



Aboriginal Peoples Week

Building reconciliation

REPORT

PREPARED BY: THE OFFICE OF ABORIGINAL AFFAIRS

Table of Contents

Background	3
Schedule of Events	4
Mini Forums.....	9
Vice-Presidents Panel	20
Follow-up Sessions.....	24
News from the Gazette	26
Photographs.....	27

BACKGROUND

The first Aboriginal Peoples Week was held on the St. John's campus on March 21-24, 2016 with the theme of *Truth and Reconciliation*. The Office of Aboriginal Affairs, in partnership with the Harris Centre, hosted a public forum, Memorial Presents: The Impact of Aboriginal Residential Schools in Newfoundland and Labrador on Monday, March 21, 2016. Panelists included Chief Wilton Littlechild, Truth and Reconciliation commissioner, a Cree chief and a residential school Survivor and lawyer who has worked to advance Indigenous rights and treaties, on all levels, including with the United Nations; Toby Obed, Labrador residential school Survivor; Ches Crosbie, personal injury lawyer with Ches Crosbie Barristers, who represented approximately 1,000 Survivors of Labrador residential schools in a class action trial against the Government of Canada; and Catharyn Andersen, Special Advisor to the President on Aboriginal Affairs, Memorial University. The Office of Aboriginal Affairs, in partnership with the Aboriginal Resource Office (ARO) hosted a series of events around the theme of truth and reconciliation during the week with the purpose of informing the community, and sparking dialogue and discussion. Faculty members, researchers, students, staff and guests presented more than 20 informative and thought-provoking sessions over a four-day period for the university community and the public.

The second annual Aboriginal Peoples Week was held on the St. John's campus on March 20-24, 2017 with the theme of *Building Reconciliation*. Staff from the Office of Aboriginal Affairs and the Aboriginal Resource Office met in October and November, 2016 for preliminary discussions around the structure of the second annual Aboriginal Peoples Week and a meeting was also held with students in November, 2016 to gather their input and suggestions.

The Planning Committee for Aboriginal Peoples Week was formed in December 2016 and met weekly. The Planning Committee consisted of:

Catharyn Andersen, Special Advisor to the President on Aboriginal Affairs

Donna Ball, Senior Policy Analyst

Lindsay Batt, Executive Director of Finance & Services, MUNSU

Jennifer Batten, Communications Coordinator

Mario Blaser, CRC in Aboriginal Studies

Angie Clarke, Director of Student Affairs, Marine Institute

Ashlee Cunsolo, Director of the Labrador Institute

Sheila Freake, Manager of the Aboriginal Resource Office

Susan Kennedy, Administrative Staff Specialist

SCHEDULE OF EVENTS

MONDAY, MARCH 20, 2017

Two steps forward, one step back: Transforming the Landscape to Support Reconciliation

7:00 p.m. - 9:00 p.m.

Innovation Hall, Room IIC-2001, Bruneau Centre for Research and Innovation

Dr. Gary Kachanoski, president and vice-chancellor of Memorial University, will open Aboriginal Peoples Week at this event. Chief Mi'sel Joe of the Miawpukek First Nation will deliver an address, followed by a keynote presentation by Dr. Sheila Cote-Meek, associate vice-president of academic and Indigenous programs at Laurentian University.

This free event is open to the public. Complimentary parking will be available in Lot 1A.

(This event was cancelled due to weather)

TUESDAY, MARCH 21, 2017

Forum: Setting the Change Agenda for University Teaching and Learning

9:00 a.m. - 11:00 a.m.

The Landing, Room UC-3018, University Centre

Moderator: Catharyn Andersen, Special Advisor to the President on Aboriginal Affairs, Memorial University

Thought leaders:

Dr. Sheila Cote-Meek, Associate Vice-President, Academic and Indigenous Programs, Laurentian University

Dr. Noreen Golfman, Provost and Vice-President (Academic), Memorial University

This session will explore how Memorial can work towards building reconciliation through greater Indigenization of university pedagogies, curricula and programs and consider ways to increase Aboriginal representation within faculty. The session will include brief presentations from two thought leaders followed by roundtable discussions with participants, including faculty, staff, students and representatives from Aboriginal communities across Newfoundland and Labrador.

This event is open to faculty, staff and students of Memorial University only.

Introductory Session on Innu-aimun

Presenter: Dr. Marguerite Mackenzie

11:30 a.m. – 12:00 p.m.

The Landing, room UC-3018, University Centre

Dr. Marguerite MacKenzie, professor emerita with the Department of Linguistics, will facilitate an introductory session on the Innu language, Innu-aimun.

Make an Aboriginal Craft

Instructors: Katelin King and Jessica Winters

1:00 p.m. - 3:00 p.m.

3rd floor, University Centre (Outside the Landing, UC-3018)

Katelin King and Jessica Winters will instruct participants in creating sealskin crafts and dream catchers.

Information Session on the Beothuk

Presenters: Chief Mi'sel Joe and Karen LeDrew-Day

2:00 p.m. - 3:00 p.m.

MUNSU Council Chambers, Room UC-2001, University Centre

Chief Mi'sel Joe of Miawpukek First Nation and Karen LeDrew-Day will facilitate an information session on the Beothuk.

Film Screening: KONELINE: our land beautiful

3:30 p.m. - 5:30 p.m.

Innovation Hall, Room IIC-2001, Bruneau Centre for Research and Innovation

Directed by acclaimed documentary filmmaker Nettie Wild, Koneline traces the many different perspectives on the development of the Red Chris Mine in northern British Columbia. In particular, the film focuses on the perspective of the Tahlton First Nation as its people struggle to come to terms with the implications of mining for “our land beautiful.” Praised by critics, Koneline has won multiple awards, including Available Light Film Festival 2016 Audience Choice for Best Canadian Documentary, CSC Robert Brooks Award for Best Cinematography (Van Royko), Hot Docs 2016 Best Canadian Feature Documentary. This free screening is the Newfoundland premier of the film and everyone is welcome.

WEDNESDAY, MARCH 22, 2017

Introductory Session on the Mi'kmaw Language

Presenter: Marcella Williams

9:00 a.m. – 11:00 a.m.

The Loft, Room UC-3013, University Centre

Marcella Williams will facilitate an introductory session on the Mi'kmaw language.

Introductory Session on the Inuttitut Language

Presenter: Dr. Douglas Wharram

11:00 a.m. – 12:00 p.m.

MUNSU Council Chambers, Room UC-2001, University Centre

Dr. Douglas Wharram, Assistant Professor with the Department of Linguistics, will facilitate an introductory session on the Inuttitut language.

The Blanket Exercise

12:00 p.m. - 1:30 p.m.

The Landing, Room UC-3018, University Centre

Edward Allen, Aboriginal Cultural Education Coordinator with the Aboriginal Resource Office will lead participants in the Blanket Exercise. The Blanket Exercise is a participatory workshop developed by KAIROS to raise awareness and understanding of the nation to nation relationship between Indigenous and non-Indigenous peoples in what is now known as Canada. The Blanket Exercise is based on the major themes and findings of the Royal Commission on Aboriginal Peoples and will help new learners begin to recognize the impacts of colonization over time.

Forum: Setting the Change Agenda for the Aboriginal Student Experience

2:00 p.m. - 4:00 p.m.

The Landing, Room UC-3018, University Centre

Moderator: Dr. Ashlee Cunsolo, Director, Labrador Institute of Memorial University

Thought leaders:

Sheila Freake, Manager, Aboriginal Resource Office, Memorial University

Kelly Anne Butler, Student Affairs Officer, Aboriginal Affairs, Adjunct Professor, Humanities, Grenfell Campus, Memorial University

Student Panel

This session will explore how Memorial can work towards building reconciliation by focusing on how to sustain a welcoming environment for Aboriginal students and how to create allies among non-Aboriginal students. The session will include brief presentations

from two thought leaders, student panel, and roundtable discussions with participants, including faculty, staff, students and representatives from Aboriginal communities across Newfoundland and Labrador.

This event is open to faculty, staff and students of Memorial University only.

THURSDAY, MARCH 23, 2017

Forum: Setting the Change Agenda for University Governance and Structures

9:00 a.m. - 11:00 a.m.

The Junior Common Room, R. Gushue Hall

Presenters:

Catharyn Andersen, Special Advisor to the President on Aboriginal Affairs, Memorial University

Donna Ball, Senior Policy Analyst, Memorial University

This session will explore how Memorial can work towards building reconciliation through greater Aboriginal representation within faculty, staff and students and discuss possible strategies to ensure Aboriginal ways of knowing are respected and valued within Memorial's structures and governance. The session will include brief presentations followed by roundtable discussions with participants, including faculty, staff, students and representatives from Aboriginal communities across Newfoundland and Labrador.

This event is open to faculty, staff and students of Memorial University only.

Information Session on Smudging

Presenter: Edward Allen

11:30 a.m. – 12:00 p.m.

The Landing, Room UC-3018, University Centre

Edward Allen, Aboriginal Cultural Education Coordinator will facilitate an information session on smudging. The smudge ceremony is a First Nations' wellness practice whereby small amounts of medicines such as sage, cedar, sweet grass, and/or raw tobacco, are placed in the bowl and lit. The small amount of smoke that arises is then used as a ceremonial wash.

The Price is Not Right

1:00 p.m. - 2:00 p.m.

The Landing, Room UC-3018, University Centre

An interactive game which creates awareness of the high cost of food in remote Aboriginal communities. Great prizes to be won!

This event is open to faculty, staff and students of Memorial University only.

Forum: Setting the Change Agenda for University Research

2:00 p.m. - 4:00 p.m.

The Junior Common Room, R. Gushue Hall

Moderator: Dr. Mario Blaser, Tier II Canada Research Chair in Aboriginal Studies, Memorial University

Thought Leaders:

Dr. Tom Gordon, professor emeritus, School of Music, Principal Investigator: Tradition & Transition Among the Labrador Inuit

Craig McNaughton, Special Advisor to the Vice-President, Research Programs, SSHRC, Lead on implementation of Truth and Reconciliation Commission's Call no. 65

This session will explore how Memorial can work towards building reconciliation through developing a research agenda which contributes to reconciliation and building a network of Aboriginal and non-Aboriginal scholars and research partners working in support of reconciliation. The session will include brief presentations from two thought leaders followed by roundtable discussions with participants, including faculty, staff, students and representatives from Aboriginal communities across Newfoundland and Labrador.

This event is open to faculty, staff and students of Memorial University only.

FRIDAY, MARCH 24, 2017

Vice-Presidents Panel

9:00 a.m. - 11:00 a.m.

The Landing, Room UC-3018, University Centre

Memorial's five Vice-Presidents will comment on building reconciliation in the context of their university portfolios. The panel will be moderated by Catharyn Andersen, Special Advisor to the President on Aboriginal Affairs.

Drumming Circle

12:00 p.m. to 1:00 p.m.

The Landing, Room UC-3018, University Centre

Please feel free to drop by and participate. Everyone is welcome.

Pow-Wow Aerobics

Instructor: Rebecca Sharr, St. John's Native Friendship Centre

1:00 p.m - 1:30 p.m.

The Landing, Room UC-3018, University Centre

Please feel free to drop by and participate. Everyone is welcome.

MINI FORUMS

SETTING A CHANGE AGENDA FOR UNIVERSITY TEACHING AND LEARNING

Discussion questions:

- 1) What are your reactions/responses to the introductory remarks of the thought leaders? What resonated for you?
 - Education is key to reconciliation.
 - We need to deeply understand colonization. Long standing colonization will take time to change.
 - Take back self-determination.
 - Come to terms with the past to move forward.
 - Look at what already exists and celebrate the successes.
 - Memorial doesn't have a policy against discrimination (only sexual harassment).
 - Aboriginal Self-identification: there should be an opportunity for students to further self-identify as Mi'kmaq, Innu, Inuit, etc.
 - Turnover in administrative staff (many hired on contract); little opportunity to guide and influence change.
 - Need senior leadership to imbed Indigenization into Memorial's culture. It is everyone's responsibility.
 - We need educational opportunities in order to learn.

- 2) What does it mean to "Indigenize the academy" at Memorial? How do we achieve this in terms of pedagogy/curricula/programs?
 - Change requires support at the higher levels in the institutions. Need senior leadership to support and implement change.
 - Embed Indigenous material in a broad range of courses, where possible.
 - Involve Indigenous knowledge holders in designing and delivering curriculum and guiding policies and procedures.
 - Acknowledge the possibility of student resistance to learning the content, and figure out how to mitigate it.
 - Critical thinking / self-reflection about one's position of privilege.

- Critical thinking courses (which can benefit both the teachers and learners) that incorporate Indigenous epistemologies.
- Acknowledge existence of racism in order to tackle the issue.
- Introduce Aboriginal studies in primary and secondary school.
- Pay attention to the Graduate level!
- Learn from the book, *Conflict Transformation and Reconciliation: Multi-level Challenges in Deeply Divided Societies*, by Sarah Maddison (Author).
- Mandatory Indigenous course – what are the consequences of enforcing this course? Examples out there - students are forced to take French in school.
- History programs need to recognize residential schools.
- Change is required at the political level.
- Provide resources.
- Collaborative leadership between administrative governing bodies.
- Obtaining a diversity credit online.
- Follow up with visual action. Has to be tangible – people need to see results.
- Aboriginal Studies certificate is now available.
- Provide non-mandatory learning sessions with meaningful conversations.
- Engage with faculty on Indigenizing.
- Indigenous studies program vs having all courses integrate Indigenous ways of knowing – which is better?

3) How can Memorial's leadership assist in recruiting and retaining Aboriginal faculty?

- Leadership need to talk about recruiting Aboriginal faculty.
- Indigenous faculty should work in all disciplines across the university not just Indigenous studies.
- Break down the silos. Hiring policies and procedures are based on colonization.
- Change the language used in employment advertising.
- Update MUNFA's employment equity statement.
- Socialize recruitment efforts to reach the right people.
- Collective agreements and academic freedom need to be addressed.
- Provide a safe inclusive environment.
- Consider knowledge of Indigenization when hiring new faculty.
- Offer an online course - a diversity certificate. Make the certificate an asset qualification for hiring.
- Fund teaching or research chair(s) for Indigenous faculty members.
- Develop an integrated approach to hiring Elders.

4) What are some actions Memorial can take to build reconciliation in the context of teaching and learning?

- In terms of a vision, engage the communities. Indigenous organizations should guide change at the university.
- Involve Indigenous knowledge holders in designing and delivering curriculum and guiding policies and procedures.
- Need senior leadership to support and implement change.
- Finances required – barrier at the university. Finances need to be shifted if the university is serious about Indigenizing.
- Increase the number of Indigenous Academics.
- Change the language used in employment advertising.
- Update MUNFA's employment equity statement.
- Consider knowledge of Indigenization when hiring new faculty.
- Offer an online course - a diversity certificate. Make the certificate an asset qualification for hiring.
- Provide funding and grants for implementing Indigenous initiatives. Support educators who want to create such educational initiatives as designing courses with Indigenous Knowledge Holders, co-teaching, land-based learning, field courses, etc.
- Engage non-Indigenous people in the reconciliation process and provide training.
- Offer faculty and staff professional learning opportunities (lunch-hour talks, talking circles, reading groups, etc.) and resources.
- Provide resources to guest lecturers.
- Need to think pan-university. It has to be all-encompassing.
- Include more Indigenous content in all campus events.
- Do not centralize Indigenous people into different groups with different needs.
- Expand to understand other Indigenous nations/peoples.
- Memorial is behind with their efforts to Indigenize but is slowly moving forward. Memorial should look at other institutions to see how they are moving forward.
- Indigenous Knowledge needs to be enforced into the system and structures as much as in courses.
- Fund teaching or research chair(s) for Indigenous faculty members.
- Create a committee responsible for Indigenizing the university.
- Develop an integrated approach to hiring Elders.
- Establish Elders in Residence, Elders Advisory Units, Elders in the Classroom, etc.
- Work with students to find what can be done to help them see themselves in the institution and curriculum.

SETTING A CHANGE AGENDA FOR THE ABORIGINAL STUDENT EXPERIENCE

Student Panel

1) What contributed to your success at Memorial?

- Support from the Student Affairs Officer-Aboriginal Affairs at Grenfell Campus and staff of the Aboriginal Resource Office (ARO) on St. John's campus.
- ARO is important to new people. One student described it as a "protective shell" on Turtle Island, a place where students feel safe. Another student described it as an oasis of support from staff and students.
- "I grew up in a small town and wanted to establish a sense of community. The ARO helped with the adjustment from a small town to a big city."

2) What are some challenges you've faced at Memorial?

- Having space and visibility is vitally important. The number of Aboriginal students have outgrown the ARO space.
- Professors need to be more knowledgeable on Aboriginal topics without incorporating their own bias.
- People on campus can be insensitive to Indigenous students. Some people in the classroom don't even realize they're being hurtful because of their ignorance.
- Moving from small town to a big city is very challenging – experienced culture shock learning about the campus, city and the world.
- Stereotypes – especially when trying to rent an apartment. Some landlords will not rent to people from Labrador because they assume we will be bad tenants.
- Lack of awareness – People from St. John's don't know about people in Labrador.
- One professor used the word "Eskimo" openly in class. When my friend explained this term is offensive, the professor continued to use it.
- There is no Indigenous studies program at Grenfell Campus. Due to this and a lack of Aboriginal faculty members, it is difficult to find a supervisor when completing an honours project on an Aboriginal topic. The faculty has eight professors, but none are Aboriginal or knowledgeable on Aboriginal culture – I have to become the teacher.
- Counselors at school are not educated on Aboriginal culture and cannot help me because they do not understand.
- When I completed the Aboriginal Studies minor, the courses were antiquated. Some material was from the 1970's. I did not learn anything about my culture in that program.

3) Can you please share something we can do to improve your experience or make a positive change in your learning?

- We have a drum circle at noon on Fridays. I would like more people on campus to be aware of this and participate.
- Increase the number of places we can smudge.
- Offer a mandatory introductory program on Aboriginal culture to students, staff and faculty.
- When Professors/Instructors mention Aboriginal peoples during a lecture, they need to control the comments made in the classroom. Sometimes students are ignorant and Aboriginal people feel they lose their voice as a minority.
- Offer Aboriginal language classes.
- There are about 700 self-identified Aboriginal students on St. John's campus. The ARO space is too small to accommodate us.
- Educate faculty on Aboriginal culture – pair them with an Aboriginal student for half a day.
- Ensure faculty incorporate Aboriginal topics or authors into their syllabus.
- Make sure Aboriginal students aren't tokenized.
- Offer a course in botany on traditional medicines.
- Increase presence of Aboriginal cultures on campus. Aboriginal students shouldn't feel the burden to represent Aboriginal people.

Discussion questions:

1) What are your reactions/responses to the introductory remarks of the thought leaders? What resonated for you?

- Students appreciated the opportunity to share their experiences on the panel.
- Change will require campus wide inclusion.
- Deficit of Indigenous knowledge across the campus.
- Need a wide range of learning opportunities including smaller initiatives.
- Important to recognize many diverse groups.
- Faculty should take responsibility and contribute to greater inclusion.
- How to include everyone will need to be addressed.
- Indigenous students experience ignorance and stereotypes. They are concerned about people voicing negative opinions.
- Need to create a safe, respectful, welcoming and inclusive environment that acknowledges Indigenous students' knowledge.
- More outreach to communities is needed.
- Communities have the responsibility to educate as well.
- Have culturally diverse student groups sharing knowledge with each other.
- Academic issue - how to cite personal teachings.
- Need role models and success stories.
- More Indigenous art on campus to raise awareness.

- Land acknowledgement at all Memorial events.
- Greater Elder presence.
- Find captive audiences to take courses.
- Training for the Board of Regents, Student leadership groups, the Senate etc.
- Low representation of Innu and Inuit on the panel -“felt like they were talking about 1 group.”
- How to proceed - institutional focus vs addressing perceived student lack of knowledge on Indigenous issues.

2) What are the key ingredients for Aboriginal students to experience a sustained welcoming environment at Memorial?

- Inclusion needs to happen at every level of Memorial.
- Increase visual presence of Aboriginal cultures on the campuses.
- Educate students, staff and faculty on Aboriginal cultures.
- Presence of Elders on the campuses.
- Incorporate Aboriginal content into curriculum.
- Offer Aboriginal language classes.
- Increase ARO space.
- Increase number of Aboriginal staff and faculty members.
- Create a safe community.
- Speak up when you hear racist comments.
- Cultivate a strong sense of community.
- Don't “tokenize” us – we are just students.
- Students need to be involved and listened to.
- Provide experiential learning opportunities.

3) How might we influence the hearts and minds of non-Aboriginal students to create allies and to mitigate any backlash that stems from steps taken to “Indigenize the academy”?

- Indigenize the academy by starting small (learn from example). Dr. Shauneen Pete prepares educators for the complexity of student and community diversities.
- Promote the Aboriginal awareness survey.
- Recirculate reports that have been done i.e., the Celebrating Aboriginal Culture and Cultivating Inclusion at Memorial University report.
- Create opportunities for students to experience Aboriginal cultures. Ensure non-Aboriginal students know they are welcome to attend Aboriginal events i.e. drumming circle – invite and explain the importance of the drum.
- Include opportunities to learn about Indigenous knowledge and culture during orientation activities.

- Offer a mandatory introductory program on Aboriginal culture to students.
- Increase visual presence of Aboriginal cultures on the campuses.
- Incorporate Aboriginal content into curriculum.
- Faculty teach certain classes in a circle and learn from the students.
- Shared values workshops – “allyship is key”.

4) What are some actions Memorial can take to enhance the Aboriginal student experience?

- Equal development between the Grenfell Campus and the St. John’s campus on promoting cultural awareness and inclusion.
- Offer training and awareness sessions on Aboriginal cultures to faculty and staff.
- Have a land acknowledgement plaque in a visible location.
- Include more Indigenous art on the campuses.
- Permanent Indigenous structure on campus.
- Increase the number of places for smudging.
- The Aboriginal Resource Office needs to be larger and more visible.
- Increase number of Aboriginal staff and faculty members.
- Offer mandatory introductory course on Aboriginal cultures.
- Establish an Elder in Residence program or invite Elders as guest speakers.
- Include Indigenous content in faculty orientation sessions. Faculty should be encouraged to learn more about Aboriginal peoples and culture.
- Incorporate Indigenous content into courses.
- Personal teachings could be cited as Traditional Knowledge.
- Classroom settings are very mainstream. Why not do a circle in the classroom or have outdoor learning sessions?
- Classes need to be managed so racist comments are not permitted.
- Language classes in Indigenous languages need to be developed and included the same as the German and French courses.
- Be sensitive in discussions about Indigenous people.

SETTING A CHANGE AGENDA FOR UNIVERSITY GOVERNANCE AND STRUCTURES

Discussion questions:

1) Given various discussions this week, the legislative framework, the governance structures and instruments, how does/should Memorial respond in order to advance reconciliation?

- Acknowledge what is being done.
- The position of Special Advisor to the President on Aboriginal Affairs – dedicated individual to advancing Aboriginal initiatives at Memorial.
- Find the right champions to move things forward.
- Intentional cluster hiring of Indigenous professors and staff.
- Offer training and awareness sessions on Aboriginal cultures to faculty and staff.
- A Certificate in Aboriginal and Indigenous Studies is now offered.
- Memorial has established scholarships and funding to encourage and assist Aboriginal students obtain post-secondary education.
- The PhD Pathway program for Aboriginal undergraduates is intended to increase participation rates of Aboriginal people in graduate programs.
- Faculty continue to offer courses and programs which include Indigenous content.
- Offer training to faculty on ways to Indigenize their courses.
- CITL course developers need to address cultural diversity.
- Establish an Indigenous Council with close ties to the Senate.
- Appoint Indigenous peoples to be on the Board of Regents and Senate.
- Increase culture competency on all levels.
- More staff should attend Indigenous events.
- Create clear tangible objectives and hold ourselves accountable.

2) What are the keys to successfully cultivating and supporting Aboriginal leadership within Memorial?

- Acknowledge that we need to increase awareness and Indigenous representation.
- Acknowledge Indigenous leaders within the university.
- Encourage and provide incentives for Indigenous graduates to come back to Memorial and teach.
- Assess how the Equity Committee reviews applications.
- Collective agreements and hiring practices may need to be amended.
- Need more people to identify themselves as Allies.
- Know the champions and support them.

- See yourself reflected in the university.
- University Senate will hold their meetings in Aboriginal House when it's completed.

3) What strategies can Memorial develop and implement to ensure that Indigenous ways of knowing are respected and valued within structures and governance?

- Senior leadership need to continue to support change.
- Increase the number of Aboriginal faculty and staff.
- Educate the Memorial community on Aboriginal ways of knowing.
- Catharyn to have a voice on the Agenda during faculty meetings.
- Land acknowledgement at all events.
- Embed Aboriginal content into the curriculum.
- Review policies to ensure inclusion of cultures.
- Amend policies to have Knowledge Keepers come to the university.
- Create a mini grant fund to Indigenize the classroom.
- Provide awards to students and staff who promote Indigenization.
- Establish an Indigenous Council with close ties to the Senate.
- Appoint Indigenous peoples to be on the Board of Regents and Senate.

SETTING A CHANGE AGENDA FOR UNIVERSITY RESEARCH

Discussion questions:

1) What are your reactions/responses to the introductory remarks of the thought leaders? What resonated for you?

- The presenter's story of learning "cultural humility" could be used as a model.
- Relinquish control of the research agenda - not just investigator-driven; building Indigenous research capacity must be an essential component (has to be within the context of relationships founded on trust).
- Importance of consensus building, consulting until consensus is reached (very time-consuming).
- Embrace the methodologies of Aboriginal knowledge transmission.
- Observe, experience, reflect, then become a mentor.
- Land-based; 'the contours and seasons of the land reflect all knowing'
- Language-dependent; English - abstraction; Inuttitut - people, land, animals (Tom's nascent understanding)
- Academic research can bring important tools and methods to understand the research questions of the community

- Keep interests of audiences in mind: community foremost; how we can support reconciliation when sharing knowledge with broader Canadian society.
- "When you are at the peak of a cliff, moving backwards is progress" - we need to step back and re-make; we can't continue the same old ways.
- Need to prepare researchers before going into communities - training on protocols etc.
- It is difficult for graduate students to work with communities and get published.

2) What are the high-impact strategies Memorial can use to develop a rich research agenda that will contribute to building reconciliation?

- Material/physical traces of Indigeneity on campuses.
- Increase number of Indigenous scholars at Memorial.
- Establish direct partnerships with Aboriginal communities – similar to the Tradition and Transition project.
- Incorporate guidelines into Academic Promotion and Tenure measures ('h-index', etc.) to take into account the need to spend time developing relationships in communities.
- Consider community endorsement in promotion and tenure.
- Peer Review Committees need to shift their way of thinking.
- Consider research with Elders to be equivalent to a literature review for master's and PhD students
- Incorporate Indigenous epistemologies into the systems of evaluation. How do you measure learning on the land or land-based experiences? What you learned from an Elder?
- Provide education to raise awareness across all levels at the university.
- Streamline ethics processes to encourage more researchers to work with Indigenous communities.
- Make internal processes within the university easier.
- Academia should look to Indigenous researchers and those working in Indigenous research for guidance.
- Provide incentives to encourage and support Indigenization.

3) How can we build a network of Indigenous and non-Indigenous scholars and research partners working in support of reconciliation? What are the mechanisms or steps to achieve that?

- Provide networking opportunities for Indigenous and non-Indigenous scholars and research partners, and increase cross talk between departments at Memorial. Ensure non-Indigenous people know they are welcome to participate.

- The School of Graduate Studies could lead the process to connect incoming students who are interested in Indigenous research with Indigenous communities.
- Train community members to do fieldwork: training very specialized, highly-qualified people who, unfortunately, are not getting a degree; why not a new category of Highly Qualified Personnel?
- Create research clusters to look at how to integrate knowledge.
- Orientation containing Indigenous content and reconciliation.
- Make Indigenous information readily available i.e., the lobby
- Target community groups interested in moving forward with research.
- Provide resources dedicated to support community researchers.
- Establish research exchange groups.
- Yaffle could be utilized to support efforts.

4) What are some actions Memorial can take to build reconciliation in the context of research?

- Information and recommendations from this session need to be shared and followed up on.
- Provide networking opportunities for Indigenous and non-Indigenous scholars and research partners, and increase cross talk between departments at Memorial. Ensure non-Indigenous people know they are welcome to participate.
- Understand the purpose of the research – Do we use this knowledge in the way we live our life? Does the research offer immediate benefits to the community?
- Develop guidelines that respect Indigenous research.
- Ensure researchers are prepared before going into the communities.
- Streamline ethics processes to encourage more researchers to work with Indigenous communities.
- Provide funds to Post-Doctoral students who engage in research with Indigenous communities.
- Hire Indigenous Post-Doctoral students to teach and conduct research.
- Increase number of Indigenous faculty at Memorial.
- Incorporate guidelines into Promotion and Tenure criteria to take into account the need to spend time developing relationships in Aboriginal communities, community endorsement, methodologies of Aboriginal knowledge transmission, land-based experience and learning from Elders, etc.
- Consider the audience in which we share research results.
- Use Aboriginal House to support and train researchers.
- Support the Labrador Institute
- Create future policy writers who recognize that Eurocentric policies have consequences.

- Focus more on translating knowledge into policy; what about training a class of intermediaries / knowledge translators who can draw learnings from research, and convey it in a way that can have impact on policy?
- Formalize a report on Memorial's commitment to making reconciliation a priority.

VICE-PRESIDENTS PANEL

Vice Presidents Panel:

Ray Gosine, Vice-president (research), *pro tempore*

Kent Decker, Vice-president (administration & finance)

Noreen Golfman, Provost and vice-president (academic)

Glenn Blackwood, Vice-president (Marine Institute)

- 1) What you have been doing to build reconciliation and respond to the calls to action in your portfolio?

Noreen Golfman:

- We released the report [Celebrating Aboriginal Culture and Cultivating Inclusion at Memorial University](#), an outcome of the Teaching and Learning Framework's recommendation about addressing vulnerable learners, recognizing that not all Aboriginal students are vulnerable. We disseminated the [Report on the Knowledge of Aboriginal People and Topics by First Year Students at Memorial](#), a student survey on Aboriginal awareness. The reports uncovered 'disturbing' attitudes towards Aboriginal peoples.
- A number of programs across Memorial have designated seats for qualified Aboriginal students. The NL government granted special status to protect seats for Aboriginal students at Memorial.
- Bachelor of Education (Primary/Elementary) for Nunatsiavut welcomed its first cohort in Sept 2014. The program is in partnership with the Nunatsiavut Government and is facilitated entirely in Happy Valley-Goose Bay. It includes an Inuttit language component.
- The Faculty of Humanities and Social Sciences have transformed the Aboriginal Studies minor to a certificate program – [Certificate in Aboriginal and Indigenous Studies](#). This allows for a wider public to enroll in a focused program of study without enrolling in a degree program.
- Labrador Institute: working to enhance its capacity for program delivery and research.
- Student Life and ARO: student supports, hiring an Aboriginal Cultural Education Coordinator and Coordinator of Aboriginal Student Success.

Ray Gosine:

- In 2011, we began to develop a Strategic Research Framework relevant to Aboriginal communities.
- Allocation of Canada Research Chairs – CRC in Aboriginal Studies and two new CRC's in the Faculty of Humanities and Social Sciences.
- Dr. Trevor Bell, Research Professor in the Department of Geography is involved in an innovative project known as SmartICE (Sea-Ice Monitoring and Real-Time Information for Coastal Environments). He also recently received the Arctic Inspiration Prize for the second time.
- Re-examination of what 'research' is; disseminating knowledge, not 'just' developing it; dissemination (broader than publication) is a key measure in the Strategic Research Intensity Program.
- Understanding how to adapt our policies and processes to assess and value Promotion & Tenure measures, e.g. Community-based research.
- Research processes (external and internal) - desire to made greater accommodations, vs. TriAgency audit, which identified processes that are 'too loose'.
- Meeting initiated by Tom Gordon on how our policies and processes can better accommodate research with Indigenous communities resulted in the creation of a broader group to look at making policies and practices more respectful – composed of Ray Gosine, Catharyn Andersen, Donna Ball, Kent Decker, Tom Gordon, Marguerite Mackenzie, and other researchers.
- Atlantic Policy Congress - agreement and commitment by Atlantic VP's to discuss and modify policies about Intellectual Property, etc.

Kent Decker:

- Policies need to be flexible. Examples 'they don't give you a boarding pass in Nain', 'Elders / translators don't have certificates proving that they have \$100M in liability insurance'
- Equity and diversity in the work force; staff surveys (44 staff self-identify as Aboriginal - a small number that needs to be addressed); could be more proactive and 'tilt practices in favour' - can apply for an exemption with the Human Rights Commission to target recruitment of Aboriginal peoples.
- Workshop for staff in Aboriginal Inclusion Training; intercultural conflict training.
- The Chief Information Officer has been working with the provincial government to increase broadband access in Labrador.
- Aboriginal House is a \$5 million dollar project which is ready to proceed when funding has been secured. The architectural design work has been completed and the building will be located next to the Henrietta Harvey building. The University Senate plan to use the space to hold their meetings.
- Working to enhance the Labrador Institute.

Glenn Blackwood:

- VP Council aware of and working on changes (e.g., Indigenous representation on Senate)
- Marine Institute (MI) have specialized training programs in NL Aboriginal communities, including Conne River. Also working in Nunavik (Quebec) and in Nunavut. Memorial has a MOU with Nunavut Arctic College; delivered training in 26/28 communities in the Arctic.
- Learned to be flexible on policies and deviations (e.g., Arctic per diems better reflect the situation in the north – high cost of food, limited competition for rental companies, extended travel due to weather, etc.)
- Use Prior Learning Assessment and Recognition (PLAR), get students up to a baseline, and then deliver the course according to Transport Canada standards to prepare for actual economic opportunities.
- Gerald Andersen, Director of Development and Engagement at the Marine Institute, received a 2015 Indspire Award, <https://www.mi.mun.ca/news/title,24977,en.php>; Gerald is also VP Indigenous at UArctic and is a member of the President's Advisory Committee on Aboriginal Affairs at Memorial University.

Kelly Anne Butler (Student Affairs Officer-Aboriginal Affairs, Grenfell Campus):

- Developed a Land Acknowledgement for Grenfell Campus which was added to the VP's speaking notes.
- Role is to Indigenize the academy and educate on Aboriginal cultures. The Wampum Belt Project provides an opportunity to tell stories about Indigenous peoples in the province. It also solicits community members to come to campus. <https://gazette.mun.ca/public-engagement/we-are-all-connected/>
- Working with Dr. Scott Neilsen to co-offer courses at the Labrador Institute and Grenfell Campus.
- A Mi'kmaw language program is in the works, but there has not yet been an institutional commitment. Laura Robinson, Dean of the School of Arts and Social Science is an advocate.
- Cultural humility is a major component of the TRC calls to action i.e. Professors may not be confident at first when incorporating Indigenous content into their courses, Deans may be nervous about protocol when inviting an Elder to campus, researchers may have to change the way they do their research, etc.
- It is important to have support at the management level.

What is the role of Indigenization in teaching and learning at Memorial?

Noreen Golfman:

- We need to incorporate Indigenous content into courses and we need to increase the number of Indigenous staff and faculty.
- A committee, led by Dr. Rob Shea, has been reviewing the Teaching and Learning Framework. An Indigenous person has been added to this committee.
- The ARO is looking at a visiting Elders program.

- Colonial notions around pedagogy need to be removed.

How is Tom Gordon's project a model for community-based research?

Ray Gosine:

- The Tradition and Transition Partnership includes a large research project led by Dr. Tom Gordon and the Nunatsiavut Government with support from SSHRC. Research goes from 'on and for' toward 'by and with' towards 'more by than with' Aboriginal peoples.
- Last year's 20th Biennial Inuit Studies Conference included a workshop on Social License to Operate (Ray participated because of his role in the fracking report). Discussion veered off to the extremely theoretical and caused some community members and researchers to feel uncomfortable/excluded. Ray felt excluded too.

How will Aboriginal House help to build reconciliation?

Kent Decker:

- Aboriginal House has been in the works for the last 5-6 years and the design reflects Aboriginal cultures. It will be a campus focal point and will stand out from the other buildings.

How does the Marine Institute respond to the TRC's calls to action regarding training courses and economic development?

Glenn Blackwood:

- Equitable access to jobs and projects. We have worked with Miawpukek First Nation on a fishing master's program, the Nunatsiavut Government, NunatuKavut Community Council and the Innu Nation on fisheries programs and the Qalipu First Nation regarding Coast Guard training.
- MI can offer training in fisheries and marine, but there are other jobs in the north which require more than entry level qualifications. MI is working on a Ph.D. Program in the fisheries.
- Many secondary school graduates don't meet the qualifications for post-secondary education. We need to bridge students, who are selected by their community, into our programs.
- MI will need an Aboriginal affairs champion when Gerald Anderson retires.

Can you tell us more about the Mi'kmaw language initiative?

Kelly Anne Butler:

- In 2013 there were 5-day Mi'kmaw language immersion camps in the Bay St. George area, with an instructor from Nova Scotia; The Bay of Islands will host the next camp. After consulting with Bernie Francis about creating a certificate program to teach basic Mi'kmaw language and orthography, the Grenfell Office of Engagement (GO) offered a free on-line program with a practicum component to 25 participants ranging in age from 14-78 and from Louisiana, Ontario, NL,

etc. Students will work towards a certificate in teaching introductory Mi'kmaw phrases and those who excel will become potential teachers. Two of the current students offered an introductory session on the Mi'kmaw language during Aboriginal Peoples Week. We are hoping to build a model for a recognized university credit course.

Additional Comments:

Land acknowledgement should be deployed at every opportunity, e.g., in new faculty orientation.

We need a report card to measure the university's response to the TRC's Calls to Action.

FOLLOW-UP SESSIONS

The Office of Aboriginal Affairs and the Aboriginal Resource Office met with representatives of Aboriginal organizations on March 24, 2017 and the Aboriginal Peoples Week Planning Committee met on March 30, 2017 to discuss the week-long event and brought forward the following thoughts and suggestions:

- The week had a good balance with information sessions, various forums and cultural sessions.
- The forums were not always a safe space and some people dominated the group conversations. Each table should have someone assigned to ensure each person has a chance to speak and also keep the discussion on topic.
- We need more Deans to attend the events. Catharyn could meet with members of the Dean's Council. They have an annual retreat in August and it may be possible to present to them and have students speak as well.
- There should be a Truth and Reconciliation Committee in each faculty committed to Universities Canada Principles on Indigenous Education. Each faculty needs a champion for Aboriginal affairs.
- Students are generally against the idea of a mandatory Indigenous course. Perhaps each faculty could offer an Indigenous course in their degree programs taught by an Indigenous faculty member.

- Share agenda for Aboriginal Peoples Week with faculties in advance and ask them to encourage students to attend the events. Participation could be considered as professional development.
- We will move Aboriginal Peoples Week to October, after midterm break. This should prevent weather disruption of events and may be a better time of the year for student's participation. This will begin in October 2018, with a smaller scale event in October 2017. We may be able to host another VP Panel to report on progress made regarding Indigenization at Memorial.
- How can we promote reconciliation campus-wide?
 - Increase number of Aboriginal staff and faculty members.
 - Educate students, staff and faculty on Aboriginal cultures.
 - Increase visual presence of Aboriginal cultures on the campuses through artwork, statues, trapper's tents and tipis, drumming circle, land acknowledgement, smudging, etc.
 - Offer another drum-making workshop, paint the federal government's Residential School apology on a wall, heart garden, etc.
 - Include Indigenous representation on Board of Regents and Senate.
 - Offer Aboriginal language courses.
 - Offer land-based learning opportunities.
 - Presence of Elders.
 - Host a mini powwow on National Aboriginal Day or in August.
- Aboriginal Peoples Week develops momentum and we can immediately start to work on deliverables identified in the forums. Action items can be tracked, perhaps by way of an online barometer.

NEWS FROM THE GAZETTE

The Gazette, Memorial University's official news site, ran a special feature to coincide with Aboriginal Peoples Week which focused on celebrating and recognizing the contribution and impact of Aboriginal Peoples in Newfoundland and Labrador and highlighting contemporary topics and opportunities related to Aboriginal Peoples worldwide. Some sample features included:

Circle of inclusion

Drumming circle an Aboriginal Peoples Week highlight, April 21

'Inspiring' youth

A Q&A with alumnus and Inspire Youth Laureate Thomas Dymond, March 29

Two-eyed seeing

Aboriginal Health Initiative links Innu and Western medicine, March 28

State of knowledge

James P. Howley's 1915 book on Beothuk a product of era and author, March 27

Temperature check

Investigating how climate change is impacting Labrador's salmon rivers, March 24

Kelly Anne Butler

A Q&A with Grenfell Campus's Aboriginal student affairs officer, March 23

Landmark achievement

Hundreds of Innu place names in Labrador awarded legal status, March 22

Cultural destination

Mi'kmaq community developing social enterprise tourism, March 21

OP-ED

Dr. Ashlee Cunsolo

Northern-led leadership in higher education, March 20

Celebratory practices

Powwow aerobics, drum circles and more for Aboriginal Peoples Week, March 16

Building Reconciliation

A Q&A with Dr. Sheila Cote-Meek about racism, trauma and post-secondary education, March 16

Aboriginal Peoples Week

Events seek to engage the university community in building reconciliation, March 16

PHOTOGRAPHS

Photographs were taken during the drumming circle on Friday, March 24, 2017.



Student Jordan Collier participates in a smudging ceremony.
PHOTO: Chris Hammond



From left: Sheila Freake, Manager of the ARO, and
Rebecca Sharr, St. John's Native Friendship Centre
and weekly drumming facilitator at Memorial.
PHOTO: Chris Hammond



Drummers create a circle of inclusion at the University Centre on the St. John's campus on March 24, the last day of Aboriginal Peoples Week: Building Reconciliation.
PHOTO: Chris Hammond