



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, community building and outreach, and is centralized within the work of our Truth and Reconciliation Working Group and the [University of Waterloo's Office of Indigenous Relations](#).

Winter 2024

Course Code: SDS 311R

Course Title: Indigenous Peoples and Canadian Public Policy

Class Times/Location: Wednesday 630 – 920 pm, REN 3106B

Instructor: Sharla Johnston

Office: REN 1451

Office Phone: N/A

Office Hours: please email to arrange a time to meet via zoom or after class

Email: sjohnsto@uwaterloo.ca

Course Description

This course focuses on examining historical and ongoing colonial processes targeting First Nations, Metis, and Inuit peoples within the current Truth and Reconciliation process. We will explore through a critical Indigenous lens historical origins, processes, and impacts of government policies developed specifically for FNMI peoples, with particular attention to government policy as both a cause of and response to social problems with FNMI communities.

The format of this course will be primarily taught using Indigenous pedagogy. Be advised that this course **does not** use lecture-style teaching as the primary way of conveying information.

The responsibility for sharing knowledge and discussion of readings will rest equally with the learners and instructor. Use of the sharing circle discussions will be the primary way of learning, conveying, sharing, and discussing course information. Students will need to be prepared to keep up with readings and engage in providing feedback and critical analytical reflection. In respect of oral tradition, several films and guest speakers will be a significant component of this course to stimulate discussions from a more holistic practice. The responsibility for sharing knowledge and discussion of films and readings will rest equally with participants and the instructor.

Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)

- A. Articulate an understanding of legitimate Indigenous approaches to teaching and learning
 - Indicate an understanding of a holistic approach to teaching and learning using the Medicine Wheel with self, concepts, and competencies.
 - Demonstrate an active participation in class through engagement in a sharing circle format.
 - Articulate relevance of Indigenous identity and what this means for relating to and working with Indigenous peoples through various societal institutions.

- B. Identify and analyze significant public policies impacting Indigenous peoples in Canada, past and present.
 - Critically analyze policies such as the Indian Act and current policies that have impacted FNMI peoples through reserves, Indian residential schools, child welfare, and the justice system, etc.
 - To develop an understanding in precontact social structures of First Nations people and their communities in accordance with Natural Law and Relations

- C. Understand and analyze the differences, similarities and impacts of Indigenous and Western worldviews and public policies on ways of seeing, being, knowing, and doing.
 - Develop an understanding of how worldview impacts public opinion, values, beliefs and policy development through an Indigenous lens.
 - Articulate what the impacts of worldview and public policy have been for Indigenous peoples, past and present.

- D. Create a working understanding of the Truth & Reconciliation process Canada is now engaging in and what this means for learners, and indeed, all Canadians.

- Become familiar with the Truth and Reconciliation Summary Report released in 2015 and the Indian Act.
- Analyze one's own connection to reconciliation through reflective and reflexive critical analyses.

Required Text

- Joseph, B. (2018). *21 Things You may Not Know About the Indian Act: Helping Canadians make reconciliation with Indigenous peoples a reality*. Port Coquitlam, BC: Indigenous Relations Press (free library e-text)
<https://ebookcentral.proquest.com/lib/Waterloo/detail.action?pq-origsite=primo&docID=30347835>
- Talaga, T. (2017). *Seven Fallen Feathers: Racism, death, and hard truths in a Northern city*. Canada: House of Anansi Press Inc (purchasable e-text option) <https://uwaterloo-store.vitalsource.com/products/seven-fallen-feathers-tanya-talaga-v9781487002275?term=9781487002268>
- Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: summary of the final report of the Truth and Reconciliation Commission of Canada*. Toronto, ON: Kames Lorimer & Company Ltd (free access online) <https://www.campusebookstore.com/link/?id=b1d16188-f92d-4e7f-971b-bed51a86a45c>

Notes on the required text

Readings Available on LEARN

Chartrand, Vicki. (2019). "Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada." *Canadian Journal of Criminology and Criminal Justice* 61(3): 67-89.

Gaudry, Adam. (2018). "Communing with the Dead: The 'New Métis,' Métis Identity Appropriation, and the Displacement of Living Métis Culture." *The American Indian Quarterly* 42(2): 162-190.

Gehl, Lynn. (2000). "The Queen and I: Discrimination Against Women in the Indian Act Continues." *Canadian Woman Studies* 20(2): 64-69.

Government of Canada. (2023, December 18). *An act respecting First Nation, Inuit, and Métis children, youth, and families* (S.C. 2019, c. 24). Justice laws Website. [An Act respecting First Nations, Inuit and Métis children, youth and families \(justice.gc.ca\)](https://www.justice.gc.ca/eng/acts/a192019/act.html)

- Morden, Michael. (2016). "Theorizing the Resilience of the Indian Act." *Canadian Public Administration* 59(1): 113-133.
- Obomsawin, A (Director). (2016). *We Can't Make the Same Mistake Twice*. [video]. Canada: National Film Board of Canada.
- O'Toole, Darren. (2020). "Wiisaakodewiniwag Ga-Nanaakonaawaad: Jiibe-Giizhikwe, Racial Homeopathy, and 'Eastern Métis' Identity Claims." *Aboriginal Policy Studies* 8(2): 68-95.
- Scott, Isabel Scheuneman. (2019). "Indigenous Carceral Motherhood: An Examination of Colonial, Patriarchal, and Neoliberal Control." *Aboriginal Policy Studies* 8(1): 78-103.
- Stote, Karen. (2012). "The Coercive Sterilization of Aboriginal Women in Canada." *American Indian Culture and Research Journal* 36(3): 117-150
- The Fifth Estate. (9, January 1991). *Inside the Williams Lake Residential School: Violation of trust (1991) – The Fifth Estate*. [video].
- Wolfe, Patrick. (2006). "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8(4): 387-409.

Notes on the required readings

Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Participation	End of every class	40%
Assignment One	Friday February 16	20%
Assignment two	Thursday April 4	40%
Total		100%

Caveat: For all submissions of written work, be mindful of the use of language you are using. Historically and to present day, the way language was/is used in communication between Settlers and Indigenous peoples created certain assumptions. Thus, there were/are misunderstandings and gaps in understanding because of the assumptions people use in their

writing. Define ambiguous terms and concepts. Do not assume the reader will know what you are discussing. Do not use “we” as this implies that everyone reading the paper agrees with that part of the topic you are discussing. Do not use “you” as this is a non-professional and non-specific term describing somebody, but who is it? Do not use “I” as this personalizes your assignment making it more of an opinion or reflection vs stating facts and evidence.

Assessment 1

Participation will be graded for 10 (4% per class) out of the 13 classes allowing space for some missed classes. Should a student require additional time(s) away outside of the 10 days that student will be required to communicate with me on a regular basis to discuss how those days MAY be accommodated and whether an email from accommodation will be required or not. The expectation for participation will require a hand-written paragraph at the end of the class in addition to class participation. Participation is crucial to your self learning and practicing in applying the Medicine Wheel for both assignments. This is a seminar course that does not use power point slides. The course is heavily weighed on your application of the Medicine Wheel, understanding Indigenous perspectives through a critical lens, and oral tradition. Please note there are no alternative assignments in making up for missed days after end of class April 3, 2024.

Assessment 2

Assignment One – 3 pages (DO NOT go over the page count), double-spaced, APA format (Purdue Owl) with an introduction clearly outlining the direction of your paper. Marks will be deducted if APA and citations are not properly used. Guest speaker is cited as personal interview.

From the video Inside the William’s Lake Residential School, using the Medicine Wheel, Bob Joseph’s book, and 2 additional resources from any of the class materials read or viewed, to date, including the guest speaker and analyze and reflect on the impact of Indigenous identity. You can use 1 current Indigenous issue to help support your stance for example, the unearthed mass graves of former residential school children, protests, etc., but it does NOT replace one of your required resources for this assignment. Select one or two speakers from the video to help narrow down your process when implementing the Medicine Wheel. You must identify who you are speaking about in the video and use proper citations.

Identify the impact of recently discussed worldviews on identity and Indigenous people. Within the body of your assignment somewhere discreetly answer these questions: Is

identity important? Why or why not? How does Canada continue to impact and influence Indigenous identity? Identify and integrate what parts of the Medicine Wheel Canadian public policy neglects and how this does or does not affect identity.

Be creative and give your assignment a title other than Assignment One. Always assume the reader is new to the topic. Be clear, be concise but detailed in guiding the reader throughout your assignment.

Assessment 3

Assignment Two – 6 pages – double-spaced - DO NOT go over the page count, APA format (Purdue owl) with an introduction clearly outlining the direction of your paper, using the 3 required readings: TRC of Canada, Bob Joseph's book, and Tanya Talaga's book, in addition to 4 other resources outlined in the syllabus only: articles, videos, guest speakers included. Use proper citations and reference resources accurately in accordance with APA format. Guest speaker is cited as personal interview.

Using the Medicine Wheel, analyse the Indigenous student's lived experiences in Seven Fallen Feathers and demonstrate how Aboriginal policy impacted cultural identity of the students, families, and community. Your assignment should clearly outline how the Indian Act had influenced and impacted the students, family, and community in 4 areas (your choice): mental health and wellness, socioeconomic status, education, gender, criminal justice system, and child welfare. Furthermore, discuss how TRC Calls to Actions have or have not been met in the four areas you selected and whether Canada is committed to true reconciliation or not.

Be sure to Identify the student, family, and community you are talking about in your assignment.

Always assume the reader is new to the topic. Be clear, be concise but detailed in guiding the reader throughout your assignment.

Course Outline

Notes on readings.

Week	Date	Topic	Readings Due
1	January 10	<p>Welcome and introductions who you are in relation to Indigenous peoples. Circle teachings and protocol; necessity of a sharing circle for this kind of course using Indigenous pedagogy – Medicine Wheel. Overview of course, course syllabus and assignments.</p>	<p>Homework outlined for the following week below:</p> <p>Come prepared to share thoughts and comments with the circle, please take the time to write down your thoughts and comments to share for every class</p> <p>Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i> 8 (4): 387-409.</p> <p>Morden, Michael. 2016. "Theorizing the Resilience of the Indian Act." <i>Canadian Public Administration</i> 59(1): 113-133.</p> <p>Joseph, B. (2018). Pages 7 - 50</p> <p>Start reading Talaga, T (2017)</p>
2	January 17	<p>Settler colonialism, notion (conception) of Indigeneity</p>	<p>Video: Indigenous Identity – panel speakers</p> <p>Homework outlined for the following week:</p> <p>Come prepared to share thoughts and comments on articles, questions for guest speaker on identity and impact</p> <p>O'Toole, Darren. 2020. "Wiisaakodewiniwag Ga-Nanaakonaawaad: Jiibe-Giizhikwe, Racial Homeopathy, and 'Eastern Métis' Identity Claims." <i>Aboriginal Policy Studies</i> 8(2): 68-95.</p> <p>Gaudry, Adam. 2018. "Communing with the Dead: The 'New Métis,' Métis Identity Appropriation, and the</p>

Week	Date	Topic	Readings Due
			<p>Displacement of Living Métis Culture.” The American Indian Quarterly 42(2): 162-190.</p> <p>Joseph, B. (2018). Pages 50 – 100</p>
3	January 24	<p>Metis Identity</p> <p>Guest Speaker</p>	<p>Homework outlined for the following week:</p> <p>Come prepared with comments and to share with the circle your thoughts and questions, did you learn anything new, how do you feel about identity, is identity important to you, why or why not</p> <p>Joseph, B. (2018). Pages 100-159; 169-172;</p> <p>TRC pages 1 - 68</p>
4	January 31	<p>Indigenous Policy & Cultural Genocide timeline, Natural Law and Relations</p>	<p>In class video: Dancing Around the Table, Part Two</p> <p>Homework outlined for the following week:</p> <p>Come prepared with comments and questions for the circle with the readings</p> <p>TRC pages 68 - 99.</p>
5	February 7	<p>Generational Impact of policies and residential schools</p> <p>Discuss Assignment</p>	<p>In class video: Inside William’s Lake</p> <p>Homework outlined for the following week:</p> <p>Come prepared to share thoughts and comments</p> <p>continuing reading Talaga, T (2017)</p>

Week	Date	Topic	Readings Due
6	February 14	Sharing Circle, Indian Act – Bob Joseph’s book – thoughts and comments	<p>Homework outlined for the following week when you come back from reading week:</p> <p>Come prepared to share thoughts and comments, review Joseph’s book on status</p> <p>Stote, Karen. 2012. “The Coercive Sterilization of Aboriginal Women in Canada.” <i>American Indian Culture and Research Journal</i> 36(3): 117-150.</p> <p>Gehl, Lynn. 2000. “The Queen and I: Discrimination Against Women in the Indian Act Continues.” <i>Canadian Woman Studies</i> 20(2): 64-69.</p> <p>Talaga, T (2017)</p> <p>Assignment One due Friday February 16 @ 11:59 pm</p>
7	February 21	Reading Week	Happy Reading Week
8	February 28	Gender, Status, and Struggles of Indigenous Women and reproduction	<p>In class video: Finding Dawn</p> <p>Homework outlined for the following week:</p> <p>Come prepared to share thoughts and comments, and questions for guest speaker</p> <p>Chartrand, Vicki. 2019. “Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada.” <i>Canadian Journal of Criminology and Criminal Justice</i> 61(3): 67-89.</p>

Week	Date	Topic	Readings Due
			<p>Scott, Isabel Scheuneman. 2019. "Indigenous Carceral Motherhood: An Examination of Colonial, Patriarchal, and Neoliberal Control." <i>Aboriginal Policy Studies</i> 8(1): 78-103.</p> <p>The Gladue Primer*</p> <p>TRC pages 158 – 170, 269 - 271</p> <p>Talaga, T (2017)</p>
9	March 6	<p>Overrepresentation and Criminalization of Indigenous people</p> <p>Guest Speaker(s)</p>	<p>Homework outlined for the following week:</p> <p>Come prepared to share thoughts and comments and questions for guest speaker</p> <p>Start structuring your final assignment</p> <p>TRC pages – 170 - 182</p> <p>Talaga, T (2017)</p>
10	March 13	Sharing circle – debrief, final assignment	<p>In class video: APTN videos – corrections</p> <p>Homework outlined for the following week:</p> <p>TRC pages 135 – 147, 150, 152 - 158</p> <p>continue reading Talaga, T (2017)</p> <p>Watch Human Rights Trial – We Can't Make the Same Mistake Twice – please come with comments from the</p>

Week	Date	Topic	Readings Due
			video and be prepared to critically analyse systems and impact on Indigenous identity Read - An Act Respecting Indigenous First Nations, Metis, and Inuit children, youth, and Families
11	March 20	Child Welfare, Indigenous Children and Human Rights, OACAS commitment, An act Respecting, substantive equality - Jordan's Principal, Human Rights, TRC, Indian Act	In class video: TBD Homework outlined for the following week: Come prepared to share thoughts and comments from video and reading; An Act Respecting Indigenous First Nations, Metis, and Inuit children, youth, and Families
12	March 27	Circle Sharing – debrief, review final assignment	Homework outlined for the following week: Come prepared to discuss issues, thoughts, and comments on final assignment regarding policies, 4 areas for assignment, and Medicine Wheel application
13	April 3	Community Feast, debrief, circle sharing and reflections; assignment questions	In class video: TBD Assignment Two due April 4 @ 11:59 pm

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late papers will have a 1-mark deduction/day, including weekends. Later papers after 1 week are not accepted if not communicated with lecturer or without an accommodation email. If a student

anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

Coursework Submission Policy

Instructor's policy on what coursework must be submitted to meet the minimum requirements to pass the course (assignments, final exam, etc.) and where and how the work should be submitted.

It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

Policy on Plagiarism

"Policy 71's glossary defines plagiarism, in part, as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one's own in any work submitted whether or not for grading purposes" ...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry."

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

If using Turnitin.com add the relevant statement here

Electronic Device Policy

Instructor's policy on electronic devices. Please note that electronic devices cannot be banned from the classroom due to accessibility options. If you are unsure if your policy meets the requirements of the Ontario Human Rights Commission, please communicate with your Chair.

Attendance Policy

Regular attendance is expected and required.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Winter 2024**, the established examination period is **April 11 - 21**. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule at uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)

Accommodation for Illness or Unforeseen Circumstances

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the UWaterloo Academic Integrity webpage at uwaterloo.ca/academic-integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity website at uwaterloo.ca/academic-integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (uWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- [Counselling Services](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.