

Resources on Canada's universities and reconciliation

The Voice of Canada's Universities



October 2016

Table of contents

A.	Examples of promising practices at Canadian and other institutions	3
1.	Implementing strategic vision and institutional Indigenization	4
2.	Honoring Indigenous peoples and cultures through commemorative and symbolic gestures	6
3.	Increasing Indigenous representation within institutional governance and leadership mechanisms	7
4.	Indigenizing teaching and learning practices and the curriculum	9
5.	Enhancing Indigenous research capacity and indigenizing research practices	11
6.	Deepening engagement with Indigenous communities	13
7.	Indigenizing staff and faculty, and recognizing other ways of knowing for faculty and students	13
8.	Creating opportunities for intercultural dialogue	15
9.	Hosting archives and artifacts	17
B.	Guidance document.....	18
	Key considerations.....	18
	Potential pitfalls	20
C.	Existing Resources	21
	National resources	21
	Honoring Indigenous peoples and cultures	21
	Teaching and learning	21
	Research.....	21

Higher education offers great potential for reconciliation and a renewed relationship between Indigenous and non-Indigenous people in Canada. Universities across the country have been working to advance reconciliation; support First Nations, Métis and Inuit students; and build partnerships with Indigenous communities for many years. In the spirit of advancing opportunities for Indigenous students and their communities, the leaders of Canada's universities committed in 2015 to a set of 13 *Principles on Indigenous education*, developed in consultation with Indigenous communities.

The package of resources below has been developed to help member institutions respond to the Truth and Reconciliation Commission's 94 calls to action and bring to life the *Principles on Indigenous Education*. It includes examples of promising practices for reconciliation at Canadian universities, a guidance document with key considerations for putting in place such practices and links to existing resources.

This tool is designed to inspire universities to examine a wide range of possible approaches and to determine what is most appropriate in their own context, rather than as a checklist or report card against which to be evaluated. The promising practices are meant to be illustrative of efforts undertaken by universities in Canada and abroad, and are not an exhaustive list. It will be updated periodically.

A. Examples of promising practices at Canadian and other institutions

This section showcases examples of practices that advance the goal of reconciliation that are currently in place at institutions in Canada, New Zealand, Australia and South Africa.

Examples are organized along nine themes and were identified through a review of existing Canadian and international approaches to reconciliation:

1. Implementing strategic vision and institutional Indigenization;
2. Honouring Indigenous peoples and cultures through commemorative and symbolic gestures;
3. Increasing Indigenous representation within institutional governance and leadership mechanisms;
4. Indigenizing teaching and learning practices;
5. Enhancing Indigenous research capacity and Indigenizing research practices;
6. Deepening institutional engagement with Indigenous communities;
7. Indigenizing staff and faculty, and recognizing other ways of knowing for faculty and students;
8. Creating opportunities for intercultural dialogue; and
9. Hosting archives and artifacts.

1. Implementing strategic vision and institutional Indigenization

Several institutions have developed strategic plans with a significant focus on Indigenization or reconciliation. For instance:

- First Nations University of Canada is the country's first First Nations' controlled university-college, providing opportunities for students of all nations to learn in an environment of First Nations cultures and values. A new capital campaign was launched in September 2016 to create a monument containing the names of everyone who attended residential schools in Canada, making FNUUniv a National Gathering Place for Reconciliation.
- In September 2015, McGill University launched its [Task Force on Indigenous Studies and Indigenous Education](#). This task force will make recommendations with respect to the role that McGill can and should play in responding to the TRC's calls to action, including concrete initiatives and strategies to embed Indigeneity in the life and activities of the University and to enhance the presence and success of Indigenous students, faculty and staff.
- Mount Royal University's [Aboriginal Strategic Plan](#) for 2015-2020 outlines strategies to Indigenize the university, highlight culturally respectful Indigenous research, build bridges with Indigenous education stakeholders, provide support for Indigenous learners, foster exceptional Indigenous-student academic, personal and cultural learning experiences, and develop respectful and inclusive curricula and pedagogies.
- Nipissing University's [Aboriginal Strategic Plan](#) for 2015-2019 calls on the university to "welcome Aboriginal students, families and communities, and commit to making a difference in the lives of Aboriginal peoples" by providing an exceptional Aboriginal student experience, expanding access to and facilitating culturally supportive academic and research opportunities, and building meaningful partnerships with Aboriginal communities.
- Simon Fraser University's [Aboriginal Strategic Plan](#) for 2013-2018 articulates a vision for:
 - engaging Aboriginal students by equipping them with the knowledge, research skills and experiences to prepare them for life in an ever-changing and challenging world;
 - engaging research to become a world-leader in knowledge mobilization in the service of Aboriginal peoples; and
 - engaging Aboriginal communities in every way possible to contribute to their social, economic, environmental and cultural well-being.
- The University of Manitoba's [strategic plan](#) for 2015-2020, through which the university commits to work with a variety of partners to make Winnipeg the national centre of excellence in Indigenous education. In particular, the plan aims to allow Indigenous students to be prepared for – and to achieve – educational success in the full range of academic programs the institution provides.
- The University of Regina's strategic plan, [peyak aski kikawinaw](#) for 2015-2020 spells out the administration's aim to make the University of Regina's campus the most Indigenized in Canada.

Resources on Canada's universities and reconciliation

- The University of Saskatchewan's [integrated plan](#) ensures every college and school under the U of S umbrella is working to implement supportive programs for Indigenous students, engagement with Indigenous communities, and inclusion of Indigenous knowledge and experience in curricula.
- Framing documents for the University of Victoria's draft [Indigenous Academic Plan](#) for 2016-2021 include the university's strategic plan, strategic research plan, the Truth and Reconciliation Commission report and calls to action, and Universities Canada's *Principles of Indigenous Education*. In developing the draft plan, the University of Victoria consulted its Indigenous Academic Advisory Council, the executive and deans, and is undertaking additional consultations and seeking broad input.
- In Australia, efforts toward reconciliation and measures to improve postsecondary access and success for Indigenous students have been explicitly linked. Institutional reconciliation approaches cover a broad spectrum of thematic categories, and reconciliation efforts have been integrated into institutions' strategic approaches to Indigenous student access and success. A number of Australian universities have developed a [reconciliation action plan](#). This document sets out an organization's commitment to promote reconciliation between Indigenous and non-Indigenous people. The organizations provide annual progress reports on the RAP to [Reconciliation Australia](#), an independent, not-for-profit organization tasked with promoting reconciliation by building relationships, respect and trust between the wider Australian community and Aboriginal and Torres Strait Islander peoples.
- New Zealand's postsecondary institutions do not explicitly link their efforts to improve Indigenous student access and success to reconciliation efforts, which have primarily entailed large land and resource settlements. However, efforts to ensure that Māori students are able to access postsecondary education and achieve academic success have been considerable. All New Zealand universities offer curricula, programs and services to enhance Māori student and faculty participation. They also have mechanisms in place to expand research and knowledge about Māori and Indigenous culture and issues.

Some institutions have also publicly committed to advancing reconciliation efforts:

- Stemming from the TRC calls to action, the leaders of all Saskatchewan postsecondary institutions (including the University of Regina, First Nations University of Canada, Saskatchewan Polytechnic, St. Thomas More College, Gabriel Dumont Institute, Luther College, Campion College, the six colleges affiliated with the U of S, the eight regional colleges, NORTEP-NORPAC and the Saskatchewan Indian Institute of Technologies), formed [an agreement](#) in November 2015 acknowledging the importance of building reconciliation and committing their institutions to seek opportunities to collaborate, in consultation with Indigenous communities, to close the education gap for Aboriginal people.
- In Manitoba, all postsecondary institutions (including Assiniboine Community College, Brandon University, Canadian Mennonite University, Manitoba Institute of Trades and Technology, Red River College, Université de Saint-Boniface, University College of the North, University of Manitoba and the University of Winnipeg), committed to advance reconciliation between Indigenous and non-Indigenous populations through a partnership

with school boards. [The Indigenous Education Blueprint](#), signed in December 2015, lays out 10 commitments that will bring more Indigenous knowledge, languages and intellectual traditions to curriculum and pedagogy, build schools and campuses free of racism, celebrate Indigenous students' successes, and promote research and learning that reflects the history and contemporary context of the lives of Indigenous peoples.

2. Honouring Indigenous peoples and cultures through commemorative and symbolic gestures

- In 2011 the University of Manitoba became the first university in Canada to offer a [statement of apology](#) for its role in perpetuating damage caused by Canada's Indian residential schools, before the Truth and Reconciliation Commission in Halifax. Dalhousie University's president offered an [expression of reconciliation](#) as part of the same event.
- In consultation with experts from First Nations University of Canada, the University of Regina is [naming buildings](#) to reflect Indigenous languages and concepts, and its [strategic plan](#) for 2015-2020 is called *peyak aski kikawinaw*, which means "We are one with Mother Earth" in Cree.
- Saint Mary's University signed a memorandum of understanding with the two Tribal Councils representing all Nova Scotia bands in October 2015 to express continued collaboration around the ongoing research and development of the Mi'kmaw Place Names Digital Atlas and Website, [Ta'n Weji-sqalia'tiek](#), and its transfer to the Mi'kmaw Nation.
- Many postsecondary institutions have adopted the practice of acknowledging traditional territories at the beginning of courses, events, meetings, conferences and presentations. Royal Roads University includes [acknowledgements of traditional lands](#) and a [First Nations Chiefs welcome message](#) on its website.
- In June 2016, McMaster University raised the [Six Nations Confederacy flag](#) to mark National Aboriginal Day, and President Patrick Deane made commitments to responding to the calls to action of the Truth and Reconciliation Commission a cornerstone of his [convocation address](#).
- In June and November of each year, the University of Victoria organizes a [special recognition ceremony](#) in the Coast Salish tradition for graduating Indigenous students, followed by a feast.
- St. Thomas University released a [logo](#) specifically for First Nations students and alumni to better [represent the dual identities](#) held by Indigenous alumni.
- Carleton University is contributing to the development of the [Fifth Thule Atlas](#) of materials collected during Danish anthropologist Knud Rasmussen's Arctic expedition in the 1920s. The new digital atlas will return ethnographic information and traditional knowledge to Inuit communities.

Resources on Canada's universities and reconciliation

- Several Canadian universities, including Lakehead University, have [cultural protocol policies](#) that outline appropriate procedures for conducting smudging on campus. Smudging is an Indigenous method of purification practiced by plains Indigenous peoples from Alberta, Saskatchewan and Manitoba.
- The University of Calgary's board of governors approved funding in January 2015 to build a [smudge room](#) for its Central and Northern Alberta Social Work Relocation project.
- The University of Lethbridge has produced a [Blackfoot and First Nations Metis and Inuit Protocol Handbook](#) to serve as a guideline for university faculty and staff who are hosting university events that incorporate recognition of Blackfoot and First Nations Metis and Inuit cultures and/or hosting Blackfoot and other FNMI peoples.
- Mount Allison University identified 2016-17 as its [Year of Indigenous Knowing](#), organizing a range of activities to encourage its campus and the wider community to explore Indigenous issues relating to their historical and current surroundings. Mount Allison has pledged to build on these activities in future years so that, in a sense, every year can be said to be a 'year of Indigenous knowing'.
- Many Australian institutions have developed a [Reconciliation Statement](#) that acknowledges Aboriginal and Torres Strait Islander people as the original inhabitants of Australia.
- The University of Sydney, Australia has committed to [return Indigenous Australians' remains](#) held by the university to their traditional homelands.

3. Increasing Indigenous representation within institutional governance and leadership mechanisms

A small but growing number of universities are led by presidents and chancellors who have Indigenous heritage:

- Algoma University chancellor, [Shirley Horn](#), is a member of the Missanabie Cree First Nation in Ontario.
- Brock University chancellor, [Shirley Cheechoo](#), is Cree from Moose Factory, Ontario.
- First Nations University of Canada's president, [Mark Dockstator](#), is a member of Oneida Nation of the Thames.
- Nipissing University's president, [Michael DeGagné](#), is a member of Northwest Angle 37 First Nation in Ontario.
- University of the Fraser Valley chancellor, [Gwen Point](#), is a member of the Stó:lō nation in British Columbia.

Resources on Canada's universities and reconciliation

- University of Regina's president, [Vianne Timmons](#), is a member of the Bras d'Or Mi'kmaq First Nation in Nova Scotia.
- University of Saskatchewan chancellor, [Blaine Favel](#), is a member of Poundmaker Cree Nation in Saskatchewan.
- University of Winnipeg's president and chancellor, [Annette Trimbee](#), is Métis.

Several Canadian universities have Indigenous or elders councils tasked with advising university governance bodies, such as:

- Lakehead University's [Elders Council and the Ogimaawin Aboriginal Governance Council](#).
- The president of Saint Mary's University created a [task force](#) to report on areas where the institution can introduce resources to advance support to Indigenous students on campus. One of the report recommendations is already being implemented, namely the creation of an Aboriginal advisory council to guide the university in implementing the other task force recommendations.
- Simon Fraser University's [Aboriginal steering committee](#). The university's Aboriginal Strategic Plan for 2013-2018 identifies the specific goal of having an Aboriginal member appointed to the university's board of governors by 2018.
- Thompson Rivers University's [Elders in the House Program](#).
- The University of Manitoba's President's Advisory Council on Indigenous Achievement and [Indigenous advisory circle](#).
- The University of Regina's [Indigenous advisory circle](#).
- The University of Toronto's [Truth and Reconciliation steering committee](#).
- The University of Winnipeg's [Indigenous advisory council](#).
- In Australia, Griffith University has created a [council of Elders](#) to recognize the intellectual, scholarly and cultural contributions of Aboriginal and Torres Strait Islander peoples to higher education.

Other institutions have appointed Indigenous leaders to senior administrative and/or advisory positions to advance institutional efforts, including:

- [Cynthia Wesley-Esquimaux](#) as the new chair for truth and reconciliation at Lakehead University
- [Sheila Coté-Meek](#) as associate vice president, academic & Indigenous programs at Laurentian University

Resources on Canada's universities and reconciliation

- [Leroy Littlebear](#) as special assistant to the president at Lethbridge University
- [Catharyn Andersen](#) as the president's Aboriginal advisor at Memorial University of Newfoundland
- [Patti Victor](#) as Siya:m¹ with Trinity Western University
- [Shirley Anne Hardman](#) as senior advisor on Indigenous affairs at the University of the Fraser Valley
- [Rheanna Robinson](#) as senior advisor to the president on Aboriginal relations with the University of Northern British Columbia
- [Kevin Lamoureux](#) as associate vice-president, Indigenous affairs at the University of Winnipeg
- [Jean Becker](#) as senior advisor, Aboriginal initiatives at Wilfrid Laurier University

4. Indigenous teaching and learning practices and the curriculum

A number of institutions have committed to including Indigenous knowledge and content as part of their required curriculum for all students. For instance:

- All bachelor of education students at Queen's University will be required to take a [course on Indigenous education](#), history and culture, starting in 2016.
- In May 2013 Lakehead University [committed](#) to include 18 hours of Indigenous knowledge and/or Aboriginal content in each full course equivalent by the beginning of the 2016-17 academic year. In addition, its Bora Laskin Faculty of Law is one the first law schools in Canada to include stand-alone mandatory courses on Indigenous legal issues in its curriculum. Indigenous legal issues, culture and history are also integrated into other courses.
- Mount Royal University's [strategic plan](#) is also looking to establish Indigenous-themed coursework as a graduation requirement.
- In 2016, Trent University introduced a [mandatory course](#) in Indigenous and environmental sustainability education for bachelor of education candidates.
- In January 2016, university council, the academic governance body at the University of Saskatchewan, passed a motion endorsing in all degree programs the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences for the purpose of achieving

¹ *Siya:m* is a Stó:lō word describing a leader recognized for wisdom, integrity and knowledge.

Resources on Canada's universities and reconciliation

meaningful and relevant learning outcomes. Work is underway to modify the U of S Learning Charter that sets out core learning goals for all graduates of the university.

- In March 2015 the University of Winnipeg approved [mandatory Indigenous course requirements](#) for all undergraduate students.

Other institutions are developing new Indigenous programs. For example:

- Simon Fraser University offers an [executive MBA in Aboriginal business and leadership](#) which includes the core concepts and knowledge included in most MBA programs, while recognizing that traditional knowledge also plays a significant role in aboriginal leadership and decision making.
- Université du Québec à Chicoutimi offers a [certificate in Indigenous technolinguistics](#) to help prepare students for work involving the preservation, promotion and revitalization of Indigenous languages and cultures.
- The University of Manitoba is developing a summer institute for faculty on integrating Indigenous knowledge into the curriculum. The five-day program, to be offered in 2017, will explore teaching methods that foster an Indigenous-based curriculum; the diverse cultures, traditions and daily lives of Indigenous peoples; and practical strategies on how to respectfully integrate Indigenous perspectives into the learning environment.
- In 2015 the University of Saskatchewan launched Canada's first [Indigenous theatre program](#).
- At Wilfrid Laurier University, social sciences and humanities researchers spanning a range of disciplines received funding from the Social Sciences and Humanities Research Council for a [project](#) that brings together Indigenous and non-Indigenous youth to create novel education strategies through community art and cultural exchange.
- In New Zealand, [Wānanga](#) – or Māori Polytechnics – focus on the development and delivery of Māori education in a uniquely and traditionally Māori way, rather than educating Māori through primarily mainstream structures.

Indigenous language revitalization is widely recognized as a fundamental aspect of reconciliation. Currently, more than 30 Indigenous languages are taught at Canadian universities. Other language revitalization initiatives include:

- Cape Breton University's [online description](#) of the Purdy Crawford Chair in Aboriginal Business Studies is translated into Mi'kmaq.
- In July 2015, the University of Alberta hosted the ANVILS conference on Indigenous languages. In addition, its Canadian Indigenous Languages and Literacy Development Institute provides opportunities for individuals to learn an Indigenous language or gain expertise in the areas of linguistics, endangered language documentation and revitalization,

language and literacy learning, second language teaching and curriculum development, and language policy and planning.

- Several universities, including the University of Lethbridge, the University of New Brunswick and McGill University, consider Indigenous languages for second-language credit requirements.
- The University of Victoria offers a certificate program as well as a master's degree in [Indigenous language revitalization](#). Through a partnership with the University of Saskatchewan, UVic is currently offering its graduate program to a cohort of Saskatchewan students.
- In 2010 York University PhD candidate Alfred Metallic became the first student at Canadian university to both write and defend his thesis entirely in an Indigenous language – Mi'kmaq. Special arrangements were made for him to defend his thesis before Indigenous and non-Indigenous academics and community members.
- Several New Zealand universities have translated their names and portions of their websites into Māori. For example the [University of Otago](#) and [Massey University](#), whose websites allow visitors to view headings in Māori and English.

5. Enhancing Indigenous research capacity and indigenizing research practices

Many universities are leading efforts to ensure research about Indigenous peoples or issues is conducted ethically and appropriately, and that research methods reflect Indigenous approaches. For example:

- The [Purdy Crawford Chair in Aboriginal Business Studies](#), hosted by Cape Breton University, aims to promote interest among Canada's Aboriginal people in the study of business at the postsecondary level, while undertaking pure and applied research specific to Aboriginal communities. The Chair's attention and research efforts are focused on the [Membertou business model](#), Unama'ki partnership model and national and international comparative analysis.
- In May 2015, Carleton University launched a [new program](#) dealing with the ethics of engaging in Indigenous research, which is supported by a Social Sciences and Humanities Research Council grant. The program, Canada's first of its kind, entails a five-day course to equip researchers of all kinds with tools to implement ethical practices when working with Indigenous communities or conducting research on their traditional territory. The course is designed for researchers within academia, government, NGOs, etc.
- McMaster University is in the second year of its [Indigenous undergraduate summer research scholars program](#) which provides Indigenous undergraduate students from across Canada with a taste of graduate student life. Faculty and current graduate students and postdoctoral fellows work with students to teach them skills and help them determine if graduate school is

Resources on Canada's universities and reconciliation

- for them. IUS Scholars also have the opportunity to experience the local communities – Six Nations of the Grand River Territory and Hamilton – through day trips, talks and social events. McMaster University is also creating an Indigenous Research Institute that includes six faculties.
- Memorial University of Newfoundland and the Nunatsiavut government are collaborating on a number of initiatives, including the \$7.4-million [Tradition and Transition Among the Labrador Inuit](#) project to lead a five-year research initiative that will merge collaborative academic research with traditional research for the protection, preservation and revitalization of Labrador Inuit culture and language.
 - Nipissing University has a [process in place for ethical research with Indigenous peoples and communities](#) that includes consultation with the Office of Aboriginal Initiatives, and the development of a community engagement plan in alignment with the Tri-Council Policy Statement 2, Chapter 9's critical questions prior to submission of a Research Ethics Board application.
 - Simon Fraser University's [Indigenous Research Institute](#) was established in 2012 to promote research in areas related to Indigenous peoples in Canada and, in a larger context, those of the global community, and to facilitate community-based projects with Indigenous partners.
 - The University of British Columbia hosts the [Centre for Excellence in Indigenous Health](#), which provides a single coordinating point for Indigenous health initiatives within UBC and acts a contact for community organizations external to the university. The CEIH works in respectful collaboration with Indigenous leadership to improve wellness, health care and patient outcomes, and will advance the health of Indigenous people through innovative thinking, research and education.
 - Université du Québec en Abitibi-Témiscamingue pays particular attention to the needs of Indigenous peoples regarding research, and insists on the respect of research approaches and principles that Indigenous peoples prefer. UQAT has established a number of partnerships with Indigenous communities in order to bring a different lens to a number of fields, including education, environment and social development. The [Unité de recherche, de formation et de développement en milieu inuit et amérindien](#) (Unit for Research, Training and Development in an Inuit and Indigenous Context) and the [Chaire de recherche du Canada en foresterie autochtone](#) (Canadian Research Chair in Indigenous Forestry) are examples of such research partnerships.
 - The University of Manitoba's [First Nations Centre for Aboriginal Health Research](#) is a leader in the field of Indigenous research on both national and international stages. The centre integrates scientific and traditional Indigenous approaches in its research. Other examples of Indigenous research at the University of Manitoba include [CREATE H2O](#), where students partner with First Nations across Manitoba and Ontario to improve water and sanitation security.

Resources on Canada's universities and reconciliation

- The [First Peoples – First Person Indigenous Hub](#) is an example of multi-partner collaboration (including University of Saskatchewan, Dalhousie University, Lakehead University, University of Alberta and the Thunderbird Partnership Foundation), whose goal is to build a comprehensive national research and intervention network based on Indigenous knowledge.
- The University of Victoria holds the [Canada Research Chair in Indigenous Knowledge and Learning](#).

6. Deepening engagement with Indigenous communities

Universities are partnering with Indigenous communities on many initiatives. For example:

- As part of the institution's commitment to foster dialogue on reconciliation, Cape Breton University launched in January 2016, [Learning from the Knowledge Keepers of the Mi'kma'ki](#), a course open to students for credit and free and open to the public, as well as a [Nation2Nation Reading Circle](#).
- Conceived by First Nations community members and Trent University faculty, staff and students, the [TRACKS Youth Program](#) operates under the umbrella of the Kawartha World Issues Centre as a distinct program guided and led by Indigenous community partners and University representatives. Working largely with youth age 8-13, TRACKS runs school workshops, outreach events, an after-school club and summer camp programming with the mandate of weaving together different perspectives around science and the environment.
- The University of Alberta faculty of medicine and dentistry's innovative [partnership with the Bigstone Health Commission](#) helps students gain an Indigenous perspective on health. The University of Alberta's medical school and a clinic in Wabasca have created a rotation for medical students that enhances the faculty's efforts to train doctors in rural family medicine by offering an enriched learning experience serving Indigenous communities.
- Vancouver Island University fosters dialogue with Indigenous elders and artists on and off campus, and extends this engagement to the public sphere, for instance by co-sponsoring a [series on First Nations issues](#) for CBC Radio's *Ideas* program.

7. Indigenizing staff and faculty, and recognizing other ways of knowing for faculty and students

Some Canadian universities have been putting in place mechanisms to increase the number of Indigenous staff and faculty at their institutions:

- Laurentian University has [doubled its 2011 recruitment goal](#) to hire one Indigenous faculty member per year for five years.

Resources on Canada's universities and reconciliation

- The University of Guelph announced in March 2015 that it would hire [five tenure-track Indigenous faculty members](#) within the following 18 months.
- The University of Manitoba established the [Indigenous Scholars Fund](#) to support the recruitment of five to six Indigenous scholars by July 2017.

Several institutions also offer training and support for faculty on how to bring Indigenous knowledge into the classroom and curriculum:

- Thompson Rivers University prioritizes programs and practices that support diversity, inclusion and intercultural understanding between Indigenous, local, regional and global communities in the context of the [Indigenization of the university](#) through the inclusion of traditional and contemporary Aboriginal teaching, learning, knowledge, research and creative practice.
- Faculties and units at the University of Manitoba can apply to the [Indigenous Initiatives Fund](#) for money to support projects, including those that focus on furthering an understanding of Indigenous knowledge and culture among staff and faculty; those that focus on increasing engagement between the unit and Indigenous communities; those that focus on curriculum change that integrates Indigenous knowledge and perspectives into programs; and those that explore innovations in teaching and learning to enhance Indigenous student success or enhance students' understanding of Indigenous peoples.
- The University of Victoria's [LeNonet](#) suite of programs is designed to welcome and support Indigenous students throughout their educational journeys. It includes academic and cultural supports, community events, networking opportunities, mentorships, and financial aid.
- Universities New Zealand has created an inter-university Māori Academy for Academic and Professional Advancement ([Manu Ao Academy](#)), hosted by Massey University, which aims to advance Māori academic scholarship; strengthen links between Māori academics and Māori professionals; and accelerate Māori leadership.

Some institutions recognize Indigenous knowledge as an aspect of tenure, promotion or faculty designation:

- First Nations University of Canada's [tenure criteria](#) includes “consistently high achievement in service to First Nations’ communities” and “consistently high achievement in research and scholarship useful to First Nations communities.”
- Trent University is a leader in [recognition of Indigenous knowledge](#) in faculty appointments. Several distinguished Indigenous knowledge scholars have been appointed to the faculty on the basis of their cultural credentials. Appointment, tenure and promotion criteria and procedures validate Indigenous knowledge and methods. Candidates for tenure in Indigenous studies can meet tenure requirements as academics with a background in traditional Aboriginal knowledge.

Resources on Canada's universities and reconciliation

- In September 2015, Vancouver Island University recognized its Elders-in-Residence as “gifted faculty” at a special ceremony for the knowledge they share and the important role they play at the institution. A [new agreement](#) accords them a special faculty designation.

8. Creating opportunities for intercultural dialogue

Several universities have created dedicated spaces to support intercultural exchange between Indigenous and non-Indigenous Canadians and with communities. For example:

- Laurentian University recently broke ground on a new \$3.4-million [Indigenous Sharing and Learning Centre](#) which will host everything from public lectures to student support programs to social spaces.
- Designed to affirm the importance of Indigenous knowledge to the university community, McMaster's [Indigenous Circle](#) - called *Karahakon Katewienstha* (Learning in the Forest) in Mohawk, and *Nibwaajkaawin Teg* (Place of Wisdom) - in Ojibway is an outdoor space for classes, ceremonies, performances and other activities.
- The University of Manitoba's [Migizii Agamik – Bald Eagle Lodge](#) welcomes all nations to learn and share. Students have access to academic, social and cultural supports, Indigenous student advisors, and Elders-in-Residence.
- The University of British Columbia's [Longhouse](#) is a prize-winning building that reflects the architectural traditions of the Northwest Coast and operates as a venue for public programming, student and program meetings, and many other functions. It is also a centre for Indigenous students with study and social spaces, a computer lab, and access to tutoring, counselling and many other forms of support, including the expert research help available at the adjacent Xwi7xwa Library. The Longhouse also houses the Indigenous Teacher Education Program, the First Nations House of Learning and a range of student organizations.
- The University of Saskatchewan's [Gordon Oakes Red Bear Student Centre](#) is designed as a gathering place for Indigenous and non-Indigenous people alike to come together and learn from each other in respectful ways. The University of Saskatchewan also hosts Building Bridges, a partnership program between the International Student and Study Abroad Centre and the Aboriginal Students' Centre, which aims to encourage cultural exchange on a personal level. Programming formats include sharing circles, a unique Indigenous teaching model.
- The University of Victoria's [First Peoples' House](#) supports the academic, emotional, spiritual and physical needs of First Nations students, while recognizing and honouring the diversity of values and beliefs amongst First Nations. The building features a ceremonial hall, elders' rooms, classrooms and offices for Aboriginal liaison and student activities.

Since the release of the Truth and Reconciliation Commission's calls to action, several universities have held dialogue events to determine how they, in partnership with Indigenous communities and

Resources on Canada's universities and reconciliation

other sectors, can help address the report recommendations on their campuses and in their communities. For example:

- Several universities across the country plan to commemorate Canada's 150th anniversary with reconciliation-focused events over the course of 2017. Details will be posted [on the Universities Canada website](#) as they become available.
- In November 2016, Laurentian University will host the [MAAMWIZING Indigeneity in the Academy](#) conference to engage in critical reflection and analysis of the barriers and challenges encountered, as well as the achievements and progress made, in promoting Indigeneity in the academy.
- In September 2016, the University of Alberta held the second annual Building Reconciliation Forum to explore how universities are responding to the Truth and Reconciliation Commission's calls to action and discuss issues such as the experiences of Indigenous students, challenges and promises related to required Indigenous course content in postsecondary education, and relationships between universities and other postsecondary institutions.
- In June 2016, the University of Winnipeg and the University of Manitoba co-hosted a dialogue event on [Pathways to Reconciliation](#) attended by prominent leaders from various sectors.
- In May 2016, McMaster University and Universities Canada co-organized and hosted [The Indigenous Research Landscape: Pathways to Innovation and Collaboration](#), a workshop to survey the current Indigenous research environment across Canada; raise awareness of Indigenous knowledge, ethics and research methods; and identify opportunities for innovation, collaboration and long-term systemic change. Participants included representatives from Canadian universities, federal granting councils, Indigenous and Northern Affairs Canada, as well as Indigenous academics.
- The University of Ontario Institute of Technology hosted a [panel discussion](#) in April 2016 exploring what universities can do to promote reconciliation between Canada and First Nations, Métis and Inuit peoples. The event aimed at fostering awareness, understanding and action in response to the Truth and Reconciliation Commission's appeal for educational institutions to engage with Indigenous communities and to become leaders in reconciliation.
- The University of Saskatchewan hosted the first [Building Reconciliation](#) forum in November 2015. Participants explored how universities are addressing the recommendations of the TRC, and examined changes to the teaching and learning agenda, university research, Indigenous student experience, and university governance and structures.
- In October 2015, Universities Canada and Saint Paul University co-organized a half-day workshop for university leaders to engage in dialogue about what they can do to advance the reconciliation agenda in Canada on and off campus by building on Universities Canada's

June 2015 *Principles on Indigenous Education* and the TRC Report recommendations related to postsecondary education.

9. Hosting archives and artifacts

As creators and curators of knowledge, universities can play important repository and archival functions:

- In September 2016, the University of British Columbia announced the construction of the [Indian Residential School History and Dialogue Centre](#). The Centre will serve as both a history centre, making the TRC records more accessible to West Coast residential school survivors and their families and providing public information for students, and a centre for regular and sustained dialogue on issues such as Indigenous health, community resiliency and economic development.
- The University of Manitoba hosts the [National Centre for Truth and Reconciliation](#), which houses a permanent archive for all of the statements, documents and other materials gathered by the Truth and Reconciliation Commission over its years of operation. The NCTR provides opportunities for Indian residential school survivors, their families, researchers, students and the public to interact with the oral and documented history of Indian residential schools.
- Some universities in South Africa hold portions of the archival sources related to apartheid and the South African Truth and Reconciliation Commission. South Africa's University of the Witwatersrand created the [Traces of Truth project](#), which focuses on preservation and access to records and stories related to the South African Truth and Reconciliation Commission.
- South Africa's Stellenbosch University hosts a [Memory Room Exhibit](#) as a symbol of reconciliation and healing.

B. Guidance document

This section includes key considerations for university leaders to address when developing an institutional approach to reconciliation. Potential pitfalls are also identified.

Key considerations

- Consider the roles of presidents and senior university leaders in advancing reconciliation:
 - How can leaders set the tone for their institution's approach to reconciliation?
 - How can leaders engage with their governance bodies – such as boards and senates – on reconciliation?
 - How can leaders shape and communicate their institution's reconciliation narrative?
 - What kinds of resources are needed to advance the adopted approach?
- Engage and build relationships with local Indigenous communities. Learn their needs, aspirations and the role that the university can play to help support communities.
 - What barriers and challenges do Indigenous communities face in your region?
 - What are their needs and aspirations with respect to postsecondary education?
 - What role can your institution play in helping address barriers, needs and aspirations for Indigenous communities in your region?
 - What is the demographic make-up of your institution? Which Indigenous communities are represented within your student body?
- Consider the demographic context of your region and/or locality, and determine the place that your institution occupies in this context.
 - Who are some of the Indigenous communities in your region?
 - Does your institution currently have a relationship with local Indigenous communities?
 - What is the nature of this relationship?
 - What opportunities are there to build upon existing relationships to advance mutual priorities for your institution and Indigenous communities?
 - What opportunities are there to develop relationships and partnerships with colleges and Indigenous postsecondary institutions in the region?
- Consider developing a strategic plan focused on Indigenous education and reconciliation.
 - Is your institution explicitly committed to responding to the calls for action outlined in the final report of the Truth and Reconciliation Commission and to Universities Canada's *Principles on Indigenous Education*?
 - How would Indigenization and reconciliation contribute to the mission, mandate and vision of your institution?
 - How will your institution measure outcomes and define success?
 - How will efforts be championed and sustained?
 - How will success and progress be communicated and celebrated?

Resources on Canada's universities and reconciliation

- Consider identifying a community representative(s) to advise your institution's leaders and/or governance bodies.
 - Has your institution created an Indigenous advisory body or individual to provide guidance on strategic direction and help Indigenize the university?
 - What should be the appropriate relationship with other institutional governance bodies or advisory bodies?
- In consultation with Indigenous communities, examine culturally-appropriate ways to honour, commemorate and recognize Indigenous perspectives, histories, cultures and contributions on your campus.
 - What expertise can you draw upon within your institution and in Indigenous communities to develop culturally-appropriate approaches on campus?
 - What existing resources and practices can be adapted to your institutional context?
- Provide training for leadership, staff and faculty on Indigenous histories, including the impact of Indian residential schools.
 - Are there academics within your institution whose expertise you can leverage to provide training for staff and faculty?
 - Can you draw from local Indigenous communities to provide guidance and resources in this respect?
 - What existing resources and practices can be adapted to your institutional context?
- Consider ways to increase Indigenous representation among faculty, staff and leadership.
 - What percentage of your staff and faculty currently self-identify as Indigenous? Is this representative of your institution's student body?
 - What mechanisms can you put in place, if deemed appropriate, to increase the number of Indigenous staff, faculty and leaders within your institution?
 - What innovative approaches can be used to attract and retain Indigenous staff, faculty and leaders?
 - Which barriers need to be overcome in order to do so?
 - Consider the value-add of a dedicated resource to champion an Indigenization agenda on campus.
 - What are the advantages and disadvantages of a dedicated institutional champion versus integrating this responsibility across departments and units?
- Consider ways to Indigenize and decolonize pedagogies, curricula and research methods, with guidance from Indigenous communities and/or Indigenous advisors.
 - What existing tools, resources and practices can be adapted to your institutional context?
 - Does your institution have expertise upon which faculty and staff can draw to indigenize the curriculum, along with research, teaching and learning?
 - How can local Indigenous communities be engaged to provide input into this process?
- Consider ways for the university to play a role as a facilitator of dialogue and cultural exchange, in concert with Indigenous communities.

Resources on Canada's universities and reconciliation

- What activities are currently in place for intercultural dialogue and community engagement at your institution?
- Can these measures be adapted or expanded to allow for dialogue on reconciliation and/or for increased engagement with Indigenous communities?
- How can Indigenous communities themselves be engaged in the creation of opportunities for dialogue within your institution?

Potential pitfalls

- Token gestures should be avoided in favour of meaningful approaches rooted in deep and considered engagement with Indigenous communities. Indigenous-led efforts, supported by non-Indigenous allies, can help institutional leaders avoid misrepresenting traditions and drawing experts away from communities where they are needed.
- Institutional leaders should avoid placing the responsibility for reconciliation efforts solely on the shoulders of individual survivors, and should rather ensure that institutions themselves bear the responsibility.
- Indigenous scholars and staff are often over-tapped to participate in events and on committees to ensure authentic Indigenous representation. As such, institutional leaders should be aware of potential workload and resource issues.
- Many Indigenous faculty and staff members have been working actively for years, often on a voluntary basis or with limited funding, to help set the foundation for the programs and opportunities taking shape today. Where needed, institutional leaders should acknowledge the long-term commitment of this group in addition to recognizing new initiatives focused on advancing reconciliation.
- Institutional leaders should ensure that proper terminology and language are used in relation to Indigenous partners. Language that could be interpreted as paternalistic should be avoided. For example, institutional leaders may wish to use the terms “by” and “with” rather than “to” and “for” Indigenous peoples.
- Institutional leaders should be sensitive to the context of Canada's immigration history and avoid casting all Canadians as settlers who have displaced Indigenous peoples.

C. Existing resources

This section provides links to existing resources that can assist members in leading an institutional response to reconciliation.

National resources

- Truth and Reconciliation Commission of Canada, [Calls to Action](#), June 2015.
- Universities Canada, [Indigenous Programs and Services Directory](#), updated in June 2016.
- Universities Canada, [Principles on Indigenous Education](#), June 2015.
- University Affairs, [Indigenizing the Academy](#), May 5, 2016.
- University of Saskatchewan, [Building Reconciliation](#) report from National Gathering held in November 2015.

Honoring Indigenous peoples and cultures

- Canadian Association of University Teachers, [Guide to Acknowledging Traditional Territory](#), 2016.
- Universities Australia, [Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities](#), October 2011.
- Universities Australia, [National Best Practice Framework for Indigenous Cultural Competency](#), October 2011.

Teaching and learning

- BCcampus, [Indigenization of Curriculum and Cultural Awareness](#) training project and resources (in development).
- Shauneen Pete, [100 Ways to Indigenize and Decolonize Academic Programs and Courses](#), University of Regina.
- Shauneen Pete, Bettina Schneider, and Kathleen O'Reilly, [Decolonizing our Practice. Indigenizing our Teaching](#), First Nations Perspectives 5, 1, 2013.

Research

- McMaster University, report from [The Indigenous Research Landscape: Pathways to Innovation and Collaboration](#), (to be added once available).
- Social Sciences and Humanities Research Council, [Aboriginal Research Statement of Principles and related resources](#), including a definition of Aboriginal research, 2015.
- Social Sciences and Humanities Research Council, [Research Involving First Nations, Inuit and Métis Peoples of Canada, Chapter 9 in the Tri-Council Policy Statement 2: Ethical Conduct of Research Involving Humans](#)
- Linda Tuhwai Smith, [Decolonizing Methodologies: Research and Indigenous People](#), May 2012.

For more information:

Pari Johnston
Vice-President, Policy and Public Affairs
pjohnston@univcan.ca
613-563-1236