She:kon Ontiatenro’shón:a!

It’s a pleasure to contribute to this newsletter and to be a part of the Office of Indigenous Achievement. Recent events such as our annual Pow Wow offer opportunities to celebrate but also give me pause to consider how far we’ve come. I first graduated from the U of M in 1999 at a time when the Canadian Indigenous experience was, comparatively, not as much a part of the institutional consciousness as it is now. With increased consideration for Indigenous peoples and experiences, our University has become a better place to learn and grow.

I am particularly proud of how the University has been a place where Indigenous and non-Indigenous students, staff and faculty can share with one another in order to build a community that is respectful of Indigenous perspectives. This newsletter offers a glimpse of how Indigenous students and faculty have contributed to this journey over that past year. This journey is not one we’ve been travelling alone. I recognize our Elders, community partners, and families as important contributors to our success. It is this recognition that reminds me of the Ohenton Kariwahtekwen – an address of thanks that customarily precedes events and gatherings. In that address, we state te’ietinonwara’ton ne onkwehson’a, which may be taken to mean “we are thankful to one another as a people”. I look forward to learning from all members of the University community and beyond!

Frank Deer
Acting Executive Lead, Indigenous Achievement
Director of Indigenous Initiatives, Faculty of Education
Indigenous students celebrated at 27th annual Graduation Pow Wow

On May 7, family, friends and community members gathered at the 27th annual Graduation Pow Wow to honour U of M’s Indigenous graduates.

The day began with a pipe ceremony led by Grandma Shingoose. The first grand entry was followed by a ceremony to honour Ian Hotomani. Hotomani was involved with organizing and arena directing graduation Pow Wow since its inception. He died November 9, 2015 after a long battle with diabetes.

The presentations to the graduates began with an honour song shared by Justina McKay. Vanessa Kisilowsky and Brad Boudreau spoke on behalf of the graduating students, MLA and U of M alumna Nahanni Fontaine brought greetings from the community, and President and Vice-Chancellor Dr. David Barnard delivered congratulatory remarks from the U of M.

“Remember your roots and carry them wherever you’re going to.” – Brad Boudreau

“You’re models for those who follow you.” – Dr. David Barnard

Students were presented a certificate and given a purple stole to wear at convocation. Of the more than 350 Indigenous students graduating from the U of M this year, 75 took part in Pow Wow.

Indigenous Student Advisor Justin Rasmussen was awarded the Migizii Agamik award, which recognizes a U of M staff or faculty member who made a significant impact on Indigenous students.

Attendees also enjoyed a community feast and performances by the Métis Club Traditional Dancers. Twenty-six drum groups and more than 250 dancers shared their gifts at the event.

Congratulations to all of our Indigenous graduates!

“Remember everything you have accomplished here.” – Vanessa Kisilowsky

“Irene Cook, Bachelor of Social Work, with U of M President and Vice-Chancellor Dr. David Barnard.

“Teron-Jordan Richard, Bachelor of Environmental Design, with U of M President and Vice-Chancellor Dr. David Barnard.

Kerry Spence, Master of Science, with U of M President and Vice-Chancellor Dr. David Barnard.
New Faces on campus

Our Indigenous academic and support staff team is growing! Let us tell you a little bit more about some of the new faces you’ll be seeing around campus.

Elder Marlene Kayeas is Anishinaabe and was born in Fishing Lake First Nation, Saskatchewan. She is fluent in the Ojibway language and has extensive knowledge in her culture. Marlene is a residential school survivor, which influenced her decision to create spiritual, cultural and traditional programming in her community. Marlene stopped going to school at an early age, but returned as a young adult. She has worked in the addictions and health services field for the past 35 years. Marlene has five daughters, one son, 18 grandchildren, and 10 great-grandchildren who keep her busy when she is not working.

Not new to campus, but new to his current role, Dr. Frank Deer was appointed Acting Executive Lead of Indigenous Achievement in April, 2016. He is an Associate Professor in the Department of Curriculum, Teaching and Learning, Faculty of Education. Since July of 2014, he has served as Director of Indigenous Initiatives for the Faculty, and has been key to advancing the field of Indigenous education as a field of study and practice. Dr. Deer received his PhD in educational administration from the University in Saskatchewan in 2008 and his MEd from the University of Manitoba. Prior to joining the U of M in 2009, he was a classroom teacher in the Frontier School Division and the Winnipeg School Division. Dr. Deer’s research is in the areas of Indigenous post-secondary education, Indigenous languages, citizenship education, and identity studies. Outside of the University, Dr. Deer currently serves as President of the Canadian Association for Studies in Indigenous Education.

Elder Marlene Kayeas

Desiree Morriseau is Anishinaabe born and raised in Winnipeg, with family ties from Crane River, Manitoba and Grassy Narrows First Nation in Ontario. She received her BA from the U of M in 2012 majoring in Native Studies and she is now an Indigenous Student Recruitment Officer with the University. Desiree volunteers her time to many non-profit organizations, such as Choices Youth Program, The Otoema program with Big Brothers Big Sisters and Winnipeg Harvest and many more. Desiree received a Manitoba Youth Achievement Award in 2011 in the category of Community Involvement. Desiree loves spending time with youth helping them to figure out their dreams and their post-secondary goals.

Desiree Morriseau

Trevor Phillips is a member of the Métis Nation of Alberta from West Jasper Place in Treaty 6 Territory. He comes from a long line of storytellers, square dance callers, and pool sharks in West Edmonton. Along with working on his PhD in Indigenous Literature and Indigenous masculinities, Trevor is a writer of short stories, particularly creative non-fiction and micro-fiction, and has been a participant at the Creative Non-Fiction Writing Collective at the Banff Centre for the Arts. Trevor is also a sports broadcaster, calling college hockey and football play-by-play for CFRC 101.9 FM and OUAA TV. Last summer, Trevor worked in Northern Alberta as a live-in youth worker running sports and arts programs for the youth of East Prairie Métis Settlement. Prior to moving to Winnipeg, Trevor was working with the Kawshehtha Indigenous Knowledge Network as a Research Assistant at Queen’s University. He is thrilled to be continuing his Indigenous graduate student support work in Treaty 1 Territory after spending the last three years in Southern Ontario with Western University Indigenous Services and Queen’s University Four Directions Aboriginal Student Centre.

Trevor Phillips

Rec & Read volunteers log 1,950+ hours

Submitted by Jhonaleen Ponce, Program Coordinator Rec & Read

It was another great year for the Faculty of Kinesiology and Recreation Management’s Rec & Read Mentorship Program. In 2015-2016, the program was delivered at 13 different schools – six high schools and seven elementary schools – with more than 190 participants. More than 1,950 volunteer hours were accumulated, allowing students to fulfill their commitment to volunteering to attain a high school credit.

A culturally affirming healthy living afterschool program for Indigenous youth and diverse populations, Rec & Read is made up of four components: educational games and activities, a healthy snack, physical activity, and reflection circles. Program staff, comprised of community members and university students, work with high school mentors to develop their leadership skills. Through this development, the high school mentors gain the ability and confidence to lead afterschool programs for the elementary students. This communal mentoring process is essential to creating supportive social networks for participants while providing a safe space to engage in fun educational and physical activities.

Over the years, we have been fortunate to work with Blair Robillard who has been teaching, exploring, creating and sharing traditional Aboriginal games for over 36 years. Blair trains our program staff and visits mentor sites to deliver Traditional Aboriginal Games for early workshop years. In his workshops, Blair helps our mentors learn about and play cultural games, gain a sense of belonging and develop physical literacy skills.

The successful year was wrapped up with the annual Traditional Aboriginal Games (TAG) Day on April 15, 2016. TAG day gave mentors from all of the various sites a chance to come together, celebrate all their hard work throughout the year and play the new games they have learned.

Dominique Hupé, TAG day coordinator, organized the entire day, which included a smudge to start the day, Traditional Aboriginal Games and campus tours. The event hosted more than 50 attendees comprised of teacher champions, program staff and high school mentors. It was also the first time Rec & Read was able to host staff and students from the Aboriginal Youth Mentorship Program, an extension of the program in northern communities, at the event. TAG day welcomed eight staff and students from Sandy Bay, Four from Garden Hill, and two from Dauphin.

Rec & Read will resume in October 2016 and will run until the end of March 2017. If you know any university students or community members who would be an excellent staff mentor, you may contact Jhonaleen Ponce, Program Coordinator, at jhonaleen.ponce@umanitoba.ca. If you are interested in learning more about Traditional Aboriginal Games, please contact Blair Robillard at blair.robillard@hotmail.com.
Helping Indigenous communities tomorrow through research today

When Taylor Morriseau was in high school, one of her teachers introduced her to genetics. She arrived at U of M dreaming of becoming a genetic counselor. But then she took a microbiology class and has now combined her love for both disciplines. Her research has explored some of the most pressing issues Indigenous communities are facing, such as water quality in First Nations. An honour's student, Morriseau will be applying for one of the most prestigious scholarships in the world this year.

Where are you from?
I was born and raised in Winnipeg. My mom is from Winnipeg and my dad is from Peguis First Nation.

When did you start at U of M?
I started at U of M in 2012. I went straight into the Faculty of Science – direct entry. In second year I chose genetics and then I found my love of microbiology, so I’m doing a double honours in genetics and microbiology.

Why did you pick U of M?
It’s where I grew up, so it was definitely the top pick. I stayed with U of M for a lot of reasons involving the amount of Indigenous education they had. It really gave me an opportunity to do both science and explore things related to Indigenous health through conferences or student groups. I don’t think you can get that at a science and explore things related to Indigenous health through education they had. It really gave me an opportunity to do both science and explore things related to Indigenous health through conferences or student groups. I don’t think you can get that at a science and explore things related to Indigenous health through conferences or student groups.

Can you describe more about your area of study and what drew you to it?
I’ve loved genetics since high school. I took my first microbiology class in my second year and that’s when I discovered working in the lab and just getting a feel for looking under a microscope and seeing this whole different world that you never even got to experience before. So I took on micro in my degree. You can look at my transcript it’s just full of micro courses. I really fell in love with combining genetics and microbiology – they’re so inter-related that I can’t believe they are separate degrees.

I love working in the lab – I did eight months of a co-op term, which was every day in the lab. When I worked in St. Boniface Hospital Research Centre, I’d start the day off with a dissection of mouse embryonic brains and from those I would start a culture and that culture would last all week and I would treat it with various things and I’d take care of my culture and at end of the week I would run an experiment on the culture. That was a typical week that lab. My second co-op term was more of a bacteriology lab. I just fell in love with research and that’s now my career path.

I’m trying to pick a Masters focus. This summer I will be working with Hepatitis B virus. I’m hoping I can pursue studies in virology and understand why there is such a discrepancy between Indigenous populations, who have higher rates of certain viruses, and the rest of Canada.

I’ll also do a shout-out for Create H20. It’s just a fantastic program. Get involved if you can, and I encourage students to because it’s one of the biggest problems in Canada right now. The fact that there are over 100 drinking water advisories in effect at any given time is just outstanding. We should be doing more about the problem. It’s also great experience. I spent four months in the lab doing research in anti-biotic resistance. We were looking for antibiotic resistance genes in water samples taken from reservoirs. We found some pretty interesting results there.

What advice do you have for future students looking to get into genetics and microbiology?
Just take classes. People always told me don’t take courses with labs because they’re harder. But you’re never going to realize if you love working in a lab or if you love doing something else if you don’t try. Even if a course seems difficult or if you have no background knowledge in that area, don’t shy away from taking it. It really can change your career path because it did for me.

You’re also involved in the Indigenous Circle of Empowerment (ICE). Tell me about that.
I found out about ICE through word of mouth. I thought, I should definitely join a student group and I’m so glad I did. At first it was just a break from the craziness of school and a chance to interact with my peers and make some new friendships. Then it became something I became very passionate about. We started a project, Bannock and Backpacks, where we collected and distributed items to Winnipeg’s less fortunate. It gave me an outlet to do something meaningful and at the same time develop leadership skills and things like that. I can’t wait to start with ICE again. We’re going to do more projects next year and hopefully have a bigger group.

What is next for you? You mentioned a Masters?
I will be applying for the Rhodes scholarship. That is my dream of all dreams. I’ll be applying for that starting in September and that would be for the next year. If that fails, I will be looking to do a Masters here and of course something related to Indigenous health.

What is the best advice you received during your academic career?
I had just won an award and I was the inaugural recipient and they had this ceremony and I was nervous and everyone was bustling around and the director of research at St. Boniface Hospital came down and he said: “You’re not helping the patients of today, you’re helping the patients of tomorrow with your research.” That was really inspiring because sometimes research is slow or it doesn’t produce results and you’re frustrated with yourself. What he said really stuck with me because you are helping the people of tomorrow with research.

What are you doing when you’re not at school or studying?
My passion outside of school is definitely playing hockey. I’ve been playing hockey since the age of five. If I’m not playing hockey or in class you probably can find me in the lab, which is just where I love to be.

A feature of our quarterly newsletter is a profile of one of the more than 2,000 Indigenous students who attend the U of M. To recommend a student for this section please email: ruth.shead@umanitoba.ca

Taylor Morriseau is completing her Bachelor of Science with a double honours in genetics and microbiology.
Spotlight on the Faculty of Education

Be the Change: Teach!

Submitted by: Melanie Janzen, Associate Dean, Undergraduate, Faculty of Education

The Bachelor of Education (BEd) is a two-year after degree program that is committed to being the change in education in Manitoba. Graduates of the BEd program are eligible for a Manitoba teaching certificate, which allows them to teach in kindergarten to Grade 12 classrooms across Manitoba. In addition, those with a BEd degree have opportunities to become principals, superintendents, consultants, policy makers, curriculum writers, language teachers, and leaders within community-based organizations. Therefore, graduates become Manitoba’s leaders of change, as they become our communities’ teachers and educational front-runners. The Faculty of Education is dedicated to helping to create change in education by focusing on issues of diversity and equity.

Diversity Admissions

In the Faculty of Education, we believe that greater diversity enhances everyone’s experiences. Therefore, our Faculty developed a Diversity Admissions Policy that aims to accept up to 45 per cent of our faculty’s students within five diversity categories. Students who apply to the faculty of education can self-identify in one or more of five diversity categories that are reflective of the Manitoba Human Rights Code. These categories are Indigenous, Racialized, LGBTTQ, persons with disabilities, and/or as disadvantaged. All applicants must meet the admission requirements. The purpose is to create a student body and teacher workforce that better represents the communities we serve, and also demonstrates our commitment to addressing and teacher workforce that better represents the communities we serve, and also demonstrates our commitment to addressing social and historic disadvantage experienced by marginalized groups of people. This policy is a public statement of our faculty’s values and our commitment to diversity and equity.

The Journey to Becoming a Teacher - Admission Requirements

Our BEd is a two-year after-degree program, designed for students who have already obtained a previous degree. Previous degrees may include:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Kinesiology
- Bachelor of Music
- Bachelor of Fine Arts

More information about the application process may be obtained from our Faculty website or by contacting our Student Services Office.

Different Kinds of Teachers - Stream Options

While in our faculty, teacher candidates will receive training to become an Early Years, Middle Years or Senior Years teacher:

- Early Years (Kindergarten to Grade 4)
- Middle Years (Grade 5 to Grade 8)
- Senior Years (Grade 9 to Grade 12)

When you apply to our program, you will need to indicate in which stream you want to study.

Teaching Practicum

All of our students participate in six weeks of practicum in each term of the BEd program. Students can choose from urban, rural, First Nation or northern communities across Manitoba for their teaching practicums.

Practicum descriptions

Indigenous Practicum: This is an urban practicum that provides students an opportunity to gain more experience teaching with and through Indigenous perspectives. In partnership with Louis Riel School Division, students work with the school division’s Aboriginal Resource Centre, their host teachers, and a specially-trained faculty advisor to learn about, explore, and practice teaching with Indigenous knowledges and perspectives.

Northern Practicum: The Northern Practicum experience occurs in one of four Manitoba communities, specifically, Churchill, Gillam, Norway House and Cranberry Portage. This practicum experience is supported through a partnership with Frontier School Division. The purpose is for students to experience living and teaching in a Northern community and to better understand Indigenous experiences within these communities. Students are provided with housing while in one of these communities, and a $1,000 scholarships is available to help offset costs.

Home Community Practicum: Students can request practicum placements in their home communities, including First Nations. We do our best to work with the community’s schools to honour these requests.

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Call To Action

Our faculty believes that understanding Indigenous knowledge, perspectives and issues are critical for all future educators. Our province’s teachers must understand historic injustices and the richness of Indigenous perspectives in order to share these with all of Manitoba’s students, across grades and throughout the curricula. All of our faculty’s students must take at least one three credit hour course in either: Aboriginal Education or Aboriginal Perspectives and the Curriculum. Native Studies and languages, including Cree, Ojibway, or Anishinabke, are one of many options for either a major or minor. Indigenous Student Group: This self-initiated and self-governing group of students meets throughout the academic year to share experiences, host guest speakers, and advocate for change. Although self-governing, this group can access services from Academic Advisors (from the Faculty of Education and from Migizii Agamik) and is supported by the Faculty of Education’s Associate Dean (Undergraduate Programs). This student group has opportunities to share their experiences and make recommendations to the Associate Dean.

Leadership

In the BEd programs, students are defined as “teacher candidates,” recognizing that this is a professional program and students’ contributions are important. Teacher candidates are encouraged to take leadership roles within the Education Student Council, Faculty committees and volunteer outreach programs. Be a leader here and learn to become a leader for change.

Leaders in Research

Research informs change. Not only is our faculty a leader in change, but we are a leader in research in Manitoba, Canada and the world. Bachelor of Education students have many opportunities to learn more about research in the field of education. Each year the faculty organizes a Research Day and a Graduate Student Symposium to highlight and explore exciting research by faculty members, teacher candidates, and graduate students. BEd students are also invited to participate in other research opportunities, including presenting at and attending conferences. Students can even work with faculty members as Research Assistants from May to August after their first year. This is an opportunity for BEd students to work closely with faculty members on a research project of shared interest, and to develop research skills. These research projects often lead to publications and provide students with an opportunity to experience possibilities as graduate students.

Helping You on the Pathway to Success – Supporting the Excellence

To support success and continued learning, the faculty offers professional development opportunities throughout the program for its students. Indigenous issues and perspectives are integrated into these events. The faculty also works closely with our Education Student Council to offer a career recruitment event at the end of each year where graduating students can meet and be interviewed by potential employers. After graduation, many teachers embrace the opportunity for continued learning, growth and advancement. The Faculty offers continued supports to teachers, including a Post Baccalaureate Diploma in Education (P.B.D.E.) and graduate degrees in education (Masters of Education or Doctor of Philosophy). These opportunities help you to be the change through leadership.

Be the change: Teach!
**Q & A: PhD candidate committed to First Nations education**

Submitted by: Allison Dunfield, Communications Coordinator, Faculty of Education

Nora Murdock is a PhD candidate in the Faculty of Education and an Indigenous student at U of M. We recently did a Q & A to find out her thoughts on the program and what she plans to do post-graduation.

What are you currently working toward in the Faculty of Education?

I am currently working on my PhD in educational administration. My topic is on First Nations education leadership for schools that are situated on the reserves in Manitoba. I am interested in this because my career in education has been in First Nations communities where I have worked as a teacher, vice-principal, principal and director of education. My commitment has always been to First Nations education, to ensure that First Nations students experience educational success.

Why did you decide to take part in the Three-Minute Thesis this year and what do you think you got out of the experience?

I decided to take part in the 3MT because I thought it would be a fun and challenging event to participate in. I enjoy challenges and it definitely was a challenge in terms of trying to summarize my PhD topic in three minutes and remembering it in front of an audience! It was well worth the experience; to summarize my topic so precisely, hearing about the research that other students were engaged in, and just being part of the competition. I congratulate the winners!

What are your plans post-graduation?

I am currently working for the Manitoba First Nations Education Resource Centre, which is an organization that provides education services to First Nations band-operated schools. I work as a director of system development, which involves establishing an education system for the First Nations schools. I plan to continue with this work after graduation. I completed my MEd while working full-time and have almost completed my PhD while working full-time.

More headlines from the Faculty of Education

- Outreach Program Promotes Indigenous Discovery
- Senator Murray Sinclair Discusses Educators' Role in TRC
- Support Aboriginal Youth in Quest for Education
- Frank Deer Appointed Acting Executive Lead Indigenous Achievement

Right: Cynthia Wesley-Enquemaux, Vice President Aboriginal Initiatives at Lakehead University speaks at Faculty of Education’s homecoming event.

**William Whiteway: returning home to teach**

Submitted by: Frank Deer, Director of Indigenous initiatives, Faculty of Education

Students of the U of M’s Bachelor of Education programme, in their respective journeys toward becoming classroom teachers, are expected to complete 24 weeks of practical experience in schools en route to their degrees. The vast majority of students in the Bachelor of Education programme complete their practicum experiences in or around Winnipeg. For one Bachelor of Education student, there was a desire to complete the practicum elsewhere.

William Whiteway, a second-year Bachelor of Education student of Cree ancestry who majors in physical education, came to Winnipeg following graduation in his home community of Fisher River. This community, which is situated on the west side of Lake Winnipeg approximately 200 kilometres north of the City of Winnipeg, is home to just over 1100 residents and features Charles Sinclair School, a nursery – grade 12 school with a student population of over 400. William’s relocation to Winnipeg for university created a path on which he is now navigating toward a career as a physical education teacher. This path has its roots in William’s interest of coaching and sport. On becoming a physical education teacher, William asserted, “I was always involved in coaching and sports. It’s the person I already was.”

Being in the second year of his programme, William has previously experienced the realities of student teaching in the city. However, with the assistance of School Placement Coordinator Jennifer Campbell, the prospect of taking part in a practicum experience at Charles Sinclair School in Fisher River emerged – a prospect that was appealing to William. Returning to Fisher River had been one of William’s goals anyway. As he stated, “I really wanted to get my teaching degree and go back to Fisher River.”

The lure of returning home as a student teacher presented other potential benefits as well. Having developed an interest in teaching Native Studies as well as physical education, William saw an opportunity to work closely with teachers like Gerry Mason, a senior years outdoor education teacher who was employing local knowledge into his classes. The opportunity to engage in trapping, fishing and other land-based activities was appealing and supportive of indigenous students who wish to learn about who they are and where they live.

It is experiences such as William’s that are evidence that the nature of teacher education is changing. With the potential to integrate Indigenous perspectives and to engage in student teaching in First Nations schools, students of the U of M’s Faculty of Education have the opportunity to prepare themselves for the 21st century Manitoba classroom.

Second-year Bachelor of Education student William Whiteway opted to do his practicum in his home community of Fisher River.
Partnership allows Indigenous youth to explore health careers at U of M

Submitted by: Noreen Wichart and Wayne Heide

The Access and Aboriginal Focus Programs have again partnered with the Office of Rural and Northern Health and Frontier School Division to offer the 2016 Health Career Quest Summer Camp. The camp will take place July 16 to 23, 2016.

Since 2008, the Health Career Quest Summer Camp has provided Northern Manitoba Grade 11 students the opportunity to explore health professions through hands-on activities in the U of M's health professional colleges. The major goal of the camp is to provide Northern Grade 11 students exposure to health careers and to inspire them to think about a career in health. Preference is given to Indigenous students.

The camp's unique partnership and innovative experiential learning techniques have translated into an exciting experience for students and innovative opportunity for faculty and staff from a variety of U of M areas. The partnership has grown to include U of M's St. John's College and the College of Medicine's Biomedical Youth Camp. Mentorship through staffing with health professional and other Access students has remained its hallmark and its greatest strength.

The Access and Aboriginal Focus Programs support Indigenous and other non-traditional students seeking a post-secondary education. Of these, the Health Careers Access and the Professional Health Programs offer support to Indigenous students seeking a career in Medicine, Dentistry, Pharmacy, Medical Rehabilitation, Nursing, and Dental Hygiene.

Manitoba's Office of Rural & Northern Health is a long-term recruitment and retention program for all health professions with a mandate to work in rural and northern Manitoba. Part of ORNH's mandate is to be involved in a variety of programs and initiatives that increase the awareness of health careers among students seeking a career in Medicine, Dentistry, Pharmacy, Medical Rehabilitation, Nursing, and Dental Hygiene.

Frontier School Division's mandate covers the majority of schools in Northern Manitoba. The Division is engaged in a number of initiatives to provide opportunities to students in remote areas of Manitoba.

The camp strives to ease apprehension about post-secondary education, give a "face" to the health professions, and provide participating students with an overall sense of the university experience. Thanks to the in-kind and financial contributions of the partnering institutions, the camp is offered at no cost to participants who must have support in writing from their school and their families.

The key camp components include:

1. Hands-on activities and experiences in various health professions at the U of M's Bannatyne Campus.
2. Academic assessment and remediation plan in the areas of math and science conducted by Frontier School Division.
3. Camp counsellors are students currently enrolled in pre-professional studies or a health related professional school.
4. Living in residence at the Fort Garry Campus. Camp counsellors/mentors live in residence with participant students and supervise activities at all times. Participants are exposed to life on a university campus and in a large city.
5. Exciting and active evening/weekend program which includes tours of the campus, Indigenous games, evening activities in the City of Winnipeg such as baseball games, theatre, shopping, cultural activities, etc.
6. Life skills workshops, delivered by an Indigenous Life Skills Coach, which focus on practical and personal development, workshops in communication, goal-setting, and empowerment, among others.

Students are also provided with information relating to entrance to university, supports such as the Access and Aboriginal Focus Programs, the Indigenous Student Centre, as well as other campus resources. Should students decide to pursue post-secondary education they are given conditional acceptance into the Access and Aboriginal Focus Programs.

ICE delivers ‘Bannock and Backpacks’ to help those in need

The Indigenous Circle of Empowerment (ICE) was recently featured on Shaw TV. The leadership group collected backpacks, filling them with supplies, such as clothing and toiletries, which they then distributed to Winnipeg’s less fortunate at a “Got Bannock?” event. Members of ICE are already looking forward to doing more projects during the next academic year.

U of M researchers find antibiotic resistance in First Nation drinking water

Dr. Ayush Kumar and his team presented research that found antibiotic resistance in First Nation drinking water. Other presentations looked at Anishinaabe water law, the economics of clean water in First Nations, and advocacy messaging for clean water.

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Registration to become an ICE member opens in August 2016.

If you have any questions, please contact Justin Rasmussen, ICE coordinator, at: 204-230-2504 or justin.rasmussen@umanitoba.ca

U of M researchers find antibiotic resistance in First Nation drinking water

The 3rd annual First Nation Water Rights Research Conference took place May 26-27, 2016 at the U of M. Organized by the CREATE H2O training program and the Right to Clean Water project, a number of research projects done in collaboration with First Nation communities were shared.

Dr. Ayush Kumar and his team presented research that found antibiotic resistance in First Nation drinking water. Other presentations looked at Anishinaabe water law, the economics of clean water in First Nations, and advocacy messaging for clean water.

U of M students and representatives from Manitoba Keewatinowi Okimakanak Inc and the Assembly of Manitoba Chiefs discuss future collaboration and research opportunities. Photo by Victoria Grima, Master of Environment student
Verna J. Kirkness program: planting seeds of ambition

For the past five years, Grade 11 students from across Canada have been spending a week at the U of M, taking part in the Verna J. Kirkness Science and Engineering Program. This year 40 Indigenous students took part.

“This week has helped me further look into the fields that I want to study in university and given me a look at what I can expect here. It’s planted seeds of ambition in me for when I return to my own studies at home,” said Harmony Cunningham, who along with Antonina Kandiurin was mentored by U of M Professor Dr. Annemieke Farenhorst.

“I really enjoyed the people and their company here and it has given me a better understanding on everything about science,” said Harmony Cunningham, who along with Antonina Kandiurin was mentored by U of M Professor Dr. Annemieke Farenhorst in the department of soil science.

“Turtles have been spending a week at the U of M, taking part in the UNIVERSITY OF MANITOBA, INDIGENOUS ACHIEVEMENT

Paint Night a hit

Paint nights are all the rage these days. Fine Arts student Kristin Flattery led one at Migizi Agamik and more than 40 people came out to have some fun and discover their inner artists. Flattery guided the group in painting turtles.

“We chose a turtle because turtles are considered the keepers of knowledge,” says Flattery. “We as students behold and embody much knowledge like the turtle.

Teaching in Sagkeeng

In April, 17 students from Sagkeeng First Nation were recognized for completing the First Nations Community Wellness Diploma Program.

Elaine Mordoch, Associate Professor in the Faculty of Nursing delivered a counselling skills course to the students. Here is her account of what it was like teaching in Sagkeeng.

The physical journey began with packing books, video cameras and supplies into the car and setting off with the well wishes of Leslie Backlund, Program Assistant for the Access and Aboriginal Focus Programs, who attends to all details!

The drive to Sagkeeng is approximately 150km north of Winnipeg in the Pine Falls area. Sagkeeng, which means Mouth of the River, is an Ojibway community of 7,637 people with 3,352 people living on reserve. Treaty No. 1 outlined the traditional lands and today there is a Revised Land Entitlement claim for additional lands.

Sagkeeng is many things to the visitor; powerful river, wide horizons and sense of detachment from the urban world. This contrasts with the popular Tim Hortons, the Multisport Complex and the shadow of the Fort Alexander Indian Residential School (IRS). The school was attended by Phil Fontaine, who first spoke out nationally about the abuse he endured and Ted Fontaine, who attended IRSs for 12 years and recorded his experiences and struggle to heal in his book Broken Circle. Sagkeeng was also the home of Tina Fontaine and other missing and murdered Indigenous women. A significant number of children from Sagkeeng are in the care of Child and Family Services.

The community also has a group of vibrant and dedicated students from Sagkeeng and other First Nations communities who are earnestly working towards solutions and healing. These students, many of whom are already employed in helping roles, are educating themselves to address serious health and social issues. Other students in the class are on the beginning journey to becoming helping in their communities.

All students have their gifts and are positive role models in their communities.

Important conversations occurred in the Counselling Skills course. The course was delivered in January over a one-week period in the Sagkeeng Multisport Complex with little down time for the students as they worked to complete assignments, readings and participated in daily class activities. The nature of counselling requires students and instructor to develop skills in self-awareness, significant engagement with others and in the analysis of the context surrounding human behaviours and their consequent meaning. To best accomplish this in a respectful and culturally safe way, this course honours Indigenous and western knowledge and incorporates both perspectives to meet the complex problems that present in counselling situations. The integration of these perspectives is an evolving process, which although begun over 10 years ago, continues today. For example, students studied excerpts from the book Reconciliation and the Way Forward: Collected Essays and Personal Reflections (2014) published by the Aboriginal Healing Foundation identifying issues that relate to current counselling sessions.

In the course, students learned to develop their unique style of counselling using traditional knowledge and teachings, western knowledge or a combination of both perspectives dependent on the situation. They build on the work that they themselves have already begun in their own healing and professional growth journeys.

To be a part of this work hosted through the University of Manitoba, Aboriginal Focus Programs and the College of Nursing is to be part of this incredible journey that we are all embarking on with Reconciliation. Megewtch!
U of M’s Indigenous community making a difference

U of M’s Indigenous community members are being recognized left, right and centre!

Three were named to CBC Manitoba’s top 40 under 40:

Dr. Marcia Anderson DeCoteau, MD section head of First Nations, Métis and Inuit Health and assistant professor in the departments of Community Health Sciences and Internal Medicine, was recognized for her work in teaching and health care.

Jade Harper, who is pursuing a degree with a major in native studies and minor in nutrition, was recognized in the category of Community, Social Activism and Volunteerism. Harper is also the founder and owner of SpiritFusion, is on the board of directors for Ma Mawi Wi Chi Ita Centre, and is on the Winnipeg Police Service Indigenous Advisory Council.

Monica Cyr, a graduate student in the Faculty of Agriculture and Food Sciences, who also does Food Matters programming, Frontier College nutrition literacy and U of M Indigenous content tutoring, was also recognized in the teaching and health care category.

At the Manitoba Book Awards, Life Among the Qallunaat by Mini Aodla Freeman received the Mary Scorer Award for Best Book by a Manitoba Publisher. The book was published by the University of Manitoba Press. Chantal Fiola (BA/04), an instructor in the department of Native Studies and for Distance and Online Education won the Beatrice Mosionier Award for Aboriginal Writer of the Year and the John Hirsch Award for the Most Promising Writer. Her book Rekindling the Sacred Fire: Métis Ancestry and Anishinaabe Spirituality looks at Métis people and their relationship with identity and Anishinaabe spirituality. It was also published by the University of Manitoba Press. Wab Kinew (BA/03) won McNally Robinson Book of the Year for his book The Reason You Walk. It was also published by the University of Manitoba Press.

Congratulations on your achievements!

Kelly Beaulieu

INDIGENOUS STUDENT SUCCESS

Seven Indigenous students won U of M Emerging Leader Awards! They were honoured at the Emerging Leaders Dinner in March. Gabrielle Scrimshaw, who co-founded the Aboriginal Professional Association of Canada was the keynote speaker. Emerging Leader Award winners, members of the Indigenous Circle of Empowerment and students from the Aboriginal Business Education Partnership program had a chance to meet with Gabrielle earlier in the day.

Congratulations to Kristin Flattery, School of Art, Brayden Harper, I.H. Asper School of Business, Vanessa Kislowsky, Faculty of Arts, Carly McLellan, Faculty of Arts, Jesse Yarechewski, I.H. Asper School of Business, Leo Baskatawang, PhD Candidate, Faculty of Arts, and Stewart Hill, PhD Candidate, Clayton H. Riddell Faculty of Environment, Earth and Resources.

The first ever Indigenous Leader of Tomorrow scholarships were also awarded in March. Tyler Vinet, Heaven Bignell and Lacee Nakonechny won the new scholarships.

Did you know that the U of M has graduated more Indigenous engineers than any other university in Canada? That number has grown by four this year. The Engineering Access Program (ENAP) is celebrating the success of Tanner Fontaine, Janelle Langlais, Jevon Weisensel and Russell McPherson. Congratulations!

Philosophy student Linda Diffey won first place in the poster presentation category of the annual Applied Health Sciences PhD program Research Day for her presentation: Implementing Anti-Racist Pedagogy in Health Professional: A Realist Review. Diffey was also a co-editor of the national undergraduate medicine curricular framework for Indigenous health developed by the Indigenous Physicians Association of Canada and the Association of Faculties of Medicine of Canada. Along with Dr. Barry Lavallee, she has co-led the development and implementation of a comprehensive Indigenous health course at the U of M College of Medicine where she is the associate director at the Centre for Aboriginal Health Education. Congratulations Linda!
**News from the Department of Native Studies**

**Rising Up rose to the occasion**

Submitted by: Niigaan Sinclair, Acting Head, Department of Native Studies

The Native Studies Graduate Student Association (NSGSA) and the Department of Native Studies co-hosted “Rising Up,” a graduate student conference for research in indigenous studies and issues on March 4 and 5, 2016 at the U of M. The conference follows the commitment from the Native Studies Department to invest in services for graduate students and the founding of the NSGSA in 2015. The Faculty of Arts also provided funding for the event.

The conference hosted 34 graduate scholars from across the country in nine fields of interdisciplinary study and was an immense success. Students had opportunities to hear from different geographical and ideological spaces, provide feedback to one another, and receive constructive criticism from both faculty and their graduate student colleagues and researchers on their work.

Featuring keynotes Tasha Hubbard (filmmaker and assistant professor, University of Saskatchewan) and Dr. Emma LaRocque (Department of Native Studies, U of M), participants also partook in community activism, socials, and some of the U of M special collections (the Mazinbiige Indigenous Graphic Novel and the National Centre for Truth and Reconciliation).

Conference co-organizers Joseph Dipple and Leo Baskatawang (both PhD students in Native Studies) were also lauded for the conference’s professional atmosphere and hard work to keep everything seamless and organized. “This is simply one of the best events our department has ever put on,” remarked Dr. Niigaan Sinclair, Acting Department Head for Native Studies.

The second morning of the conference was particularly special as past alumni, faculty, and graduate students from across Canada paid tribute to Dr. LaRocque and her 40 years of service to the discipline of Native Studies. In a moving address, spanning her four decades of work as one of the first Indigenous post-secondary teachers hired in Canada, LaRocque recalled how she traveled from instructor and eventually obtained her PhD in 1999, working with literally thousands of students along the way. At the end of her speech, her Native Studies colleagues and students presented her with a plaque, flowers, and a beautiful star blanket (photographed below).

Students and faculty members from the Department of Native Studies present Dr. Emma LaRocque with a star blanket to thank her for her 40 years of service to advancing Native Studies.

**Native Studies colloquium examines reconciliation**

Submitted by: Niigaan Sinclair, Acting Head, Department of Native Studies

One of the most innovative and novel parts of the Department of Native Studies is the Colloquium Series: a weekly, public talk during the Fall and Winter terms in the Faculty of Arts.

The Winter 2016 Colloquium examined the theme of Reconciliation and, every Wednesday, featured speakers from Justice Murray Sinclair, former chair of the Truth and Reconciliation Commission, to Kevin Chief, MLA for Point Douglas and (now former) Minister of Jobs and Economy in the Manitoba Legislature. U of M professors Dr. Adele Perry, Dr. Frank Deer, and Dr. Jocelyn Thorpe also shared their work and U of M Native Studies graduate students Belinda Nicholson and J. Arno Sharpe also spoke on economical and political acts of reconciliation and research.

Featuring speakers from professional, creative, academic, and community-based work and research, the Native Studies Colloquium series examines the complex theoretical, methodological, ethical and contextual issues in Native Studies from the perspectives of formally and informally trained experts. In a one-hour session (40 minute talk and 20 minute question and answer period), attendees witness and participate within specific approaches to how Indigenous peoples and communities have engaged a myriad of critical issues pertaining to Native Peoples of Canada (and, often, North America) in the political, social, economic and cultural contexts and situations in which they work.

The Department of Native Studies Colloquium has become one of the most important and well-attended speaker’s series and discussion forums for researchers interested in Aboriginal issues on the U of M campus. Weekly attendance has grown to over 50 participants per week and over 600 attendees per term, coming from communities across the university and the province of Manitoba (including many on-reserve schools who bring their students).

“The Colloquium” – as students and faculty call it – has become one of the best expressions of the interdisciplinary work being done in Indigenous/Native Studies throughout Canada.
Dr. LaRocque celebrates 40 years in Native Studies

In 1974 the U of M created the Department of Native Studies and hired its first head, Raoul McKay. The next round of hires included a young Cree-Métis Masters of Arts student from Alberta named Emma LaRocque. How little did they know the immense impact she would have.

Dr. Emma LaRocque is a scholar, author, professor, poet and human rights advocate who grew up in a Cree-speaking, hunting/trapping Métis culture in north-eastern Alberta. Overcoming obstacles of marginalization, poverty and childhood blindness, Dr. LaRocque went on to acquire a Bachelor of Arts degree in English/Communications from Goshen College, Goshen, Indiana in 1973; a Master of Arts in Peace Studies from the Associated Mennohite Seminaries, Elkhart, Indiana – for which she received the Rockefeller Fellowship – in 1976; an MA in History in 1980 and a doctorate in Interdisciplinary Studies in History/English from the U of M in 1999.

Hired at the U of M in the Department of Native Studies in 1976, LaRocque would go on to publish the bestselling and impactful text, Defeathering The Indian in 1975. The book was one of the first studies of stereotypes of “Indians” in public schools and influenced and empowered a generation of Indigenous scholars in the field. Since this time Dr. LaRocque has written more than 70 publications, both scholarly and popular, in areas of colonization, Canadian historiography, misrepresentation, racism, identity, violence against women and Aboriginal literatures – and is now the department’s longest serving professor.

In addition to teaching and writing, Dr. LaRocque is also an internationally recognized speaker and poet who has presented her work and read her poetry in Australia, England, Hawaii and throughout North America. She has been a guest of numerous media agencies and appeared as a consultant in the NFB film Women in the Shadows.

Dr. LaRocque has also won many awards over the years, including a National Aboriginal Achievement Award in 2005, an award for best dissertation at the U of M in 1999, and a Migizii Award from her students in 2013. Honoured at the recent Native Studies Rising Up Graduate Student Conference held in March 2016 for her years of service, Dr. LaRocque, as her colleagues remark, is only yet beginning her work. In 2010 she published her landmark work, When the Women Go on to publish the bestselling and impactful text, Defeathering The Indian in 1975. The book was one of the first studies of stereotypes of “Indians” in public schools and influenced and empowered a generation of Indigenous scholars in the field. Since this time Dr. LaRocque has written more than 70 publications, both scholarly and popular, in areas of colonization, Canadian historiography, misrepresentation, racism, identity, violence against women and Aboriginal literatures – and is now the department’s longest serving professor.

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Visiting Scholars Program brings new courses in Indigenous knowledge to U of M

The Visiting Scholars Program is part of the on-going effort to enhance the range and quality of courses and programs available to students in the U of M’s Summer Session. This summer, two prominent Indigenous scholars will be teaching at the U of M.

Dr. Lynn Lavallée

PERS 4200 T01 – Special Topics: Exploring Indigenous Wellness, Sport and Physical Activity

July 4 – July 15, 2016

The Faculty of Kinésiology and Recreation Management is pleased to host Dr. Lynn Lavallée as a 2016 Visiting Scholar to teach PERS 4200 T01: Exploring Indigenous Wellness, Sport and Physical Activity. Dr. Lavallée is an Algonquin, Cree, and French scholar as well as an Associate Professor and Associate Director of the Undergraduate Program in Social Work at Ryerson University. Dr. Lavallée serves as the Chair of the Research Ethics Board of Ryerson University and also holds a PhD in Social Work and a Master’s in Community Health, both from the University of Toronto, as well as a BA in Psychology and Kinésiology from York University.

For more information contact:
Department of Kinésiology and Recreation Management
(204) 474-9747
or Summer Session (204) 474-6963/8019
or e-mail: summer@umanitoba.ca

Gregory Scofield

Summer Institute – Cree Language and Narrative

May 30 – June 24, 2016

Dr. Gregory Scofield is a scholar, author, professor, poet and human rights advocate who grew up in a Cree-speaking, hunting/trapping Métis culture in north-eastern Alberta. Overcoming obstacles of marginalization, poverty and childhood blindness, Dr. LaRocque went on to acquire a Bachelor of Arts degree in English/Communications from Goshen College, Goshen, Indiana in 1973; a Master of Arts in Peace Studies from the Associated Mennohite Seminaries, Elkhart, Indiana – for which she received the Rockefeller Fellowship – in 1976; an MA in History in 1980 and a doctorate in Interdisciplinary Studies in History/English from the U of M in 1999.

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Where are they now? Updates from our alumni

Submitted by: Jennifer Soldier

Anin, Hello. My name is Jennifer Soldier, a graduate of the U of M’s Access and Aboriginal Focus Program, class of 2013. Previous to starting University I worked in various office positions and while on maternity leave, I decided to go back to University at the age of 34 in 2008. Returning to school as a mature student, the U of M Access and Aboriginal Focus Program was an excellent support. I found all the staff very helpful and crucial to my success in becoming a teacher. They provided supports every step of the way, which I am very grateful. I am now teaching in my home community Sagkeeng First Nation, which I enjoy very much. Teaching in my home community is very rewarding because I am learning a lot about my own identity as an Anishinabe woman as well as growing as an educator. I am in my third year teaching, and I am currently teaching Grade 9 Math and Grade 10 Computer courses. My future goals are to go back to the U of M to obtain my Post Baccalaureate or Master’s Degree in Education. I look forward to returning to the U of M.

We love hearing from our Indigenous alumni! If you have a story to share, please email: ruth.shead@umanitoba.ca

For more information about the Department of Native Studies at the U of M visit:
www.umanitoba.ca/faculties/arts/departments/native_studies/

Jennifer Soldier teaches Math and Computer courses in her home community of Sagkeeng.

Or like them on Facebook:
www.facebook.com/LoMNativeStudiesDept

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Or like them on Facebook:
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Upcoming programs and events

June 15-18, 2016
Pathways to Reconciliation Conference
One year after the closing of the Truth and Reconciliation Commission, this gathering will explore understandings of reconciliation and ways to implement and monitor reconciliation initiatives. Click here to register.

June 20, 2016
National Aboriginal Day Events Bannatyne Campus
7:30 AM - 2 PM
Come experience the Medicine Garden of Indigenous Learning, cultural performances, CEO Grand Rounds in Indigenous Health, a feast and more!

June 21, 2016
National Aboriginal Day Celebrations Fort Garry Campus
Noon - 2 PM
Please join us for Métis fiddling, Indigenous storytellers and teepee teachings! More details to be announced soon. Visit the news and events section of our website.

September 12-16, 2016
Indigenous Orientation Week
The Indigenous Student Centre will be hosting a week of activities to help you get to know the people and resources available to you on campus. On Wednesday, September 14, Indigenous Celebration Stations are back. Join us for this Amazing-Race style event, which is followed by a feast in Migizii Agamik – Bald Eagle Lodge.

September 21, 2016
11:30 AM – 1:30 PM
Indigenous Homecoming
Everyone is welcome to join and celebrate U of M’s Indigenous alumni and connect with our Indigenous community on campus. Indigenous Homecoming brings community together through sharing stories of success and leadership. A celebration lunch will follow.

October 23-25, 2016
Canadian National Indigenous Social Work Conference

Contact: NISWC - Amanda Burton
Email: Amanda.Burton@umanitoba.ca
521 Tier Building - Faculty of Social Work

If you would like to submit news, events, highlights, kudos, photos, etc. to the Indigenous Achievement newsletter, please contact: ruth.shead@umanitoba.ca.

The next newsletter will be published September 2016. Deadline for consideration is August 1, 2016. We also welcome your comments and suggestions.

For more stories, events and program information be sure to check out our website frequently:
www.umanitoba.ca/indigenous

For Indigenous Achievement news visit:
http://news.umanitoba.ca/network/indigenous/