well as, with agencies, boards, and commissions of the municipal, provincial, and federal governments.

• Chair of Indigenous Governance in the Faculty of Arts offers courses in various departments.
• A series of KAIROS Blanket Exercises—an interactive teaching tool used to share the historic and contemporary relationship between Aboriginal and non-Aboriginal peoples in Canada—have been held for the internal community.

• The Faculty of Arts offers grants for general students, faculty members, and all Aboriginal tenure-stream faculty members to attend the World Indigenous Conference on Education in 2017, with the goal of building a better understanding of how to best implement the TRC Calls to Action.

Symposiums and Conferences
• Faculty of Arts will promote the World Indigenous Conference on Education 2017 online and at Congress 2017, to be hosted by Ryerson University.

• In 2016, the Learning and Teaching Office held their annual faculty conference, EDI is in our DNA, and two workshops in collaboration with the Aboriginal Education Council including a keynote address from the Honourable Murray Sinclair.

Research
• The Ryerson University Library and Archives (RULA) launched an Aboriginal Research Portal in 2015. In 2016, a new guide on Indigenous Literatures and Authors was added.

Human Resources
Faculty and Staff
• Over the past few years, Ryerson has tripled the number of Aboriginal faculty and staff.

• An Aboriginal Human Resources Consultant advises on appropriate recruitment, hiring processes, and contributes to Human Resources training programs, as well as, for management, coaching, advising, mentoring and preparing Aboriginal candidates.

• Omushkego Cree Elder and Traditional Counsellor Joanne Dallaire, Red Hawk Woman, has ancestry from Attawapiskat First Nation, and is available to meet with staff and faculty on an array of personal, wellbeing, or Aboriginal topics as Ryerson’s campus Elder.

• Ryerson has employed an Aboriginal Liaison/Admissions Officer to support the unique admissions process for Aboriginal learners.

Community Engagement
Recognition
• Ryerson is the first and only university in Ontario to receive an eagle staff. The staff has very significant spiritual significance and is adorned with fur and thirteen eagle feathers. It is the traditional flag of Aboriginal peoples and takes precedence over all other flags.

• Dr. Cindy Blackstock, member of the Gitksan First Nation and Executive Director, First Nations Child and Family Caring Society of Canada, was hosted by the Jack Layton Chair to discuss the responsibility of the Canadian government to reconcile its relationship with Aboriginal children.

• A space on campus has been allocated for smudging and is available to all faculty, staff, and students.

• In May of 2016, the Ryerson Aboriginal Student Services and the Aboriginal Education Council were presented with a buffalo skull from the Centre for Aboriginal Student Services at York University during a community ceremony in recognition for their work.

Community Partnerships
• Faculty of Arts established a partnership with the First Nations Technical Institute in 2000, resulting in more than 250
Indigenous students receiving a certificate or degree in Public Administration and Governance.

- The Aboriginal Community Outreach and Recruitment program engages the Aboriginal community (both in Toronto and throughout the province) on supporting career, employment, training, and education initiatives and programs.

- Ryerson Housing and Residence Life has collaborated with Ryerson Aboriginal Student Services as well as the Native Youth Sexual Health Network and others as part of the Your Neighbour initiative.

Events and Exhibitions
- An Aboriginal history walk, led by First Story Toronto, was held in October 2016.

- Professor Hayden King and Distinguished Visiting Professor John Ralston Saul co-hosted an event in March 2015 called, A New Conversation: Indigenous and New Canadian Perspectives on Canada.

- 2016 Social Justice Week events included a variety of leaders and speakers, including Joanna Dallaire, Banakonda Kennedy-Kish Bell, Lynn Lavallée, and Dr. Cindy Blackstock, who offered an Aboriginal perspective on a variety of issues.

- The Office of the Provost and Vice President Academic hosted “Fostering a Culture of Safety and Consent at Ryerson,” which featured a diverse panel of speakers including Christa Big Canoe, Legal Advocacy Director, Aboriginal Legal Services of Toronto, to discuss the prevention of violence against women at Ryerson and within the broader community.

Student Achievement

Student Recognition
- In 2006, with the support of Hydro One, an entrance scholarship for an Aboriginal student entering the MPPA program was created.

- Toronto Eglinton Rotary Club/Dr. Robert McClure Award in Health Science supports Aboriginal students pursuing a degree in Health Sciences.

- The Frank H. Hori Award for Aboriginal Students recognizes Aboriginal students for their academic achievements and their connection to the Aboriginal community.

- Retired Ryerson employee Ann MacKay created an endowment for The Ann and Bill Mackay Entrance Award for Aboriginal Students in Recognition of Joanne Dallaire; and the Ann and Bill Mackay Entrance Scholarship for Aboriginal Students in Recognition of Monica McKay.

Student Services
- Aboriginal Student Services provides specialized services for Aboriginal, Métis, and Inuit students on campus to develop a mutually productive relationship between Ryerson and the Aboriginal community.

- The Career Centre has curated a set of online employment resources for equity-seeking groups, including those specific to Aboriginal students and collaborated with Aboriginal Student Services to develop culturally-relevant career planning tools for Aboriginal students.

- Student Learning Support (SLS) has offered “Writing for Wellness Circles” in collaboration with Aboriginal Student Services.

- Aboriginal Student Bursary was established in the 2008-09 academic year as part of the Government of Ontario’s Aboriginal Education Strategy. The value of each bursary ranges from $1,000 to $3,500.
UNIVERSITY OF TORONTO

Governance, Strategic Plans

Governance

• Established a university-wide steering committee, advisory to the President and the Provost, in response to the federal TRC to review the 94 Calls to Action and begin implementing those that are applicable to the university. The steering committee established five working groups to make recommendations relating to: Aboriginal students, faculty and staff, curriculum, co-curricular programming, and research ethics and community relationships. The steering committee includes two Aboriginal Elders.


• Developing mechanisms to oversee the implementation of recommendations presented to the President and Provost outlined in *Answering the Call: Weeheehetowin*.

• Established or establishing divisional TRC groups within numerous divisions. These include the Faculties of Law, Medicine, Social Work, Arts and Science, the Central Library System, and the Ontario Institute for Studies in Education (OISE).

Strategic Plans

• Working closely with the TRC steering committee, the university’s Council of Aboriginal Initiatives will have a central role in the development of any vision statements or strategic plans as committee recommendations are being discussed.

Teaching and Learning

Teaching Practices and Curriculum

• Established a Curriculum Working Group of the university’s steering committee focusing on the continued development and enhancement of Aboriginal curriculum across the university.

• Established a second working group of the university’s steering committee focusing on enhancement of co-curricular offerings with Aboriginal themes for students across the university.

• Surveyed all divisions across the university and revealed the very large number of courses across the university that contain Aboriginal themes and content, and the wide range of Aboriginal-themed co-curricular offerings already in place. The list of initiatives that resulted from the survey will be shared across the university as an example of best practices.

• Renamed the Aboriginal Studies Program as the Indigenous Studies Program after an internal review by the Faculty of Arts and Sciences.

• Offering two courses at OISE that specifically focus on the TRC and its findings, and a course at Emmanuel College about relationships between Aboriginal communities and Christianity with a focus on the TRC.

Human Resources

Faculty and Staff

• Established a working group of the university’s steering committee focused on ways to enhance recruitment and retention of Aboriginal faculty and staff.

• Searching for a full-time language instructor (cross appointed with the Department of Linguistics) in the Aboriginal Studies Program.

Community Engagement

Recognition

• Included a Statement of Acknowledgement of Traditional Land in all convocations, ground-breakings, and building openings, and made it available to all divisions for use at university events.

Events and Exhibitions

• Revealed the very wide range of Aboriginal-themed events and programming hosted weekly across the university through a university-wide survey of current initiatives.

• Established a TRC focus this year at the university’s annual International Day for the Elimination of Racial Discrimination ceremony.

• Hosted speakers throughout the winter 2016 term which included: The Faculty of Law hosted Kim Murray, former Executive Director of the TRC, to speak to students; the School of Public Health hosted Phil Fontaine to speak on the TRC; and the School of Public Policy and Massey College hosted the Walter Gordon Symposium (two days), which focused on the Calls for Action on the Royal Proclamation.
Governance, Strategic Plans

Governance

• The first donor to the original university fund were the Mississauga Anishinaabe of Curve Lake First Nation. Since then, the university has remained committed to reconciliation with Aboriginal peoples through numerous policies, practices, and programs.

• 1988: Created the Council of Directors (COD), an Aboriginal Advisory Council for the Native Management and Economic Development Program, that provides the model for the Ontario government’s Aboriginal Education Councils.

• 1992: Transformed the COD into the Aboriginal Education Council (AEC) to provide advice on Aboriginal education to Trent Senate and Board of Governors. The AEC membership consists of local Aboriginal community representatives and university representatives working in partnership to improve Aboriginal education at Trent.

• 2001: Criteria for Tenure for Traditional Aboriginal Knowledge and Dual Tradition Scholars approved by Committee on Academic Personnel, formalizing a two-decade practice of appointing Elders to tenure track positions on basis of Indigenous Knowledge.

• 2014: Presidential Task Force on Indigenous Education releases Enweying: Continuing the Conversation about Indigenous Education at Trent University report.

• 2015: Formed a Senate Subcommittee on Indigenous Education. The committee will address recommendations from the TRC and recommendations from the Enweying report, and develop a new comprehensive plan on Aboriginal education at Trent University.

Strategic Plans


• 2006: Developed a Statement of Affirmation and Support that includes a commitment to “continue to lead by example and to remain at the forefront of higher education with respect to Aboriginal peoples, by fostering their development, their cultures and their knowledge within the University and in society.”

• 2012: Developed a University Vision Statement that reads: “We foster an environment where Indigenous knowledge is respected and recognized as a valid means by which to understand the world.”

• Radical Recovery: An Academic Plan for Trent (2012-15) establishes Canadian Studies and Indigenous Studies as a signature area for targeted marketing, recommends a Chancellor and President’s Task Force on Indigenous Education and updates the Aboriginal student recruitment target of 600 students.

• The Strategic Mandate Agreement 2014-17 sets out to remain at the forefront of Aboriginal education and scholarship as part of the Trent Mission, identifies Indigenous Knowledge as one of 10 areas of Institutional Strength and proposes The Study of Canada and Indigenous Knowledge as a program area for growth.

Teaching and Learning

Teaching Practices and Curriculum

• For more than 50 years, Trent has incorporated traditional
teachings and perspectives into its curricular and extra-curricular programming. Trent’s leadership in Indigenous Studies dates back to the university’s beginnings, when in 1969 it became the first university in Canada, and second in North America, to establish an academic department dedicated to the study of Aboriginal peoples and Aboriginal knowledges.

- Offering Bachelor of Arts (B.A.) Honours, or B.A., Single or Joint Major; B.A. Honours, or B.A., Indigenous Environmental Studies; Bachelor of Business Administration (B.B.A.) Indigenous Management and Economic Development Specialization. At the graduate level: Master’s of Arts (M.A.), Canadian Studies & Indigenous Studies; Doctor of Philosophy (Ph.D.) in Indigenous Studies.

- Indigenous Diploma programs in Indigenous Learning or Indigenous Environmental Studies provide the opportunity for students of Aboriginal heritage to make the transition into university-level studies in a supportive environment. Students may transfer their diploma credits to their degree program. Most students are able to complete a diploma and degree in four years.

- Business Specialization in Niigaaniwin—The Art of Leading: This specialization is available to students in the B.B.A. program and brings together two knowledge systems, Western business practices and Indigenous ways of knowing and working, with a view to developing students’ ability to work skillfully in the 21st century business environment.

- Diploma in Foundations of Indigenous Studies for future Nursing Students: A two-year program for Aboriginal students who have the equivalent of Grade 12 or who qualify as mature students looking to bridge into Nursing. All courses from this diploma program receive university credit and students who complete the diploma and meet the requirements are admitted to the Compressed Bachelor of Science in Nursing (B.Sc.N.) degree.

- 2016: Created an Indigenous Bachelor of Education Degree (B.Ed.). This new concurrent five-year program of professional education, the first of its kind in North America, puts Aboriginal knowledge and perspectives at the forefront of teacher training and provides self-identified First Nations, Métis, Inuit, and Aboriginal students from around the world with the opportunity to become Aboriginal teachers.

- 2016: Trent calendar indicates 54 courses cross-listed with the Department of Indigenous Studies and other university departments.

- 2016: Enweying School of Indigenous Studies proposed for Senate approval.

### Human Resources

**Faculty and Staff**

- 1978: First Indigenous Elder hired to teach Nishinaabemowin language and culture. Elders subsequently appointed to tenured positions based on their traditional knowledge.


- 2016: Indigenous content requirement in the School of Education and Professional Learning for all teacher candidates.

- 2016: Aboriginal Health Issues is one of three areas of focus in the Trent/Fleming School of Nursing.
• 2016: The university currently has 10 self-identified Aboriginal faculty and eight Aboriginal staff members.

**Appointments**
• First university in Canada to appoint professors to tenure track positions based on their Indigenous knowledge.
• 2008: Creation of the Chair in Indigenous Knowledge responsible for research and transmitting Aboriginal knowledge to undergraduate and graduate students.
• 2004: Established Canada Research Chair in Aboriginal Arts and Literatures.

**Community Engagement**

**Recognition**
• 1994: Aboriginal Education Council gifts Condolence Cane carved by former faculty member and Condoled Chief Jake Thomas to Senate, which, along with traditional Indigenous Honour Song, is added to all convocation ceremonies to honour achievements of all graduates.
• 1973: Largest Lecture Theatre in Otonabee College named after Charlie Wenjack, recognizing the impact of residential schools in Canada.

**Community Partnerships**
• 1999: Creation of Friends of Native Studies Council to assist in fundraising for First Peoples House of Learning (FPHL).
• In the spirit of working and speaking together (Enweying), FPHL and the Indigenous Studies Department work closely with local First Nation communities both through our AECI and through local community services agencies.
• The FPHL welcomes the entire Trent community to the services and programs offered (i.e. traditional teachings, open houses, the Elders Gathering, the Visiting Elders program, Pine Tree lectures, and hands-on workshops).
• Commitment to numerous community-led initiatives, including but not limited to, Gchi-nbi–Water Awareness Walk, Indigenous Student Community Welcome Celebration, and Seeds of Good Life Documentary Project.

**Nozehm: First Peoples Performance Space** is a one-of-a-kind venue designed to allow the audience to interact with artists and performers. Unlike a traditional Western theatre, the space is designed to host ceremonies and to nurture Aboriginal oral tradition, language, and knowledge. The space also serves as the summer home to the Centre for Indigenous Theatre from Toronto.

**Trent Aboriginal Cultural Knowledge and Science (TRACKS)** is a youth outreach program for ages 8-15 run through Trent University in association with the Indigenous Environmental Studies Program (IES) and the Kawartha World Issues Centre (KWIC). The focus is on weaving Aboriginal cultural knowledge with math and science curriculum.

**Events and Exhibitions**
• 1971: Trent hosts the founding meeting of the Inuit Tapirsat of Canada, the National Inuit Organization.
• 1976: Creation of the first Elders and Traditional Persons’ Gathering in a Canadian university, which is now an annual event. The Elders Gathering is an opportunity for the students and the community to listen and learn from the stories and knowledge that the Elders and traditional people carry.
Student Achievement

Student Services
• 1994: Created the Mon-Ki-Ki Reading Room in Native Studies in the Bata Library.

• The FPHL employs students throughout the year as ambassadors to the wider community. They are a visible presence on and off the campus, promoting the services FPHL provides and extending a welcoming hand to the community that FPHL fosters.

• 2001: FPHL created as a community of learners and student support centre: "...a community within the university for the exploration and development of indigenous knowledge" and "a celebration of Aboriginal learning and knowledge."

• The FPHL manages the Traditional Area, located just outside of the building named Enweying. The traditional area has a tipi and an Anishnaabe sweat lodge. The Trent and Peterborough community use the sweat lodge and tipi for a number of cultural and ceremonial practices. A community full moon ceremony is held monthly and other ceremonies are held on request.

• Development of a project for incoming Aboriginal learners funded through the Mental Health Innovation Fund in 2015, entitled Biishkaa (Anishnaabemowin for "rise up") to support first-year Aboriginal students in their transition to Trent University. The Biishkaa program provides a holistic approach to incoming Aboriginal students’ well-being by utilizing Elders’ teachings and experiences on the land. The three-week on-campus summer orientation program continues as a mentorship throughout the school year, with regular meetings with the Biishkaa Mentors who are available to help guide students in their transition to Trent University and help them to become familiar with the City of Peterborough and surrounding First Nations communities.
Governance, Strategic Plans

**Governance**

- Formed a TRC Task Force to develop an institutional response to the TRC Calls to Action. The committee consists of faculty members, representatives from the Aboriginal Students Association, and staff from the Waterloo Aboriginal Education Center (WAEC). It is chaired by the Principal of St. Paul’s University College, which hosts the WAEC.

- The TRC Task Force has prepared a survey, to be distributed across the university, to determine what is currently being done to advance Indigenization at the faculty and departmental level and to solicit suggestions for future actions.

**Teaching and Learning**

**Teaching Practices and Curriculum**

- New courses have been developed and delivered that teach students how to work with Aboriginal communities, in fields such as Environmental Studies or Engineering.

- The creation of a new minor in Indigenous Studies is under discussion.

**Symposiums and Conferences**

- In partnership with the Faculty of Arts, the WAEC hosted a symposium in response to the TRC Calls to Action entitled, Integrating Knowledges Summit. This summit was designed to be an intercultural calling-in of social justice advocates, community Elders, researchers, artists, cultural, and multidisciplinary practitioners and performers, academics, students, and residential school representatives, among others, in order to generate creative solutions to immediate societal challenges and to develop opportunities for Aboriginal and non-Aboriginal artists and researchers across disciplines to meet and collaborate.

**Human Resources**

**Faculty and Staff**

- The survey being executed by the TRC Task Force includes questions that will allow the university to more effectively identify Aboriginal staff and faculty and to better understand and respond to their needs.

**Community Engagement**

**Recognition**

- The WAEC, with support from the
Hallman Foundation, has twice hosted a summer camp on the university campus for Aboriginal youth and their caregivers called Circle of Lifelong Learning.

Community Partnerships
• In collaboration with the university’s HeForShe project, the WAEC hosted a special summer camp this summer for Indigenous girls to promote STEM (science, technology, engineering, and mathematics) disciplines.

• ćəsnaʔəm is a 5,000-year-old Musqueam village and cemetery located in what is now Vancouver. Working with the Musqueam First Nation, the Museum of Vancouver, and the Museum of Anthropology at the University of British Columbia, the University of Waterloo’s Susan Roy helped create a series of exhibitions and digital projects called ćəsnaʔəm, the city before the city. The project focuses on the ancient landscape and living culture of Musqueam, bringing a critical history of city building, colonialism, museum collecting practices, and Aboriginal activism to public audiences.

Events and Exhibitions
• The University of Waterloo’s Bob Harding Humanities and Social Sciences Award supported the Mush Hole Project, an immersive, site-specific art and performance installation event that responded to the former residential school, the Mohawk Institute. The event was held at the Woodland Cultural Centre in Brantford, Ontario, in September of 2016.

Student Achievement

Student Services
• St. Paul’s University College is constructing a ceremonial fire grounds and medicine garden to make Aboriginal students feel more welcome by supporting traditional cultural practices. The creek-side site will include anchors for erecting tipis.
Western University

Governance, Strategic Plans

Strategic Plans
• Released the Indigenous Strategic Plan draft in May 2016. The purpose of the plan is that “Western University will elevate Indigenous voices and agency to engage all faculty, staff, students, and communities in advancing excellence in Indigenous research, education, and campus life.” It was presented to Senate in fall 2016.

Teaching and Learning

Research
• Increased and enhanced Aboriginal teaching and research activities through Western’s Interdisciplinary Development Initiative in Applied Indigenous Scholarship. The initiative is being led by Western’s Aboriginal scholars and is reinforced by other faculty and staff from across campus. Projects included a Collaborative Graduate Program in Indigenous Scholarship, developing curriculum, establishing an undergraduate internship for First Nations Studies, developing cultural competency training for faculty and staff, and expanding Aboriginal research through Aboriginal scholarships and an International Summer School for Aboriginal graduate students.

Human Resources

Faculty and Staff
• Providing cross-departmental cultural awareness training at Western’s four campuses by Indigenous Services staff.

Community Engagement

Recognition
• Organized an Indigenous Awareness Week that included panels, workshops, and youth outreach events revolving around Aboriginal culture, language, health, history, and spirituality.

Community Partnerships
• Partnered with the Southwestern Ontario Aboriginal Health Access Centre (SOAHAC) to develop an Elders’ program.
• Partnered with Antler River Elementary School at the Chippewas of the Thames First Nation to run a Young Women’s Group.
• Participated in Aboriginal community sessions to help create the Indigenous Strategic Plan.
Goverance

Following the launch of the TRC Report, Laurier released the statement: "Laurier is committed to working towards rapid implementation of the recommendations of the commission and ensuring that the Laurier community becomes active participants in the reconciliation process."

Senate approved the Aboriginal Protocol Handbook for all Laurier convocations, which outlines Indigenous ceremony and regalia inclusion in Laurier convocations.

Strategic Plans

The new Strategic Academic Plan 2015-2020 commits to "Build capacity in Aboriginal education and Indigenization of our campuses to enable Aboriginal programming to be expanded under the leadership of Aboriginal students, faculty, and staff.

Have a Traditional Medicine Policy allowing the use of traditional medicines in any common use building on our campuses.

Teaching Practices and Curriculum

Growing range of Aboriginal academic programs include: The gold standard, innovative Master of Social Work Aboriginal Field of Study program based on Aboriginal knowledge, scholarship, methodologies, theory, and practice; an Indigenous Studies major which includes a Mohawk language course and a course on the Haudenosaunee Longhouse traditions; a Bachelor of Social Work (B.S.W.) program that includes Indigenous courses in the core courses including one co-taught by a local community Elder; Aboriginal "circle rooms" at both the Brantford campus and the Kitchener-based Faculty of Social Work; and both campuses have Medicine Gardens attached to the Indigenous Student Centres that support teaching by offering Medicine Garden courses and workshops.

Ashoka University in its designation of Laurier as a Changemaker campus said, "We were also very impressed with how Laurier was integrating Indigenous Issues and knowledge systems into a variety of experiential programming and physical spaces on campus."

Symposiums and Conferences

An annual Indigenous Research Symposium highlights issues surrounding research in Aboriginal communities and Aboriginal researchers and their work, methodologies, and ground-breaking relationship-building in communities.

Human Resources

Faculty and Staff

The HR Strategic Plan 2016-2021 commits to: Develop and deliver educational programming and resources to build Aboriginal and Indigenous awareness; and develop and implement an employment equity strategy aimed to attract and retain a diverse employee population with a specific focus on Aboriginal faculty and staff.

Fifty staff and faculty participated in an Indigenous Awareness training pilot project. An intensive evaluation will form the basis for the implementation of permanent awareness training at Laurier for all staff and faculty.
HR’s new employment strategy includes positions for an Indigenous Curriculum Specialist, an Indigenous Human Resources Specialist, and Elders for each campus.

Community Engagement

Recognition
- Initiated Traditional Territorial Acknowledgements at the beginning of Laurier official events such as Senate and Board meetings, convocations, and other public events.
- Annual Aboriginal Education Week includes events that highlight Aboriginal leaders and engage the campus and local community in a celebration of Aboriginal cultures, knowledge, and people.

Community Partnerships
- Successful partnerships with three Aboriginal Institutes to deliver the gold standard Aboriginal Field of Study-MSW program in communities.
- An agreement with Six Nations Polytechnic to design and deliver Aboriginal studies courses for the Laurier B.S.W. program highlights local issues and promotes cooperation between community and university in delivering locally relevant programming.

Events and Exhibitions
- Waterloo Lutheran Seminary conducted a weekly reading and discussion of each Call to Action from the TRC.
- Film and speaker series bring distinguished Aboriginal voices to our campuses and highlight a great variety of topics and issues. Authors such as Thomas King, Joseph Boyden, Lee Maracle, and Drew Hayden Taylor, political figures including Senator Murray Sinclair, Chiefs Ava Hill and Perry Bellegarde, journalists such as Duncan McCue and Jesse Wente, scholar and activist Cindy Blackstock, scholar and author Leanne Simpson are a few of those speakers who attract not only the campus community but also the local community.
- Grand Chief Perry Bellegarde inspired a large group of students, staff, faculty, and community members in a moving lecture where he advocated to close the educational and employment gap for Aboriginal people.

Student Achievement

Student Services
- Aboriginal Student Centres in Waterloo and Brantford are open to both Aboriginal and non-Aboriginal learners who are studying at Laurier. The centres are a welcoming space to study, meet up with friends, or grab a bite to eat. Services and programs offered at the Aboriginal Student Centres include:
  - Academic advising and support, including: tutor matching, assistance with course selection, peer mentoring, and academic skill development programs.
  - Bursary and scholarship information, including: reference letters, mailing applications, and search assistance.
  - Visiting Elders-in-Residence: Every month an Elder visits campus to spend time with students, deliver talks, or meet with students one-on-one.
  - Resource library and research support: Borrow a book from our library full of Aboriginal perspectives on a variety of topics.
  - Cultural programming, including: craft workshops, speaker series, socials, moon ceremonies, and more.
  - Study lounge, available for small group meetings or studying by yourself.
  - Weekly soup lunch from noon to 2 p.m.
  - Referrals to on- and off-campus services.
- The SEEDS program is a scholarship incentive program designed to help first-year students succeed at Laurier. Aboriginal students who fulfill academic program requirements and check-ins with Aboriginal Student Support Coordinators receive a $250 scholarship each semester to help with their school expenses.
UNIVERSITY OF WINDSOR

Governance, Strategic Plans

Governance
• Formed a special committee of the Senate to benchmark the University of Windsor against the Universities Canada 13 Principles on Indigenous Education and prepared a report for the University of Windsor Senate’s April 2016 session.

• Established the Truth and Reconciliation Steering Committee to review the TRC report, and in particular TRC Recommendation 28: “We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous People, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.” (Initiated by the Faculty of Law.)

Strategic Plans
• Approved the Aboriginal Education Centre Strategic Plan in the Aboriginal Education Council. The Strategic Plan will set the course for the Aboriginal Education Centre over the next three years.

Human Resources

Faculty and Staff
• Hiring of two Aboriginal faculty members by the Faculty of Law.
Governance, Strategic Plans

Strategic Plans
• Embarking on a process to develop a university-wide strategy to address the needs of Aboriginal students, staff, and faculty, and the importance of Aboriginal engagement to the future of the university. Items to be explored include the recruitment and academic success of Aboriginal students, the curricular offerings and content which explore Aboriginal life, culture and traditions, and programs to recruit and retain Aboriginal staff and faculty, among others.

Teaching and Learning

Teaching Practices and Curriculum
• Hosted a faculty meeting to explore the impacts of the TRC Calls to Action on all law schools and to institute courses of study on residential schools, treaties, and the United Nations Declaration on the Rights of Indigenous Peoples, inter-cultural competencies, anti-racism, and more (hosted by Osgoode Hall Law School).

Symposiums and Conferences
• Hosted a colloquium on Indigenous Language Policy Implications of the TRC Report. The event explored the various TRC Calls to Action specially directed to Aboriginal languages and access to language education in postsecondary institutions (hosted by Glendon College).

Community Engagement

Recognition
• A number of activities will take place on campus in relation to the TRC report, including faculties hosting their own events and inviting speakers to talk about the report, and students contacting the Centre for Aboriginal Student Services requesting information and resources on the subject.

Student Achievement

Student Services
• The renovated Hart House (current Tipi site location) was opened in September 2016 to serve the Aboriginal community at York for ceremonial and community space.
• Established the Centre for Aboriginal Student Services, a multifaceted student service unit that provides culturally-appropriate support services and programming for York’s Aboriginal student community.
SUMMARY OF RESPONSES TO THE FACULTIES OF EDUCATION SURVEY OF INDIGENIZATION-RELATED ACTIVITIES
SUMMARY OF RESPONSES TO THE FACULTIES OF EDUCATION SURVEY

BROCK UNIVERSITY

- Brock University has embedded instruction around working with Aboriginal populations, as well as with diverse populations, into a foundational course for all Teacher Education students.
- The Teacher Education program also provides a specific stand-alone elective course for Intermediate/Senior Teacher Education students called “Indigenous Education in Secondary Schools.” It highlights Aboriginal perspectives and issues to Intermediate/High School students, and focuses on integrating Aboriginal content and strategies across the curriculum.

LAKEHEAD UNIVERSITY

- The Faculty of Education offers a Master of Education (MEd) in Indigenous Education. This specialization is grounded in Aboriginal historical, philosophical, sociocultural, and political foundations and Aboriginal research, protocols, and practices that focus on educational aspects of the politics of colonization and decolonization, honouring Aboriginal knowledge and relationships to land, exploring Aboriginal approaches to well-being, and revitalizing traditional worldviews and languages.
- The Department of Aboriginal Education recently created a proposed four-year Honours BEd degree specializing in Aboriginal Education and aims to create new Graduate opportunities for Aboriginal applicants.
- Lakehead University made a commitment in May 2014 that by the beginning of the 2016/17 academic year, all academic units will have calendared for all of their undergraduate degree programs, a degree requirement of at least one 0.5 Full Course Equivalent course containing at least 50% (equivalent to 18 hours) of Aboriginal knowledge and/or Aboriginal content.
LAURENTIAN UNIVERSITY

• The English language concurrent Bachelor of Education (BEd) has an embedded Indigenous focus.

• All BEd courses include sections on Indigenous cultures, ways of knowing, and history, and candidates must plan each lesson with consideration for First Nation, Métis, and Inuit learners, regardless of where they practice teaching. The program has sought to establish partnerships with First Nation, Métis, and Inuit communities to share knowledge and allow pre-service teachers to experience Aboriginal culture by completing six-week teaching placements.

• The most successful partnership in terms of longevity and reciprocal learning has been one with the M’Chigeeng First Nation. In their final year, all teacher candidates travel to the band-run Lakeview School to visit with Anishinabek Elders and to learn how the school incorporates Ojibwe culture into the curriculum. Six to eight teacher candidates are selected annually from a pool of applicants to complete long-term placements at that school.

• The BEd Intensive Professional Year begins with a day dedicated to learning from Elders (either at the Killarney-Shebanoning Outdoor Environmental Education Centre or Camp Falcona).

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY (UOIT)

• The Faculty of Education has integrated First Nation, Métis, and Inuit content throughout the BEd Program. The foundation courses include Aboriginal perspectives and teachings such as visiting Elders presenting to teacher candidates each term, sharing their traditional knowledge and culture, and a discussion of the Final Report of the Truth and Reconciliation Commission of Canada (TRC).

• The Faculty of Education holds an annual Indigenous Education conference in collaboration with local Aboriginal organizations and people, UOIT’s Baagwating Centre, and the Durham District School Board. Teacher candidates learn about Aboriginal history, including residential schools, engage in Aboriginal cultural activities, and explore how to infuse Aboriginal perspectives into school curriculum.

• UOIT offers two Aboriginal elective courses in the BEd program: “An Introduction to Indigenous Art” and “Pedagogy of the Land.” An Ojibwe language course is in development.
UNIVERSITY OF OTTAWA

• Established a First Nation, Métis, and Inuit Bachelor of Education Advisory Committee. The committee is comprised of professors, school board representatives, teachers, graduate students, teacher candidates, Algonquin Elders, Kitigan Zibi Algonquin representatives from the educational sector, and other Aboriginal community organization representatives.

• Representation of Aboriginal community members on the Teacher Education Advisory Committee.

• In partnership with the Kitigan Zibi Algonquin community, University of Ottawa established professional learning orientation sessions for administrators and professors that address Algonquin history, knowledge, and contemporary issues. Individuals travel to Kitigan Zibi and attend professional learning sessions with Elders.

• To reflect a commitment to the TRC Calls to Action, an Algonquin Advisor from the Kitigan Zibi community was hired to work with professors and teacher candidates for the 2016-2017 academic year.

NIPISSING UNIVERSITY

• The Faculty of Education hired a Chair/Professor in Indigenous Education. The role is sponsored by the Schulich School of Education and is the institutional lead on Indigenization at Nipissing.

• All university staff and faculty are provided an opportunity to take part in Cultural Awareness Training.

• The Faculty of Education has required two cross-divisional courses in the BEd program that have the following learning outcome: demonstrate knowledge of course content as it applies to First Nations, Métis, and Inuit populations.
• An Algonquin Elder is invited to the opening and closing orientation sessions to welcome and offer an official blessing to the incoming 360 teacher candidates.

• In the process of establishing a memorandum of understanding to be the provincial centre of Project of Heart, “an inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada”. All Primary-Junior teachers have received training in this project to demonstrate a commitment to the Calls to Action put forth by the TRC.

• The Faculty of Education hosted a professional learning day with the Ottawa Catholic School and Ottawa Carleton District School Boards on commitments to TRC Calls to Action.

• Several Teacher Candidates are working on Community Service Learning projects with the Kitigan Zibi community where they have the opportunity to do a three-week teaching placement at the Kikinamadinan School.

• The Faculty of Education is committed to hiring professors in the area of Indigenous Studies over the next three years.

• The Faculty of Education offers a three-year community-based Aboriginal Teacher Education Program (ATEP) at the Primary/ Junior level that leads to a BEd or the Certificate in Aboriginal Teacher Education.

• Starting in 2016-2017 all teacher candidates are required to take a 36-hour credit course titled “First Nations, Inuit, and Métis Education: Historical Experiences and Contemporary Perspectives.”

QUEEN’S UNIVERSITY

• The Aboriginal Teacher Education Program (ATEP), celebrating its 25th anniversary in 2015-16, is one of the oldest Aboriginal education programs in Canada. The program offers the opportunity for students to earn a BEd at community-based sites around Ontario, Manitoulin-North Shore, and Northwestern Ontario regions; the ATEP trains both Aboriginal and non-Aboriginal people to teach in Aboriginal communities, in addition to how to address reconciliation in non-Aboriginal schools; and ATEP students, staff, and faculty host film nights, workshops, book sales, and speaker series events throughout the year.

• The Faculty of Education is home to the ATEP medicine garden, where sacred medicines (tobacco, cedar, sage, and sweetgrass) grow, as well as the Three Sisters (corn, beans, and squash) and other food and medicinal plants. Weekly open smudges are offered to the whole student body, and students have ongoing access to smudging and other medicines in the ATEP lounge.

• Queen’s University offers graduate programming in Aboriginal education, including Aboriginal and World Indigenous Education Studies (AWIES), MEd, and an Aboriginal education stream in the new online Professional MEd program.
UNIVERSITY OF TORONTO (OISE)

• Ontario Institute for Studies in Education (OISE) participated in a joint project with the Martin Aboriginal Education Initiative to improve student achievement in reading and writing in on-reserve elementary schools.

• OISE serves as the hub of the Indigenous Education Network, a group of students, faculty, and community members who share a common commitment and passion for Indigenous Education and Research.

• OISE coordinated the Indigenous Education Initiative (IEI), a "collaborative" with support from the Munk School of Global Affairs. The IEI "aspires to be the global leader in scholarship on Indigenous issues that affects educational practice and policies leading to Indigenous futures that are healthier, safer, more just and prosperous and to demonstrate Canadian and global progress on reconciliation." It supports community and cultural events in order to raise the understanding of "citizens at large."

• OISE publishes Natural Curiosity: A Resource for Teachers, based on an interactive and integrated approach to environmental education. It was developed by the Laboratory School at the Dr. Eric Jackman Institute of Child Study. Through this work, OISE has connected with the Aboriginal community and is planning to integrate Aboriginal perspectives in a meaningful manner into future editions of the resource.

• To advise on institutional policies, procedures, practices, and programs to ensure they reflect and respect the interests and needs of Aboriginal communities, the OISE Aboriginal Advisory Council was established.

TRENT UNIVERSITY

• The Indigenous Studies Program is a long-standing and highly regarded program with participants ranging from undergraduate to Doctor of Philosophy (PhD). The program was developed in close partnership with a Program Advisory Council made up of community members, Elders, faculty, staff, college, and school board partners. Teacher candidates have field experiences on-reserve and off-reserve in urban and rural school settings.

• For September 2016, Trent is launching a BEd program for self-identified Aboriginal students. This five-year concurrent program has a unique curriculum that includes both Aboriginal cohort classes and courses that are integrated with the consecutive BEd program.

• All students in the Faculty of Education take a mandatory 36-hour course on Indigenous and Environmental Sustainability.

• Faculty researchers are developing a narrative inquiry research project with voluntary teacher candidates on Stories of Becoming an Indigenous Teacher. Key issues will be equity pay for on-reserve teachers, preparation for on-reserve teachers, greater representation of Aboriginal teachers in Ontario, and recognizing Aboriginal prior learning experiences.

• Established the First Peoples House of Learning that supports students both academically and culturally with advising, events, and ceremonies, and an Elder in Residence program.
WESTERN UNIVERSITY

- The Faculty of Education offers elective undergraduate and graduate courses and professional development sessions that integrate Aboriginal knowledge, histories, and voices.

- The Master of Professional Education program in the field of Aboriginal Educational Leadership considers Aboriginal ways of leading, knowing, teaching, and learning with an emphasis on organizational and pedagogical strategies to improve Aboriginal student success.

- In March 2015, the Faculty of Education hosted Matters to Us! Transforming the Legacy of Residential Schools. Attendees shared stories and learned about the legacy of residential schools. They also identified culturally responsive approaches and resources to increase an educator’s comfort and skill level in teaching about Canada’s Aboriginal people.

- Western proudly renewed its longstanding commitment to “improving the accessibility and success in higher education for Indigenous peoples” in the university-wide Indigenous Strategic Plan. As part of this strategic priority, Western is committed to strengthening their approach to planning and engaging Aboriginal peoples at every level of study, work, and research, contributing to the best experiences for Aboriginal students, staff, and faculty members.

- Supporting Aboriginal Graduate Enhancement (SAGE) is a peer-based support network for Aboriginal graduate students at Western University aimed at facilitating transition, retention, and completion of Aboriginal students in graduate studies.

- The Faculty of Education has committed to hiring a full-time faculty position in Aboriginal Education.

WILFRID LAURIER UNIVERSITY

- Laurier has made a commitment to infuse Aboriginal issues related to education into every course within the BEd program.

- Laurier has dedicated scholarships for those who self-identify as having an Aboriginal background, heritage, or ancestry during the admission process.
UNIVERSITY OF WINDSOR

- “We work in partnership with the Aboriginal Education community and the Walpole Island reserve, supported by specific faculty research, to provide both required courses and field experience opportunities for teacher candidates to learn about Indigenous issues, cultural life, and traditional practices.”

- The Faculty of Education has a longstanding partnership with the university’s Aboriginal Education Centre (AEC) and, with them, holds a substantial grant to fund the Beginning Time Teaching program, which assisted in the sponsorship of the STEAM (Science, Technology, Engineering, Arts and Mathematics) project, which uses Aboriginal perspectives to assist elementary school students in their learning.

- The BEd curriculum includes a mandatory foundation course, “Aboriginal Ways of Knowing,” and a service-learning course “Beginning Time Ab/Original Teachings,” in which students participate in a series of learning experiences designed to increase their familiarity with traditional teachings and ways of knowing, including on-site participation in cultural life and traditional practices.

- The Faculty of Education offered a non-credit course in Anishinaabe language, in which all teacher candidates were invited to participate.

- Events such as the Social Justice Conference, which is a required event for all BEd students and which also brings in Associate Teachers, school board members, AEC representatives, and other members of the community, help teacher candidates learn about the diverse perspectives of the young people they will work with, including Aboriginal and refugee populations.

YORK UNIVERSITY

- The Faculty of Education Access Initiative is aimed at Aboriginal students among other underrepresented groups. The initiative is designed to recruit, admit, and support individuals who will make excellent teachers and who reflect the diversity in our society.

- York offers a concurrent program specialization in Indigenous Teacher Education that prepares students to teach Aboriginal material in respectful ways to Aboriginal and non-Aboriginal students at all levels.

- York has a specialized MEd in Aboriginal Education, the current cohort of which is focusing on urban Aboriginal issues and integrating Aboriginal subject material across the curriculum for all students. This cohort was developed in response to the need for knowledge and understanding of First Nations, Métis, and Inuit cultures, histories, and perspectives into the classroom and is the product of collaboration with the Toronto District School Board Aboriginal Education Centre.

- All students must take a mandatory course on issues in Aboriginal education. In these classes, students explore issues like using Aboriginal education practices and sources in the classroom, decolonizing approaches to pedagogy, and understanding Aboriginal concepts like leadership, knowledge, and environment in contemporary contexts.
THE COUNCIL OF
ONTARIO FACULTIES
OF MEDICINE AND THE COUNCIL
OF ONTARIO UNIVERSITY
PROGRAMS IN NURSING
INDIGENIZATION IN MEDICAL EDUCATION PROGRAMS

INCREASE ABORIGINAL PROFESSIONALS IN HEALTH CARE
(23.i) Increase the number of Aboriginal professionals working in the health care field.

Pre-admission Programs

Ontario Faculties of Medicine have a number of programs designed to encourage young Indigenous students to consider careers in health sciences structured as camps, mini-medical school programs and outreach activities by medical students geared to primary and high school students.

Indigenous Admissions Stream

All six of Ontario’s Faculties of Medicine have application streams that promote and support admission of Indigenous students into the MD Program.

Each school’s admission stream is unique and strives to ensure any Indigenous applicant who meets the admission standards is offered a position, through process that promotes cultural safety. Some medical schools involve Aboriginal community members in file review and the interview process.

Many schools reserve a dedicated number of seats for Aboriginal applicants, while others commit to accept all Aboriginal applicants who meet the minimum academic requirements.

Student Supports and Retention

Once in the MD program, the Ontario Faculties of Medicine/Universities offer Indigenous student support services through a dedicated office that creates a welcoming and safe space and offers individualized student services.

Services and supports offered through these offices aim to create a culturally safe “home away from home” for learners.
PROVIDE CULTURAL COMPETENCY TRAINING

(23.iii) Provide cultural competency training for all healthcare professionals

Provide cultural competency training for all healthcare professionals

The Canadian Faculties of Medicine have a longstanding commitment to developing and integrating curricula that promotes competencies of cultural safety of Canada’s Indigenous people.

In 2009, the Indigenous Physicians Association of Canada (IPAC) and the Association of Faculties of Medicine of Canada (AFMC) updated competencies for Medical Education entitled First Nations, Inuit, Métis Health Core Competencies.

ABORIGINAL HEALTH ISSUES COURSE REQUIREMENT

(24) We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism

Ontario’s Faculties of Medicine implemented the IPAC/AFMC competencies into the undergraduate curriculum as a theme that is integrated throughout the medical education program, rather than a discrete course as specified in the TRC call to action. Some schools are developing a self-learning module that will complement this theme.

NEXT STEPS

COFM is committed to the implementation of comprehensive measures to meet these calls to action. In order to establish a comprehensive, province-wide approach COFM:

• developed a provincial reference group of the Indigenous Physician leads at each Faculty of Medicine, under the umbrella of COFM, to further develop a set of proposals that respond to these recommendations, building and strengthening on the existing initiatives.

• will provide annual reports on the progress regarding the integration of the TRC calls to action.

The circle would act as an expert reference group to all COFM committees and would report directly to the COFM Deans.
The Council of Ontario University Programs in Nursing (COUPN) has approved core principles that will guide their approach to addressing the TRC recommendations as these pertain to nursing education. These principles include:

- work in partnership with Indigenous communities and representatives
- incorporate an anti-racist, equity-based approach, including students, faculty, administrators, and staff
- incorporate concepts of reconciliation, decolonization, and integration
- identify promising practices and content that work and build on these
- ensure that content is integrated across curricula (versus one-off courses)
- respect and incorporate diversity of educational mandates and Aboriginal communities and practices
- work interprofessionally where possible

The Canadian Indigenous Nursing Association (CINA) will be guiding and collaborating on COUPN’s work, and a formal partnership agreement between the two organizations is being developed.

A scan of existing resources has been conducted and a survey has been developed to identify Indigenous curricular content, admissions and support practices, and local partnerships that are already in place in nursing schools across the province. Promising resources and practices will be shared, and COUPN will look for opportunities to build upon these.

A partnership is also developing at the national level with the Canadian Association of Schools of Nursing and CINA.