

DIALOGUE TOGETHER WITH ACTION: **Canada's Catholic Colleges & Universities** **& the Road to Reconciliation**



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Cover Photo: “Tipi photograph owned by Reg and Rose Crowshoe of the Piikani Nation”

Introduction: Dialogue Together With Action

... learn to do good and seek justice.

Isa 1: 17

In July 2016 Pope Francis declared, ‘I want to be a spokesperson for the deepest longings of indigenous peoples. And I want you to add your voice to mine.’ In the video announcing his prayer intention, an Indigenous woman is shown approaching a podium and pleading for the plight of Indigenous peoples to be heard. When the camera pans out, however, the auditorium is empty, a metaphor, perhaps, for the deafness of the world to the plight of oppressed people.

It reminded me of a similar moment many years ago in Australia at a conference on listening to the Aboriginal voice, when a young Indigenous scholar appeared before a large crowd of sympathetic white academics and played a video of an activist reading protest poetry. The sound was muted and the video was allowed to play, silently, for a full 15 minutes. All the while the presenter stared at the increasingly uncomfortable crowd. Then he turned off the TV and announced, before he stormed from the room, ‘This is what you’ve heard from Indigenous peoples at this conference.’ Horrified organizers realized, in that moment, that no Aboriginal guests had been invited to discuss the issue of Indigenous voices. It was a blunder that was not soon repeated.

I use the latter example because it occurred in the context of incredibly well meaning, learned and completely supportive academics at a conference specifically called to address acknowledged silence. Despite this, they still neglected to invite the people at the heart of the concern. It is a lesson that I have never forgotten: that the greatest antidote to silence is dialogue, not speeches — action not intentions. Even the most well meaning will be deaf to change unless we learn to listen.

In light of the United Nations Declaration of Indigenous Peoples, the recently released report by the Truth and Reconciliation Commission, the announced inquiry into murdered and missing Aboriginal women and girls, and the most recent controversy over the Canadian Catholic Church’s handling of reparations owed over the handling of the Residential Schools debacle, it is more important than ever that conversations increase, not decrease.

It is even more important that the Catholic Colleges and Universities step up and champion the important mandate of reconciliation. If understanding and encounter can occur anywhere it is surely in a place of learning, and Canada’s dynamic colleges and universities have a central role in helping to initiate conversations that will advance the critical goals of reconciliation in our nation. To do this, however, it will not be enough for institutional leaders to attend ceremonies and offer bureaucratic platitudes. Rather, our universities and colleges will need to bend and listen, to change and transform. A conversation goes both ways, and only engaged listeners can enact a transformation.

This initial document, then, presents a snapshot of the many and exciting initiatives that our Canadian Catholic colleges and universities are undertaking in order to celebrate and create community. It is groundbreaking in places, tentative in others, and only the start of what we feel sure will be a surge in good will, creativity and support for Indigenous reconciliation.

Here in this report is a summary of activities relating to the topic of reconciliation that was prepared and provided by the presidents and rectors of member institutions of the Association of Catholic

Colleges and Universities of Canada (ACCUC) leading up to the October 2016 meeting that was held at St. Paul University in Ottawa

Needless to say, there is still much to do. What is heartening, however, is how fully our Canadian Catholic colleges and universities have embraced this dialogue, and more importantly, how generously Indigenous communities have welcomed us into the conversation, sharing their knowledge, their talents and their generosity of spirit. Dialogue together with Action is the first step towards reconciliation and healing. Our hope is that this journey towards reconciliation becomes widespread and all pervasive.

As Perry Bellegarde, National Chief of the Assembly of First Nations recently pointed out, “Make room in your heart, your soul and your spirit.” Or as Pope Francis put it at a ceremony in Chiapas, Mexico: “How worthwhile it would be for each of us to examine our conscience and learn to say, ‘Forgive me!’”

Gerry Turcotte, Chair, ACCUC
President & Vice-Chancellor, St. Mary’s University, Calgary



Implementing strategic vision and institutional Indigenization

Campion College (Saskatchewan)

- College's current strategic plan (2015-2018) identifies strengthening relations with Indigenous peoples as one of five key priorities. Its Advisory Circle on Indigenous Relations works in collaboration with the First Nations University of Canada and the Aboriginal Student Centre of the University of Regina. As Canada's only Jesuit liberal arts college, Campion advances the priority of the Jesuits in Canada to promote reconciliation with Indigenous peoples and works closely with Mother Teresa Middle School, a Jesuit middle school predominantly for Indigenous youth in North Central, Regina.

St. Mark's/Corpus Christi College (British Columbia)

- The challenges and gaps faced by St. Mark's/Corpus Christi College are those typically faced by a comparatively young and developing institution seeking to realize a strategic vision. Partnerships with larger institutions such as UBC and SPU will help us to develop a strategic plan for growing in our First Nations programming and outreach/service areas.

St. Mary's University, Calgary (Alberta)

- St. Mary's University in Calgary has made significant efforts to place Indigenous reconciliation at the forefront of our activities. The university developed an Indigenous Strategic Plan three years ago and as a result of that process established a fulltime Director of Indigenous Initiatives and an FNMI Advisory Council. With the conclusion of our first strategic plan we are now in the process of redeveloping a second Indigenous Strategic Plan, in concert with our Indigenous advisors.

St. Thomas More College (Saskatchewan)

- The STM 2015-2020 Strategic Plan identified Indigenous Engagement as one of five strategic priorities.
- Reconciliation was an area identified in the 2015-2020 strategic plan as a need to "Address in a respectful, sensitive way the troubled history that exists between Indigenous communities and the institutional church." This includes: a new course on the relationship between Catholicism and Indigenous peoples; an endowed Chair in Indigenous Spirituality and Reconciliation to "ardently explore with humility, respect and courage the history, cultures and traditions that have shaped the intricate nature of Indigenous spirituality in Canada; to interact with and listen thoughtfully to Elders and community leaders who have preserved, protected and communicated this fertile spiritual heritage down through the generations; to consider and analyze the complexities of the interaction between Indigenous spirituality and Christian traditions historically and currently and to advance reconciliation." STM has a representative on the Roman Catholic Diocese of Saskatoon's Council for Truth and Reconciliation.

University of Sudbury (Ontario)

- The University of Sudbury has been offering an Indigenous Studies program (*formerly known as Native Studies*) since 1975 and has had, as part of its mandate for many years, a commitment to foster the preservation and development of the culture and traditions of the Indigenous Peoples of Northern Ontario. All of its formal ceremonies include the recognition of the territory on which it sits and often prayers offered in a traditional language.

Brescia University College (Ontario)

- The strategies presented within the Indigenous Strategy Plan speak to Western University's commitment to its role and responsibility to responding to calls to action from the Truth and Reconciliation Commission, and the importance of creating a culturally safe, respectful, and empowering environment for Indigenous peoples across all levels of the institution. Access the draft at:

http://indigenous.uwo.ca/universitywide/indigenous_strategic_plan.html

Brescia's students, staff and faculty provided input, insight and support to Indigenous Services throughout this strategic planning process and commits to maintaining close ties with the Western University's Indigenous Services to better support our shared communities.

Saint Paul University (Ontario)

- Saint Paul University has identified the following priorities as a first step to address the calls to action from the Truth and Reconciliation Commission:
 - Creating a Centre for Indigenous Learners
 - Integrating into our core curriculum elements of the history of Indigenous-settler relationships in Canada
 - Working together with Indigenous scholars, elders and knowledge keepers, as well as St Mark's university, to enhance the MA in Psychotherapy and Spirituality in order to address issues specific to trauma, and help create sustainable Indigenous mental health expertise in the communities
 - Establish a scholarship and bursary fund dedicated to Indigenous learners
 - Expanding the capacity of our Indigenous Pastoral Leadership Formation program, thanks to a 250 000\$ donation from a private source
 - Hiring Indigenous faculty

Honouring Indigenous peoples and cultures through commemorative and symbolic gestures

Campion College (Saskatchewan)

- Elders take part in Advisory Circle on Indigenous Relations and say blessings at College events, such as recent opening and blessing of new entrance, elevator and Accessibility Project. Honour songs are included in monthly liturgies at college by Mother Teresa Middle School students and their instructors.

King's University College (Ontario)

- First Nations graduates from King's attend a special Indigenous Graduation Ceremony at Western where they receive special recognition and are gifted with a handmade stole that they wear during Convocation to show their pride in their identity.
- King's requires land acknowledgments at all Convocation ceremonies.

St. Mary's University, Calgary (Alberta)

- St. Mary's University holds a special graduation ceremony ahead of the main Convocation where Métis and First Nations students are presented with either a Métis sash or with an eagle feather by a St. Mary's Elder.
- St. Mary's completed a journey to hold a Tipi on campus and built its lodge with the participation of Elders, staff, faculty and administration. The process included harvesting and preparing the tipi poles, and then erecting the Tipi at the heart of the campus to mark Aboriginal Awareness Week.



- A series of lectures through the term are presented by Elders and Knowledge keepers from the many Nations who partner with the university.

St. Mark's/Corpus Christi College: (British Columbia)

- St. Mark's has begun discussions with the UBC's First Nations House of Learning in order to explore ways to partner with the university to serve the needs of First Nations students at both the undergraduate and graduate levels. Deacon Rennie Nahanee, a Squamish Nation elder, is a graduate of the St. Mark's Permanent Diaconate program and ordained deacon at St. Paul's Squamish Nation land. He has encouraged sensitivity to First Nations' spiritualities on our campus during College events, including Smudging and Sweet Grass ceremonies. In 2011 St. Mark's conferred an honorary doctorate degree on Sister Marie Zarowny, SSA in recognition work on both the Resident Schools Settlement Agreement (2006) and her service on the Truth and Reconciliation Commission.

Saint Joseph's College, University of Alberta (Alberta)

- Encouraged faculty and staff to observe Orange Shirt Day on Sept 30 (a small, but important symbolic gesture).

Saint Thomas More College, University of Saskatchewan (Saskatchewan)

- STM's Endowed Chair in Indigenous Spirituality and Reconciliation sponsored the installation of a treaty plaque, an enlarged replica of the original medal that was presented to participating First Nations at the time of the Treaty 6 signing in 1876. STM's Indigenous Advisory Circle that includes Elders and Community Leaders from across Saskatchewan participated in the smudging ceremony and words of reflection and hope as the medal was revealed along with an explanatory plaque.

Saint Paul University (Ontario)

- Saint Paul University requires land acknowledgments at all Convocation ceremonies.
- A medicine garden/Spiritual circle, as well as an Indigenous sculpture will be featured on SPUMs land in order to honour the history and values of Indigenous culture and knowledge.
- SPU's campus will feature more Indigenous art work to create a more welcoming environment for indigenous learners.

Increasing Indigenous representation within institutional governance and leadership mechanisms

Campion College (Saskatchewan)

- Advisory Circle on Indigenous Relations has formulated a college response to the TRC Calls to Action, which is posted on the college website. It advises management on how best to indigenise the college and enhance accessibility for Indigenous students.

University of Sudbury (Ontario)

- For a number of years, the University of Sudbury has had Indigenous representation on its Board of Regents as well as various sub-committees of the Board such as the Language and Culture Committee.
- Members of its administration participate on various external committees, both at the local and provincial levels, including advisory committees implemented by various school boards.
- The University of Sudbury, through its Indigenous Studies Department, has representation on the Laurentian University Native Education Council (LUNEC).

St. Mary's University, Calgary (Alberta)

- St. Mary's University has created an Indigenous Advisory Council comprised of community representatives and elders who advise on all university protocols involving Métis, First Nations or Inuit initiative. Two First Nations representatives also sit on the University's Board of Governors.
- Our Indigenous Initiatives office has established an Elders on Campus program and a Scholars on Campus Program, both of which involve regular opportunities for staff, faculty and students to meet with Elders. Our Elders have been fully booked for all of their office hours since the program started. We have also implemented a number of ceremonial recognitions for our First Nations and Métis students, including the awarding of a Métis sash or eagle feather at convocation. The university has created a number of scholarships to support Indigenous learners, and established dedicated counseling assistance for Indigenous students.
- St. Mary's has added two prominent First Nations advocates as members of the Board of Governors.

King's University College (Ontario)

- The Students' Council has recently created a permanent First Nations representative position on their council.
- There is a permanent First Nations Contact at King's and Liz Akiwenzie is the recently appointed Elder-in-residence who will provide support and education for our students.

Saint Thomas More College, University of Saskatchewan

- There is an Indigenous representation on the STM Board of Governors, and an Advisory Circle for the Chair in Indigenous Spirituality and Reconciliation that includes two Elders, the Executive Director, Office of the Saskatchewan Treaty Commissioner (Co-chair), two Indigenous community leaders and the Director of Aboriginal Initiatives, Gordon Oakes Red Bear Student Centre, University of Saskatchewan. The STM President is Co-chair of the Advisory Circle.

Newman Theological College (Edmonton)

- Elder Elizabeth Letendre, Chair of Edmonton's Council of Elders, is now a member of the College's Academic Senate.
- Currently undertaking an assessment of all academic programs and Elder Letendre's participation in Senate is meant to ensure that an Indigenous perspective is brought to bear through Newman's programs.

Indigenizing teaching and learning practices and the curriculum

Regis College (Ontario)

- There are several Indigenous students enrolled at Regis, and a very active elder who consults for several of our events. This semester we have one course on Indigenous history at the second year level, and we have hosted and will host several events focused on Indigenous life. There is a conscious effort by the professors to integrate Indigenous material in other courses where appropriate.
- The course, Injustices in Canada Today, examines contemporary Canadian society and identifies some major injustices in the present culture, especially in the case of Indigenous people. Students are asked to consider not only social injustices but also their own identities as individuals, neighbours, citizens and Christians in relation to these injustices.

St. Mark's/Corpus Christi College (British Columbia)

- Corpus Christi College offers two courses in First Nations Studies, Social Justice and Peace Studies (SJPS) 220 which includes an experiential learning component in the Northwest Territories, and SJPS 110: Homelessness and Poverty, which focuses on the social and economic challenges faced by First Nations people in the Downtown East Side area of Vancouver. Both courses transfer to UBC. RELG 207: World Religions includes a unit addressing the literature of the Haida people. This course is also transferable to the UBC. SMC Continuing Education offers Aboriginal Literature Workshops for Teachers and Librarians as well as a summer institute course on First Peoples Principles of Learning. Our service learning programs at CCC offer monthly excursions to serve the First Nations people of this community at the Door is Open curbside outreach. CCC and SMC students annually participate in the Rose Prince Pilgrimage to the burial site of this much-venerated Dakelh woman in Prince George, BC.
- Corpus Christi offers the Doug and Mimi Tang Scholarship for First Nations students.

King's University College (Ontario)

- Students enrolled in the Social Justice and Peace Studies program are required to take a course on Contemporary First Nations Issues. The course is taught by a First Nations faculty member.
- The School of Social Work offers a special seminar course on Social Work for First Nations. The course is taught by a First Nations faculty member.
- An experiential learning course brings a group of King's students to support and learn from an annual gathering and pilgrimage in Pine Channel, Saskatchewan, with the Dene First Nations communities of Fond-du-Lac, Stoney Rapids and Black Lake. While there, students and faculty participate in community service, dialogue, prayer and education about the Dene's traditions, religious practices, history and their work for justice.
- This past summer King's hosted the first Welcome Lunch for Indigenous students that allowed faculty, staff and administration to connect with our First Nations students and introduce the resources available to them at King's and Western.
- The College partners with Western University to make available the various Indigenous Services available at Western.
- The Diocese of London provided King's with a gift of \$25,000 to establish a scholarship to aid First Nations, Inuit, and Metis students with the cost of post- secondary education. The scholarship is called the *Gaudium et Spes* Award.

Saint Joseph's College, University of Alberta (Alberta)

- Numerous courses incorporate Indigenous content into their programs (ie. 'Sport and Religion' examines lacrosse as a religious ritual), 'History of Christianity in Canada' dedicates lectures to Indigenous and European encounters).
- Native Studies speaker to be included in the *Laudato Si* series.
- Brittney Nurse (Director of Campus Ministry—also part Cree herself), coordinates bi-Monthly Creativity Workshops with Catholic Social Services Students. A high population of aboriginal youth/young adults participate with non-Indigenous students through art. I.e. Painting totem, leather bracelet making, dream catchers etc.
- Regular September meet and greet with interim dean of Native Studies.
- For many years the College has offered a course entitled "Interaction between indigenous Spiritual Traditions and Christianity" (CHRTC 221). The course was initially designed and taught by Fr. Darold Winkler, an Ojibway priest (now a priest of the Archdiocese of Ottawa). It is currently taught by a Metis woman from Lac Ste. Anne AB, Sharon Pasula (Letendre) (TRC Call to Action #60). In Collaboration with the University of Alberta, The College for many years has been hosting members of the annual summer CILLDI (Canadian Indigenous Languages and Literacy Development Institute) Summer school (TRC Call to Action #16).

Saint Thomas More College, University of Saskatchewan

- STM has established a faculty-led Academic Working Group on Indigenous Engagement which has sponsored a public forum, "What should a Catholic college know to be truly welcoming to Indigenous peoples," addressed by Indigenous academics and an Elder. The Saskatchewan Treaty

Commissioner is team teaching with our Associate Dean. They are jointly teaching the capstone course for our Social Justice and the Common Good Minor Program using the conceptual frameworks of social justice and the common good as well as teachings from an Indigenous perspective to examine issues related to the Truth and Reconciliation Commission's Calls to Action.

- STM has established an Indigenous Graduate Fellowship that will provide funding and office for a year for an Indigenous scholar who is completing a PhD program.
- STM is a major participant in the Aboriginal Student Achievement Program (ASAP) at the university of Saskatchewan. The ASAP provides an opportunity for first year Aboriginal students to register in the program through a designated Aboriginal academic advisor who continues to support and guide them throughout their first year. The Aboriginal students are grouped onto Learning Communities of 30 students each, attend a set of smaller common classes and tutorials, learn together and support each in their university experience. All courses are taught by instructors who understand the cultures and needs of Indigenous students. This program has significantly increased Indigenous student retention between first and second year.

University of Sudbury (Ontario)

- University of Sudbury is a bilingual and tri-cultural university committed to promoting the traditions and culture of the Indigenous people. The university holds one of the oldest departments of Indigenous Studies in the country, dating back to 1975. As an institution devoted to the preservation and development of the culture and traditions of the Indigenous Peoples of Northeastern Ontario, the University of Sudbury provides to both Indigenous and non-Indigenous students courses and programs destined to the furthering of an awareness of, and appreciation for, the Aboriginal world-view.

Indigenous program options:

- Bachelor of Arts (general) in Indigenous Studies (3 years – 90 credits)
(Concentration in Indigenous Studies – 36 INDG credits required)
- Bachelor of Arts in Indigenous Studies (4 years – 120 credits)
(Specialization in Indigenous Studies – 60 INDG credits required)
- Major in Indigenous Studies (42 INDG credits required)
- Minor in Indigenous Studies (24 INDG credits required)
- Minor in Indigenous Healing and Wellness (24 INDG credits required)
- Minor in Indigenous Environmental Studies (24 INDG credits required)
- Minor in Peoples and Mining
- Minor in Nishnaabemwin
- The programming also offers experiential learning opportunities: e.g. creating art outside which reflects some of the values discussed in a course; offering a ten-day course where the student lives on the land with the group to explore their relationship with the natural environment from within an Indigenous knowledge framework.
- For the last few years, the department of Indigenous Studies has had a series of “Lunch and

Learn” sessions, as well as full days of teaching offered by various Elders.

- The University has also developed articulation agreements with its local college to promote new pathways for those completing a degree in Indigenous Studies. It is currently exploring other possibilities to continue to increase the options available to its students, or potential students.
- On a small scale, the University participates in a “dual credit” initiative where it offers courses, including an Indigenous Studies one, to grade 12 students. The agreement with the school boards, allows the student to receive a credit towards its high school diploma, while banking university credits.

Undergraduate journal Initiative

As a publication of undergraduate papers relating to the discipline of Indigenous Studies, this journal is intended as a respectful and inclusive space of scholarly expression in the areas of Indigenous knowledge and practice, decolonization, and self-government.

Programming on the James Bay Coast

The University also offers programming in four communities on the James Bay coast, where the format is adapted to the needs of the students (e.g. offered in block format; offered in the evenings/weekends; scheduled around community events; etc.). This is a partnership between the University of Sudbury and the Mushkegowuk Tribal Council, representing the Cree communities of James Bay in northeastern Ontario. This initiative started in September 2013 in Moose Factory. In September 2015, the project extended to other communities on the James Bay Coast which include Attawapiskat, Fort Albany and Kashechewan. Courses are now offered either directly onsite or via video-conferencing. To date, over 80 students have benefited from this initiative and nine students have been able to graduate with a bachelor degree.

In the past, the University has also offered programming in other communities (e.g. at Kenjgewin Teg Educational Institute on Manitoulin Island or in Kenora) and continues to explore possible collaborations.

Newman Theological College (Edmonton)

- The College has co-sponsored an annual seminar series, “Directions in Aboriginal Ministry”, which is part of the Catholic Bishops’ “Building Bridges” project. Students have been able to attend this seminar each year as part of an academic course for credit.
- free seminars over noon hour on the theme of “The Medicine Wheel”, inviting Elders and other leaders from these communities or working in these communities to share how they bring together their Indigenous traditions and beliefs with their Christian faith.

Our Lady Seat of Wisdom (Ontario)

- This year we are exploring a proposal that has been made for a summer program to introduce First Nations students to the resources of OLSW. This is in its early stages but could potentially have a cross-country appeal.

Brescia University College (Ontario)

- Programming to support new and returning students is clustered within the following areas: cultural and social programming, recruitment, admissions and transition, current student support, mentorship and leadership, student work opportunities and development.

Campion College at the University of Regina (Saskatchewan)

- Campion has participated in the *nitonicipamin oma* Student Success program at the University of Regina for first-year students.
- Campion is establishing scholarships for MTMS (Mother Teresa Middle School) graduates for our 100 anniversary.
- Consideration of Indigenous spirituality is included in courses on world religions.

St. Paul's College, University of Manitoba (Manitoba)

- Supports, including targeted awards and bursaries for Indigenous students are provided through the financial awards office of the University of Manitoba. The University of Manitoba campus, where St. Paul's College is located, also offers an Aboriginal Access program as well as an Indigenous Centre.

Saint Paul University (Ontario)

- Through the Chair in Integral Ecology and Social Justice, SPU's curriculum is going to be enriched with Indigenous content.

Enhancing Indigenous research capacity and indigenizing research practices

St. Thomas More College (Saskatchewan)

- Initiatives include: enhanced pedagogical tools to support Indigenous students (e.g. tutoring, using appropriate texts); engaging with local Indigenous scholars and teachers to create a better understanding of Indigenous student experience and expectations; involving Indigenous students more directly in service-learning programs and developing more service-learning opportunities with Saskatoon's Indigenous communities; providing foundations for Indigenous students to have international experiences; developing appropriate informational materials regarding STM courses and programs for distribution to local Indigenous communities; partnering with on-campus communities including Gordon Oakes Red Bear Student Centre, Trish Monture Centre for Student Success, and Aboriginal student associations; partnering with off campus communities including local Indigenous schools and Canadian Roots Exchange to develop programs with Aboriginal communities; and offering workshops on Indigenous research and research collaborations.

St. Mary's University, Calgary (Alberta)

- On February 17, 2016, St. Mary's hosted a one-day workshop as a part of our *Preparing the Lodge* initiative in partnership with Canada Bridges. We were given the Blackfoot name Ookaskaspaatassin (Knowledge Sitters) by our Blackfoot Elder, Casey Eagle Speaker, for the event. The event started with a Pipe ceremony for presenters and partners. The aim of this day was to meet in ceremony and relationship with each other as academics and community partners in Calgary, to learn more about how to engage ethically in research with Indigenous communities. Susan Zimmerman, Executive Director for the Secretariat on the Responsible Conduct of Research, spoke to the Tri-Council Policy Statement and Leona Makokis and Ralph Bodor spoke to the Blue Quills First Nations University Research Ethics Policy.

University of Sudbury (Ontario)

- Several of its Indigenous Studies faculty members have participated in significant research projects and some have published extensively.

Saint Paul University (Ontario)

- SPU wants to hire Indigenous Scholars in the field of Conflict Studies, Psychotherapy and Spirituality. To date, one Scholar has been hired.

Deepening engagement and Indigenous communities

St. Thomas More College (Saskatchewan)

- STM has established an Indigenous Advisory Circle that includes Elders and community leaders that advises on the shape of the STM endowed Chair in Indigenous Spirituality and Reconciliation. Members of the STM community, including the president and senior administration, have participated in a Sweat Lodge Ceremony, and STM has hosted Pipe Ceremonies to recognize the centrality of ceremony in Indigenous worldviews. STM has been intentional in reaching out to Elders from various parts of Saskatchewan, and has hosted two major conferences to provide a forum for Indigenous Elders and scholars to voice their perspectives: The Respect, Reconciliation and Renewal Conference, and the Restorative Justice: Building a Culture of Hope Conference. Other such initiatives are in the planning stage.

Campion College (Saskatchewan)

- The College has been developing relationships with the First Nations University of Canada, the Aboriginal Student Centre at the University of Regina and the latter's Executive Lead for Indigenization. We have been involved with the following Indigenous communities: St. Mary Immaculate mission, Peepeekisis First Nation, Valley Native Ministry (Archdiocese of Regina), Mother Teresa Middle School (MTMS), Indian Metis Christian Fellowship, All Nations Hope and Friends on the Outside (FOTO).

University of Sudbury (Ontario)

- The offer of courses in the communities on the James Bay coast (Fort Albany, Kashechewan, Moose Factory and Attawapiskat) has been possible because of the collaboration with several of the community partners, such as :
 - Mushkegowuk Tribal Council
 - Mushkegowuk Education Authority
 - Moose Cree Education Authority
 - Moose Cree First Nation
 - Fort Albany First Nation
 - Contact North
 - Mundo Peetabek Education Authority
 - Western James Bay Telecom Network
- Indigenous Studies faculty have also coordinated a number of conferences where both scholars and the community at large are invited to participate. In a number of cases, Elders are the invited speakers.

As part of their ongoing efforts, faculty in the Indigenous Studies department are involved in various community endeavors, sometimes as an academic nature, but most often as a community partner

Kings University College (Ontario)

- King's has developed strong relationships with the local First Nations communities. Leslee White-Eye, Chief of the Chippewas of the Thames First Nation, is a recently appointed member of the Board of Directors at King's.

Saint Paul University (Ontario)

- SPU has engaged in a conversation with Kateri Ministry based in Ottawa around how we can support each other in our mission. We have recently entered in a conversation with First Nations University about collaboration for the delivery of a program, as well as St. Mark's, and Nipissing University.

St. Mark's/Corpus Christi College (British Columbia)

- As a growing and aspirational Catholic College at the University of British Columbia, St. Mark's/Corpus Christi is exploring the different ways that we can work with First Nations communities both in the Lower Mainland area of Vancouver (the University exists on the unceded territory of the Musqueam First Nation) and in the Province towards the goal of reconciliation.

St. Mary's University, Calgary (Alberta)

- The university's approach has been to work with community first, to build trust and partnership, and through that to develop initiatives for the university more widely. This has had the effect of connecting us closely with local communities such as Tsuu'tina and Siksika, including developing teaching programs with each community, and hosting learning events on campus taught by local elders and open to the community as a whole.

St. Paul's College, University of Manitoba (Manitoba)

- The College has developed a relationship with the University of Manitoba's Centre for Indigenous Achievement, and this relationship continues to bear fruit. Our activities have included inviting Elder Norman Meade to attend events at the College, including an opening prayer for special events such as our 2015 Hanley Lecture. Its director, Deborah Young, sat as a member of our Board of Directors of the Mauro Centre for Peace and Justice. Since her departure to Ottawa, she has been replaced by Ms. Debbie Burka, a top advisor and director for the Norway House First Nation.

Brescia University College (Ontario)

- Western has just released its draft Indigenous Strategic Plan (Oct 5, 2016). Western's Indigenous Strategic Initiatives committee consulted extensively with various communities including local Indigenous Communities and Organizations, Indigenous students, faculty and staff, and Western's broad campus community. Beginning with a series of talking circles in 2014, Western's

consultation evolved over the next two years to include 689 individuals who participated in focus groups, town halls, in person meetings, surveys and online submissions that informed the content of this plan.

Saint Joseph's College, University of Alberta (Alberta)

Sharon Pasula, our Métis instructor for CHRTC 221 (Interactions between Indigenous Spiritual Traditions and Christianity), offered the following advice:

- Display indigenous art and artifacts in the college / install some tiles on the cafeteria and/or other floors with indigenous designs from indigenous artists
- Offer one course in each of the Fall/Winter terms with an indigenous focus. One way to achieve this might be to develop a new course that pulls together some of the content in other SJC courses that deal with First Nations and Metis issues. Such a course might best be team taught, and should include direct input from indigenous persons ... for example, instead of just reading a chapter on lacrosse, bring in a player; bring in someone from Sacred Heart and/or Ben Calf Robe in conjunction with watching the video on the Sacred Heart website; incorporate experiential learning such as hands on artisanal work, participation in ceremonies; include someone to talk about white privilege, maybe from the perspective of settler communities.
- Promote the reading of books such as "Mixed Blessings: Indigenous Encounters with Christianity in Canada" and "Buffalo Shout, Salmon Cry" (both of which are in the SJC library collection).
- Add a banner or sign along with the SJC main signage acknowledging the college's location on Treaty 6 / traditional Metis territories. (This has already been done with our email signature blocks.)
- Continue with prayer-based activities such as the "St. Kateri, pray for us!" event planned for the week of 17 October 2016.
- Offer financial support to an indigenous organization or family or to Native Studies (could, for example, contribute a bit of SJC swag to the Faculty of Native Studies backpack program).
- Have more indigenous representation on staff and Board.
- Host a facilitated listening circle dealing with "stories of reconciliation".
- Increase partnerships with elders and with indigenous groups on campus.

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

Saint Joseph's College, University of Alberta (Alberta)

- Many members of the SJC Faculty, Staff and Senior Administration (including the President) attended the TRC National Event, March 27-30, 2014 at the Shaw Conference Center in Edmonton. The content of various courses offered at the College address the TRC and other indigenous issues. In April 2016 I circulated to all faculty, staff and Board members copies of the Canadian Church's statements "A Catholic Response to Call to Action 48 of the Truth and Reconciliation Commission" and "The 'Doctrine of Discovery' and 'Terra Nullius': A Catholic Response" as well as an explanatory interview with Bishop Donald Bolen of 24 March 2016. (Call to Action 45)

University of Sudbury (Ontario)

- The University of Sudbury has held Indigenous culture sensitivity workshops for its administrative and academic staff, for its members of the Board of Regents, including its Chancellor, etc. as well as for the Laurentian Federation partner institutions. These workshops were taught by one of our Indigenous instructors with the support of Elders and students of the Indigenous Studies programs.
- The University offers Indigenous Studies workshops in Ontario's high schools. Thus far, the workshops/presentations have been offered to the French school boards in the North and South-West of the province. The University is currently exploring a similar collaboration with the English school boards.
- Regularly, the University offers honorary doctorates to Indigenous individuals who have made significant contributions to society.
- Scholarships, bursaries and awards are offered every year specifically to Indigenous students.
- The University's commitment to the Indigenous culture is demonstrated physically in its environment with signage in Ojibway; with indoor space adapted so that smudging can take place; with a dedicated lounge for its Indigenous Studies students; with office space provided to the Indigenous Student Circle (a student association); with dedicated space for Elders so that they can provide counselling on campus; with the building of a Sacred Fire Arbor to be in operation as of the fall of 2017; with wall paintings which celebrate Indigenous art; with a University logo which encompasses Indigenous symbols such as the medicine wheel and the braid of sweetgrass.

Campion College (Saskatchewan)

- Faculty and other community members participate in regular Blanket Exercise. Every two years, Campion welcomes Jesuits in formation to a seven-week Indigenous Immersion Experience in response to Call to Action #60. The experience includes two courses at the First Nations University of Canada (Introduction to Indigenous Studies; History of Residential Schools), service at Mother Teresa Middle School, teachings from elders and ceremonies in Indigenous communities in and around Regina. There is interest in having staff and faculty join the program in the future.

St. Paul's College, University of Manitoba (Manitoba)

- Moving into the future, St. Paul's College will continue to identify and establish ways to ensure that it is providing a welcoming environment to faculty, staff and students who are Aboriginal persons. This includes promoting events that are linked to indigenous peoples in Manitoba, ensuring the Winnipeg International Storytelling Festival (a St. Paul's College week-long series of events operated by its Mauro Centre for Peace and Justice) incorporates Indigenous storytelling, and is relevant to students from all parts of Manitoba society, and building upon our College's linkage as a national partner to the National Centre for Truth and Reconciliation. These activities are in line with numerous University of Manitoba priorities: 1) Priority #3 "Creating Pathways to Indigenous Achievement," and the goal to "foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff," 2) Priority #5 "Forging Connections" and the goal to "enhance engagement, and build and strengthen relationships with Indigenous communities in urban, rural and northern setting," and Priority #4 "Building Community" which includes a goal to "make the University of Manitoba the institution of first choice for potential students, staff and faculty."

St. Mark's/Corpus Christi College (British Columbia)

- St. Mark's College at UBC has agreed to participate as the BC representative in a new program sponsored by St. Paul University in Ottawa. The National Program in Traditional Indigenous Peoples Counseling and Healing has been created in response to the concerns expressed in the Final Report of the Truth and Reconciliation Commission for a "whole health" response to the mental health concerns facing many indigenous communities in Canada. It builds on SPU's strong programs in Clinical Psychotherapy to deliver a holistic and culturally sensitive intervention model for First Nations peoples.

Brescia University College (Ontario)

- The Indigenous Services Centre is a vital space that acts as a centra/locus for Indigenous students and communities to gather and find a sense of belonging in the larger institution. Elements within the Centre include: Computer lab, fully equipped kitchen facilities, quiet study space, lounge area, office spaces, Elders Office and quiet meditation room, free telephone, fax and printing available onsite; all within a 24 hour access environment.

St. Mary's University, Calgary (Alberta)

- St. Mary's held a Cultural Safety workshop and conducted the Kairos Blanket Exercise for all of its staff and faculty. Over 95% of the university attended this workshop that provides an experiential exercise and dialogue around colonization and reconciliation. The program was then introduced to a number of our university courses.

St. Thomas More College (Saskatchewan)

- STM is creating a climate where Indigenous students feel welcome in the College including an understanding of Indigenous ways of knowing, sponsoring cultural events focusing on Indigenous perspectives, and increasing the number of scholarships and bursaries offered to Indigenous students. STM appointed its first Indigenous tenure-track faculty member effective July 1, 2016 and has hired Indigenous support staff. Appointing well qualified Indigenous faculty members is a priority, and STM offers a fellowship for an Indigenous graduate student.

Creating opportunities for intercultural dialogue

Regis College (Ontario)

- In the second semester the Regis Student Council is sponsoring a Blanket Exercise for all Regis students. There is active attention to planning events that incorporate activities that highlight Indigenous concerns.

St. Mary's University, Calgary (Alberta)

- StMU was the first post-secondary institution in Calgary to screen Making Treaty 7 on campus followed by a panel discussion. The late Michael Green facilitated the panel discussion after the second screening on February 6, 2015 and we were the last public appearance he made. Our relationship with the Making Treaty 7 Cultural Society has led to Michelle Scott, our Director of Indigenous Initiatives, being asked to sit on the Discussing Treaty 7 Planning Committee where she is actively involved in the educational outreach and planning for the Making Treaty 7 production. On February 5, 2016 we hosted "Elder in the Making", a film that was inspired by Making Treaty 7, with Cowboy Smithx and Chris Hsiung hosting a talkback session afterwards with 150+ staff, students and community members.
- StMU hosted Provincial Minister of Indigenous Relations, Richard Feehan, for a workshop with urban Aboriginal community groups. Our FNMI Director was involved with the Calgary Urban Aboriginal Initiative (CUAI) and when it closed became Co-Chair of the Calgary Indigenous Learners Domain, which hosts its weekly meetings on campus.

Campion College (Saskatchewan)

- Co-hosting students socials, lectures and panel discussions with Aboriginal Student Centre at the University of Regina on range of topics related to Indigenous issues.
- Participation of faculty, staff, students and board members in Blanket Exercise.

St. Jerome's University (Ontario)

- St. Jerome's University is in the beginning stages of dialogues with our partner institutions, including the University of Waterloo and St. Paul's University College, Waterloo Aboriginal

Education Centre, to explore possibilities and connections around Indigenous Activities. Over the past year we have reached out to the St. Paul's University College, Waterloo Aboriginal Education Centre to facilitate and host a panel discussion, luncheon and dialogue with students.

- The panel discussion, as part of our 150 Anniversary Lecture Series, focused on the issues that Canada must face honestly and critically as First Nations move forward from the process of truth and reconciliation. How do we create an economic future for First Nations and revitalize their cultural practices and languages? What are the legal issues that need to be addressed? How do we engage the violence that floods indigenous communities? What does the future of First Nations and Canada look like?

Speakers Included:

John Borrows – *Anishinaabe/Ojibway and a member of the Chippewa of the Nawash First Nation in Ontario. He holds the Canada Research Chair in Indigenous Law at the University of Victoria Law School.*

Leah Gazan – *a member of the Wood Mountain Lakota Nation, located in Treaty number 4 in the Province of Saskatchewan and the co-founder of the #WeCare campaign, aimed at engaging the broader public to stand in solidarity with indigenous communities to address the violence against indigenous women and girls in Canada.*

Niigaan Sinclair – *Anishinaabe, originally from St. Peters (Little Peguis) Indian Settlement near Selkirk, Manitoba, and is currently Associate Professor and Acting Head of the Department of Native Studies at the University of Manitoba.*

University of Sudbury (Ontario)

- The University of Sudbury and Laurentian University collaborate on an ongoing basis to share best practices and discuss how to keep moving forward as it addresses the challenges of the TRC Report.

King's University College (Ontario)

- With support from the Sisters of St. Joseph, King's has recently launched the annual Principal's Lecture on Contemporary Indigenous Issues.
- 2016, author Joseph Boyden presented a lecture at King's and offered workshops to high school students to provide background and perspective about First Nations history and culture.

St. Paul's College (Manitoba)

- A number of Indigenous-related events were held in 2015/16 in the College. This includes Treaty Commissioner James Wilson's presentation at the Mauro Centre and the Return to the Spirit Week of Reconciliation Event which was held in Hanley Hall:
<http://www.cbc.ca/player/News/Canada/Manitoba/ID/2654636125/>
- At all our events we recognize the fact that the College is located on Treaty One Territory, and that we are devoting our efforts to Reconciliation. We also have signage in front of the College that recognizes that we are on Treaty One Territory.

- St. Paul's College is a National Partner for the National Centre for Truth and Reconciliation. This involves having the Rector attend meetings, provide guidance on national consultations, and provide advice regarding national surveys and the "Reconciliation Barometer". In June of 2015, and representing the College as a National Partner, the Rector attended the three days of events in Ottawa for the Closing of the Truth and Reconciliation Commission. This included the Sunrise Ceremony, the Reconciliation Walk, the presentation of the Executive Summary Report, and events outside Rideau Hall on the final day.
- Related to the above point, a special feature of our 1001 Winnipeg Archdiocese Centennial Anniversary Symposium included a panel discussion regarding Reconciliation, Indigenous Relations and the Archdiocese that was moderated by University of Manitoba President Emeritus Dr. Eموke Szathmary. The panel included past National AFN President Ovide Meceddi, Stephen Kakfwi (former Premier of the Northwest Territories), Ry Moran (of the National Centre for Reconciliation), Sr. Bernadette O'Reilly (Rossbrook House), and Lisa Raven (Return to Spirit).

Hosting archives and artifacts

St. Thomas More College (Saskatchewan)

- STM's Shannon Library curated an exhibition of Aboriginal art celebrating Aboriginal Achievement week which featured government, scholarly and First Nations documents related to Truth and Reconciliation, talks, histories, art and social commentaries as well as materials related to Indigenous language, particularly Cree; travel to Wanuskewin for our annual Faculty/Staff Retreat to engage with local Indigenous leaders; our website indicates that: "We acknowledge that we are on Treaty Six Territory and the Traditional Homeland of the Métis. We respect and reaffirm our relationship with one another," faculty members have been participating in learning communities organized by the Aboriginal Students Achievement Program (ASAP) within the College of Arts and Science.

St. Paul's College (Manitoba)

- St. Paul's College is a very active national partner to the National Centre for Truth and Reconciliation which is located nearby to the College at the University of Manitoba and which serves as the national archives for the TRC's hearings and documents relating to the residential school system. See: <http://umanitoba.ca/centres/nctr/collection.html>

Campion College (Saskatchewan)

- The college has hosted exhibitions and artifacts from the Jesuit Archives in Montreal.