



Action, Dialogue, Truth and Reconciliation:

A Report of Canada's Catholic
Colleges and Universities

Table of Contents

Introduction.....	3
Methodology.....	5
Chapter 1 – Strategic Visions.....	6
Chapter 2 – Leaders and Communities	11
Chapter 3 – Indigenous Representation.....	18
Chapter 4 – Supports for Students	21
Chapter 5 – Teaching and Learning	27
Chapter 6 – Intercultural Dialogue	37
Chapter 7 – Archival Research and Artifacts	42
Chapter 8 – Other Initiatives	46
Chapter 9 – Greatest Challenges.....	50

Introduction

“Reparation and reconciliation will give us new life and set us all free from fear.”¹

In his 2023 trip to Canada and while speaking to the gathering of Indigenous peoples at Maskwacis, Alberta, Pope Francis expressed a “deep pain and remorse” regarding the Catholic Church’s involvement in running many of Canada’s Residential schools, and asked for forgiveness. “In the face of this deplorable evil, the Church kneels before God and implores his forgiveness for the sins of his children.”²

In addition to his expressing an apology on behalf of the Catholic Church, Pope Francis said there is much work to be done:

I trust and pray that Christians and civil society in this land may grow in the ability to accept and respect the identity and the experience of the Indigenous peoples. It is my hope that concrete ways can be found to make those peoples better known and esteemed, so that all may learn to walk together. For my part, I will continue to encourage the efforts of all Catholics to support the Indigenous peoples.³

Following on the heels of the Truth and Reconciliation Commission of Canada’s “Calls to Action,” the institutional members of the Association of Catholic Colleges and Universities of Canada (ACCUC) released a report in 2017 titled *Dialogue Together With Action: Canada’s Catholic Colleges and Universities & the Road to Reconciliation*. This comprehensive national report provided an account of the many actions already underway among the Canadian Catholic post-secondary institutions to promote and nurture Reconciliation with Indigenous peoples. The report was launched in Ottawa on October 24, 2017, and presented to the past Chair of the Truth and Reconciliation Commission, Senator Murray Sinclair.

This current report, *Action, Dialogue, Truth and Reconciliation: A Report of Canada’s Catholic Colleges and Universities*, is a follow-up to the 2017 report. Here we provide concrete examples of work being done across Canada to promote Truth and Reconciliation. This includes actions in such areas as strategic planning, revising our governance structures, expanding community relations, and promoting Reconciliation within our research activities and in our classrooms. While much work has been done, our Catholic colleges and universities have a long way to go.

In the homily he gave at Edmonton’s Commonwealth Stadium, Pope Francis called on each of us to move forward:

We are the branches that must blossom and spread new seeds of history. Let us ask ourselves, then, a few concrete questions. As part of the history of salvation, in the light of those who went before me and loved me, what is it that I must now do? I have a unique and irreplaceable role in history, but what mark will I leave behind me? What am I passing on to those who will come after me? What am I giving of myself? Often we measure our lives on the basis of our income, our type of career, our degree of success and how others perceive us. Yet these are not life-giving criteria. The real question is: am I giving life? Am I ushering into history a new and renewed love that was not there before? Am I proclaiming the Gospel in my neighbourhood? Am I freely serving others,

¹ Encyclical Letter *Fratelli Tutti* of the Holy Father Francis on Fraternity and Social Friendship, Article 78. Online: [Fratelli tutti \(3 October 2020\) | Francis \(vatican.va\)](#)

² Pope Francis, Address of His Holiness, Meeting with Indigenous Peoples, 25 July 2022. [Apostolic Journey to Canada: Meeting with indigenous peoples: First nations, Métis and Inuit at Maskwacis \(25 July 2022\) | Francis \(vatican.va\)](#)

³ Ibid.

the way those who preceded me did for me? What am I doing for our Church, our city, our society? Brothers and sisters, it is easy to criticize, but the Lord does not want us to be mere critics of the system, or to be closed and “backwards-looking,” as says the author of the Letter to the Hebrews (cf. 10:39). Rather, he wants us to be artisans of a new history, weavers of hope, builders of the future, peacemakers.

This report, *Action, Dialogue, Truth and Reconciliation*, is the collective work of the institutional members of ACCUC, all of whom are listed in the introduction to this report. On behalf of our Canadian Catholic universities and colleges, I hope you find this report fruitful in providing signs of new life among our students and staff as we move together towards Reconciliation with Indigenous peoples.

Christopher Adams, Past Chair (2018-2020), Rector, St. Paul’s College

Methodology

The following post-secondary institutions, listed from West to East, provided the materials that we used for this report:

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

St. Mary's University (Calgary, Alberta)

St. Joseph's College (Edmonton, Alberta)

Campion College (Regina, Saskatchewan)

St. Thomas More College (Saskatoon, Saskatchewan)

St. Paul's College (Winnipeg, Manitoba)

Regis College (Toronto, Ontario)

University of St. Michael's College (Toronto, Ontario)

Our Lady Seat of Wisdom College (Barry's Bay, Ontario)

St. Jerome's University (Waterloo, Ontario)

St. Peter's Seminary (London, Ontario)

Assumption University (Windsor, Ontario)

Brescia University College (London, Ontario)

King's University College (London, Ontario)

St. Paul University (Ottawa, Ontario)

St. Thomas University (Fredericton, New Brunswick)

St. Francis Xavier University (Antigonish, Nova Scotia)

Chapter 1 – Strategic Visions

The presidents were asked to provide a “high-level description” of their post-secondary institution’s strategic vision for supporting Indigenization and Reconciliation. Here is what they are doing.

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

Soon after his arrival, newly appointed president Gerry Turcotte announced that Truth and Reconciliation would be one of the focal points of his term and that it would be a key feature of the new strategic plan. This built on earlier and important efforts of the Colleges to put the issue centre stage. After the Kamloops news, Dr. Michael Higgins, then interim president of Corpus Christi and St. Mark’s Colleges, appointed a committee to create an action plan for the Colleges with respect to the Truth and Reconciliation Commission’s Calls to Action and to continue a path of reconciliation with Indigenous peoples in Canada. In light of the discoveries of unmarked graves at sites of Residential Schools in Canada, as well as the controversy over the Canadian Catholic Church’s handling of reparations owed to Indigenous communities for their involvement, we believe it is more important than ever for Catholic post-secondary institutions to step up and take concrete action toward reconciliation.

The committee, titled *Listening, Learning and Leading: Indigenous Relations and Reconciliation Working Group*, has been working together and alongside Brad Baker, a member of the Squamish Nation and former District Principal of North Vancouver and currently Superintendent of Indigenous Education in BC. Together we began to foster a sense of shared understanding and a foundation from which we as a whole can grow, learn, and move forward. Indigenous communities have generously welcomed us into the conversation, and now it is up to us to ensure that all members of our community are informed so that our College can be an active player in the reconciliation process.

“Together, Canadians must do more than just talk about reconciliation; we must learn how to practice reconciliation in our everyday lives – within ourselves and our families, and in our communities, governments, places of worship, schools and workplaces. To do so constructively, Canadians must remain committed to the ongoing work of establishing and maintaining respectful relationships.” (Truth and Reconciliation Commission of Canada, 2015, 21.)

As we seek to move together towards the TRC Calls to Action, the College’s committee – *Listening, Learning and Leading: Indigenous Relations and Reconciliation Working Group* – agreed to four goals:

1. *Listen (& Learn)*
2. *Learn (& Keep Listening) (a continuous cycle)*
3. *Build Relationships*
4. *Move Forward Together*

St. Mary’s University (Alberta)

The following was created in consultation with our Indigenous Advisory Council of St. Mary’s University in May 2022:

We must work towards creating an atmosphere and ethos at StMU that promotes, applies, and embodies the Brave Space Principles:

We are PRESENT in the space and with each other. We are OPEN to new ideas, ways of thinking, and feedback. We LISTEN DEEPLY and seek new knowledges and understanding. We are CURIOUS and hold a willingness to have our minds changed. We bring AWARENESS to our biases, assumptions, and judgements. We hold a space of TRUST and CONFIDENTIALITY. We focus on POSSIBILITY and see obstacles as opportunities for learning. We ACKNOWLEDGE and APPRECIATE each other's gifts, strengths, and contributions. We hold BRAVE SPACE for COURAGEOUS conversations. We challenge IDEAS, not people. We allow DISCOMFORT to lead your GROWTH. We take ACCOUNTABILITY for our own learning; Knowledge Mobilization vs. Knowledge Extraction (Calgary Foundation, 2020).

This framework invites all stakeholders to come to the fire of this decolonizing and Indigenizing work with open hearts and minds, curiosity, adaptivity, love and acceptance. Fostering a growth mindset where people don't just accept injustice but take actions personally and collectively to disrupt the long-held Eurocentric liberal arts core to work towards diversifying the curriculum alongside diversifying faculty and staff hires so that we have the capacity to do the work of decolonizing and Indigenizing at St. Mary's.

We must also build on and challenge our existing relationships with the Catholic Church, Catholic Diocese, and parishes to walk alongside us on our journey of decolonization and Indigenization. Our Elders have told us that we need to articulate the unique and complex history of our relationship to the Land St. Mary's University sits on as the former site of the Father Lacombe Home and School and the destructive and devastating role the Catholic Church had in perpetrating cultural genocide through Residential Schools in Canada.

St. Joseph's College (Alberta)

We benefit from, and work to collaborate with, the comprehensive University of Alberta strategic plan to promote Indigenous relations. Given that the University of Alberta has the largest faculty of Native Studies in North America, there is an expertise we need not recreate, but provide support and action with our resources. <https://www.ualberta.ca/indigenous/strategic-plan/index.html>

Campion College (Saskatchewan)

As a Jesuit College, the mandate from the Society of Jesus on reconciliation and the TRC response is part of our Strategic Plan.

St. Thomas More College (Saskatchewan)

St. Thomas More's *College Plan 2025* identifies "Authentic Indigenization" as one of the five priorities of the Plan. Goals of this priority include: building capacity for authentic Indigenization at STM; collaborating and consulting with Indigenous communities; and honouring Indigenous culture. Progress toward these goals is supported by the STM Scholar in Indigenous Education, the Indigenous Advisory Circle, and the endowed Chair in Indigenous Spirituality and Reconciliation.

STM has also developed courses with Indigenous focus, including the only Dene language course offered at University of Saskatchewan, and has included significant components of Indigenous content in existing courses.

STM has a representative on the Roman Catholic Diocese of Saskatoon's Council for Truth and Reconciliation.

Through a long process of discernment with the STM Indigenous Advisory Circle, and in consultation with our Bishop, a teepee was installed in the STM Chapel in 2022. The teepee is available for use in smudging by students, faculty, and staff. Since 2019 installations of the president, dean, and associate dean have featured smudging as part of the installation ceremony.

St. Paul's College (Manitoba)

In accordance to the St. Paul's College's Five-Year Strategic Plan, the College is committed to developing ways by which Indigenous students, faculty and staff are a welcomed part of our community. As part our Strategic Plan, we have created a Reconciliation Committee which is mandated to determine new and better ways e for furthering Reconciliation.

Regis College (Ontario)

The college is actively networking through associated Jesuit and other church related works to engage Indigenous communities.

University of St. Michael's College (Ontario)

USMC does not name Institutional Indigenization or Reconciliation explicitly in its strategic plan, [St. Mike's 180](#), but ongoing institutional efforts towards reconciliation and indigenization have been framed within all three of St. Mike's strategic priorities: Community, Education, and Sustainability. USMC is committed to "providing a supportive and challenging **community** for all its members." This entails efforts to concretely support Indigenous students, staff, and faculty, and to encourage the non-Indigenous USMC community to creatively tackle the challenging calls to action of the TRC report. USMC's commitment to **education** "empowers students, faculty and staff to develop their unique gifts and carry those forward in service to the world." This manifests in USMC's support of formal and informal faculty, staff, and student-led initiatives to integrate Indigenous voices into curricula and community practice across its graduate, undergraduate, and continuing education divisions. USMC's commitment to **sustainability** means "stewarding its resources and relationships wisely in service to our University community and the common good." USMC is therefore exploring substantial and long-lasting means of financially supporting Indigenous students, and crafting substantial and long-lasting relationships with local urban Indigenous communities and those farther afield.

Our Lady Seat of Wisdom College (Ontario)

At Our Lady Seat of Wisdom College, we are committed to increasing the Indigenous content in our curriculum, hiring faculty members with substantial knowledge of Indigenous culture and history, incorporating guest speakers from First Nations communities, and supporting our students and faculty members with ties to Indigenous Nations.

St. Jerome's University (Ontario)

St. Jerome's new Strategic Plan addresses the importance of how St. Jerome's will be a Catholic university. This includes understanding many of the challenges left for our students by previous generations, including the increasing gap between rich and poor, the importance of equity, diversity and inclusion, sustainability and its implications for the future of the planet, *and justice and reconciliation for Indigenous people*. Here, our commitment to Reconciliation is specifically reflected in our Priority #1 (Strengthen understanding and appreciation of our Catholic mission and identity), which includes the Goal of "demonstrating a commitment to Reconciliation as an integral expression of our faith tradition", and the objective of "Working with Indigenous communities to advance our commitment to Reconciliation."

Brescia University College (Ontario)

As stated in our Strategic Plan, Brescia puts into action Right Relationship with the earth, all peoples and creation. This outcome is dictated by the directive to take action on one of the Strategic Directions identified in Western's Indigenous Strategic Plan. As such, we are in the process of incorporating the Indigenous Identity Affirmation protocols drafted by the Office of Indigenous Initiatives at Western. This protocol will be utilized with an Ad Hoc committee when Indigenous specific roles are identified for Faculty, Staff and Administration hires to confirm Indigenous candidates.

In continuing with the action to a Right Relationship with the earth, all peoples and creation, Brescia has included in the Strategic Vision an environmental scan of practices of Western and their affiliates to decolonize spaces on campus. This scan has produced a directive to determine a campus space for a traditional food and medicine garden which serves also as an Indigenous teaching, gathering and knowledge space.

King's University College (Ontario)

King's University College is a Catholic liberal arts university college formally affiliated with Western University. Seeking to be a place of community and global engagement, King's acknowledges in a special way the need to undertake initiatives to promote social justice; to redress historical injustices that have resulted in marginalization and discrimination; to improve access to higher education for historically disadvantaged individuals and communities; and to speak "uncomfortable truths" (*Ex Corde Ecclesiae*, I.32) about the nature and origins of the problems of our time.

King's acknowledges that, as with all Ontario colleges and universities, our institutional policies and practices are rooted in colonial educational structures. We acknowledge that historically, educational institutions, many of them Catholic in origin and inspiration, were a powerful instrument of colonial dispossession and violence. We acknowledge the victims and survivors of teachings and practices that flowed from a destructive accommodation between Christian doctrine and colonial racism.

We are committed to meaningful change, with the guidance of Indigenous partners, to advance educational policies that implement in concrete ways the Truth and Reconciliation Commission *Calls to Action*; specifically calls #59 and #60 that regard the church parties and education. Accordingly, King's is committed to honouring Indigenous ways of knowing and spiritual practices. Moreover, we are

committed to teaching about the history and legacy of colonialism and residential schools, and the role of the churches in that system.

At the same time, we are committed to advancing educational policies and institutional practices that aim to redress the intergenerational harms of historic injustices. As such, our strategic vision envisions tangible institutional commitments to Indigenization, such as enhancing access to university education for Indigenous youth and the recruitment, retention, and professional advancement of Indigenous persons in all employee groups.

St. Paul University (Ontario)

Saint Paul University supports the commitment made by Universities Canada in its statement promoting the renewal of Indigenous/non-Indigenous relations in Canada by examining and modifying the approaches, policies, practices and institutional structures of our university.

We know that universities must become more active in defending the important mandate of reconciliation. We understand that it is not enough for institutions to participate in ceremonies and offer bureaucratic generalities. Rather, our university is listening, open to change and ready for transformation.

Our Mission

Saint Paul University integrates learning and research with social engagement, thus making it possible to offer a unique student experience. The University participates in dialogue on contemporary issues and is strongly focused on social justice.

Our Vision

Support transformative leadership on the part of individuals and communities for:

- The well-being of the planet;
- The healing of broken human relationships; and
- A respectful dialogue with First Peoples in Canada.

St. Thomas University (New Brunswick)

St. Thomas University has a Strategic Plan for Reconciliation. This strategic plan is intended to guide the St. Thomas University community in promoting inclusivity and respect, to encourage further understanding and active efforts of reconciliation and decolonization, on the traditional territory of the Wolastoqiyik, Mi'kmaq/Mi'kmaw/ Mi'gmaq and Passamaquoddy/Peskotomuhkati Tribes/Nations who are members of the Wabanaki Confederacy. The strategic plan will be reviewed annually at the end of each academic year. A link to the plan can be found here: <https://www.stu.ca/media/stu/site-content/documents/Strategic-plan---SENATE-COMMITTEE-ON-RECONCILIATION-.pdf>

St. Francis Xavier University (Nova Scotia)

In line with the recommendations of the Truth and Reconciliation Commission, StFX is committed to advancing the decolonization of our research and academic learning efforts as well as contributing to anti-racism and equity, diversity and inclusion at StFX.

Chapter 2 – Leaders and Communities

The presidents were asked to provide specific examples of how they are building their post-secondary institution's relationships with Indigenous leaders and communities. Here is what they reported they are doing.

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

Working with Brad Baker (and a team of indigenous knowledge keepers) we created a 4-Part Talking Circle series:

Part 1: Historical aspect of where we are located

Part 2: What is Indigenous knowledge and what are the First Peoples' Principles of learning?

Part 3: How do we infuse and use these in our own ways?

Part 4: People come back and give examples of what they did Staff/Faculty Reading Series to support our goals.

Created a Staff/Faculty Reading Series. To support our goals we adopted the Pulling Together documents for our professional development path with local Elders and Knowledge Keepers providing context and understanding

- o Pulling Together: Foundations
- o Pulling Together: A Guide for Leaders and Administrators
- o Pulling Together: A Guide for Front Line Staff and Student Services
- o Pulling Together: A Guide for Teachers and Instructors
- o Pulling Together: A Guide for Curriculum Developers

Land Acknowledgements:

- Communications to lay out strategy for use of land name and acknowledgements
- Orientation (Staff & Students) & Convocation 2021 formal Elder Welcome:
- Commitment to beginning events and activities by recognizing where we are situated and having formal welcomes by local indigenous peoples

Sample:

We recognize that Corpus Christi College and St Mark's College is located on the traditional, ancestral and unceded territory and land of the Musqueam people. The land we are situated on has always been a place of learning for the Musqueam, who for a millennium have passed on their culture, history, and traditions from one generation to the next. We acknowledge that these lands continue to be of great importance to the Musqueam past and present and honour with gratitude the land itself and the opportunity we have to work, learn and gather together to pray.

Indigenous land welcome at AFB 2021:

https://drive.google.com/file/d/1lVmBUnP-SKKBj1OT_091v5HK3JkeLrP0/view?usp=sharing

Land acknowledgement banner:

<https://drive.google.com/file/d/1MR4czu9qeLeMENvxlp6EACHkhB9f0Q6/view?usp=sharing>

Public Lecture: Centre for Christian Engagement

Oct 1, 2021. Lecture: After Kamloops, The Flood by Dr. Michael W. Higgins
Guided College Actions and Initiatives – Winter 2022

College Community Events (for Staff, Faculty, Students and Community members):

- Drum Making with Local Coast Salish Art Gordon Dick along with Stephanie Maki (see Appendix B) <https://drive.google.com/drive/folders/1Ea3w6STqG7rS-Nie02KCQPP7i-h8b1UM>

The College has also commissioned its first College Mace which will be carved by a young, female Musqueam carver. Part of the carving will be done on campus, with campus members able to assist, so that they are literally, not merely symbolically, contributing to the Reconciliation process. The Mace will then become the symbol of our institution's commitment to Reconciliation, mapping our Catholic identity in relation to Indigenous agency. Like the drum, which was presented formally to the college by a Musqueam Elder, the Mace will be presented formally to the College with appropriate cultural protocols.

St. Mary's University (Alberta)

We continue to be guided by our Elders: Casey Eagle Speaker (Blackfoot) and Edmee Comstock (Métis). We have also been working with Elders from Tsuut'ina (Alex Crowchild), and are building relationships with Elders and communities from the Iyârhe Nakoda Nations. We are also building on our relationship with Old Sun Community College at the Siksika Nation to create more pathways for Siksika Nation members to attend StMU, and collaborating on transfer agreements.

We were invited by Fr. Wilbert from the Calgary Catholic Diocese to bring an urban Indigenous delegation to the Papal visit: *Walking Together* in Maskwacis, Edmonton, and Lac Ste. Anne this past July. Elder Evelyn Good Striker attended with us, alongside current Indigenous students (and family members who are IRS survivors), alumni, and our external co-chair of our Indigenous Advisory Council, Tim Fox (Vice President, Indigenous Relations and Equity Strategy at the Calgary Foundation). Our President, Dr. Sinda Vanderpool, and our Director of Campus Ministry, Jolene Smith also attended. While this event was heavy, it was also hopeful, and from there, we decided to bring our learning to the broader StMU community and for Sept 30, the National Day for Truth and Reconciliation, we hosted a panel: *Walking Together: Reflections on the Papal Visit*. It was a time to gather, listen, learn and engage in conversation about how the StMU community can continue walking together in a good way. We learned during this gathering that we need consider deeply how we create the spaces for these conversations and circles to do our best not to re-traumatize Indian Residential School survivors and intergenerational trauma survivors.

Recognizing that there is still so much pain from the trauma and Intergenerational trauma from Indian Residential Schools that many of our Indigenous Elders and community members face in direct relationship to the Catholic Church, we need to be extremely careful and intentional when we invite Indigenous community members to take part. All of our participants were excited to share their experiences, but when we met, in person, in front of those gathered from the StMU community to take part, it was emotionally overwhelming for some of our delegates.

St. Joseph's College (Alberta)

1. We believe 1-1 authentic relations are the key. President Flynn has engaged in gift exchanges and dialogue with local chiefs, receiving a beaded medallion, and has had talks with key Indigenous academics. These take time. There is no desire at SJC to create a to-do list of Indigenous task items. We will assess opportunities that arise out of authentic relations in collegial support of the University of Alberta's strategic Plan "Braiding Past, Present, and Future."

2. The College has supported important behind the scenes work with the Archdiocese during the Papal visit, including providing local scholars from the faculty of Native Studies to have input on Pope's briefing notes.
3. The SJC Presidency, as part of the Alberta Sites Committee for the papal visit, secured housing at all willing post-secondary's (over 2000 suites) during the papal visit, and thus worked across the Edmonton PSI sector on their participation in the papal visit. Accommodations were either free or affordable.
4. We have added a land acknowledgement that is at the head of all board and College meetings.

Campion College (Saskatchewan)

- Currently I am in touch with Chief Cadmus Delorme and this summer I had visited his Reserve, the Cowessess. I am working with him on the need of his High School Students for some science courses they need for a range of academic programs that depend on strong science High School courses.
- Likewise, I attend with some Indigenous Elders their pipe ceremonies, often from the First Nation University at University of Regina.
- Our College was part of a healing ceremony in conjunction with the FNUC, Luther College and the U of R on the victims of the James Smith Cree Nation this past fall.

St. Thomas More College (Saskatchewan)

Membership on the STM Indigenous Advisory Circle includes Elders from Sturgeon Lake Cree Nation and community leaders from Muskeg Lake Cree Nation, Waterhen Lake Cree First Nation, and Kahkewistahaw First Nation (all in Saskatchewan).

STM hosted a Round Dance in September 2022 in partnership with Muskeg Lake Cree Nation, the Indian Teacher Education Program (ITEP) at University of Saskatchewan, and the Saskatoon Tribal Council, and with support from SaskCulture.

The STM Scholar in Indigenous Education and the Authentic Indigenization action group have organized Indigenous storytelling events (*Achimo*) in 2021 and 2022.

St. Paul's College (Manitoba)

We have learned that we need to regularly consult with Elders and members of the Indigenous community on protocols when preparing invitations to consult with Elders and others. Furthermore, we are prepared to listen rather than enter discussions with pre-conceived agendas.

Regis College (Ontario)

Regis supports the *Damigoong Bimiikaadwining* (Called to Serve), an Indigenous-led ministries training program at the Anishinaabe Spirituality Centre in Espanola, Ontario.

The president participates with the Giima and members of the Mississaugas of the Credit River in a committee charged to oversee and develop interfaith spiritual programming for the Chapel Royal at Massey College.

University of St. Michael's College (Ontario)

- Dr. Bob Phillips will be present for each session of our Listening to Indigenous Voices series in 2023 as our Elder and Knowledge Keeper.
- Professor Reid Locklin has worked closely with the Shingwauk Residential School Centre at Algoma University in Sault Ste Marie and a number of Indigenous Elders to craft his new seminar course "Christianity, Truth & Reconciliation."

Our Lady Seat of Wisdom College (Ontario)

At present, the College, as an institution, does not maintain relationships with Indigenous leaders and local Indigenous Nations. Building relationships is an institutional aspiration which we hope to move actively towards in the future. The College is located on the unsundered and unceded lands of the Omamiwinini Anishinaabeg. We recognize the need to build strong and meaningful relationships with our neighbours from Pikwakanagan First Nation, on their terms, and recognize that the historic relationship between the Church and First Nations in Canada looms large.

A History faculty member at the College, Dr. Émilie Pigeon, works as a consultant for and with Indigenous Nations in the field of historical research for the purpose of land claims.

St. Jerome's University (Ontario)

We are developing relationships with the University of Waterloo Office of Indigenous Affairs, which has been offering a variety of services and programs to promote Indigenous education. In the Fall of 2020, St. Jerome's welcomed Hon. Graydon Nicholas, a national Indigenous leader and former Lt. Governor of New Brunswick and Chancellor of St. Thomas University as our featured speaker at our annual Feast of St. Jerome celebration. He addressed the subject of the roles that Catholic universities can play in the work of Reconciliation in Canada. We have also worked with Myeengun Henry, the Indigenous Knowledge Keeper for the Faculty of Health at the University. During the papal visit to Canada in July 2022, Elder Henry led a Sunrise Ceremony, a Ceremonial Fire and a Sharing Circle on our campus for the entire University community. Representatives from St. Jerome's have also begun to participate in the various activities and educational programs offered through the local Anishinaabeg Outreach Centre. We look forward to exploring relationships with other Indigenous communities in the Diocese of Hamilton and Waterloo Region.

St. Peter's Seminary (Ontario)

In the Winter term of 2021-22 the faculty, seminarians, lay students, and staff (approx. 30) gathered on three evenings to listen, to learn, and dialogue with three 'knowledge keepers' from members of the traditional lands of Ahnishinabek, Hordenoshownee, Lenahpayuk and Chunongkton. Dialogue of this kind is new for the seminary, and brings with it unexpected graces, and hope for the future. The sharing circle,

was handled with sensitivity, understanding, and mutual respect and a commitment on the part of the three women knowledge keepers and myself as Rector and the faculty to continue to develop our relationship.

Brescia University College (Ontario)

Brescia was proud to host community leader Amanda Kennedy, Indigenous activist, educator and director for Yotuni Social Enterprise. Amanda facilitated an Indigenous secondary school youth group to promote post-secondary opportunities that incorporated culture, academics and an identity positive experience. These after-school workshops were housed at Brescia and supported in kind for the space, meals and coordination through the Equity, Diversity, Inclusion and Decolonization (EDID) office. The projected outcome and lessons learned would be promoting access and inclusion to the local urban Indigenous youth for future post-secondary success.

In support of Western's Office of Indigenous Initiatives (OII), Brescia provided a donation to share in expenses for the catering and meals of the grand opening of OII's new Wampum Teaching Lodge. The ongoing relationship of the OII and Brescia is further supported by the representation on the OII's Indigenous Post-Secondary Education Council (IPEC) and the committee of the OII through the Coordinator of Indigenous Initiatives at Brescia. The lessons learned in this ongoing relationship continue to demonstrate the importance of representation and communication to realize a shared outcome of reconciliation and community building.

King's University College (Ontario)

Effective 2022-2023, King's University College partnered with Brescia University College and Huron University College to hire jointly a Coordinator, Indigenous Initiatives. This position is intended to serve as a primary point of contact and mentorship for Indigenous students at the university.

- This position also is intended to provide support for faculty and administration to advance the work of Indigenization and decolonization across curricular, extra-curricular and administrative structures and practices.
- The position reports to the Director of Equity, Diversity, Inclusion and Decolonization at King's.

St. Paul University (Ontario)

In 2018, Saint Paul University created the Indigenous Centre, which officially opened its doors in 2019. Our Indigenous Centre is a place that facilitates respectful dialogue with the First Peoples in Canada. The Centre's team members are Georgette Whiteduck, Coordinator and two knowledge keepers: Marie-Louise Perron and Mizel Gauthier.

Proactive outreach has been extended to nine Anishinaabe communities, band councils, and numerous organizations and people including the Odawa Native Friendship Centre, the Algonquin College Mamidosewin Centre, Minwaashen Lodge, the learning coordinator in charge of the Indigenous initiatives at the Conseil des écoles catholiques du Centre-Est (CECCE), Nishnawbe Aski Nation (NAN) a political

territorial organization representing 49 First Nations communities within northern Ontario, and Gilbert Whiteduck, clinical coordinator and past Kitigan Zibi Anishinabeg Chief and Counsellor.

These are some of the lessons learned:

- Remember and apply the slogan: “Nothing about us without us”;
- It is important to involve the Indigenous community for the get-go and to co-develop and co-deliver initiatives;
- Take your time. Listen carefully and validate what one believes was understood and agreed upon; and
- Rely on “keepers of traditional knowledge” when they are part of a community’s structure.

St. Thomas University (New Brunswick)

St. Thomas University has partnership agreements with the following First Nations communities in New Brunswick: St. Mary’s; Elsipogtog, and Tobique. We have a “First Year at Home” program in partnership with Elsipogtog First Nation, and we offer Indigenous language courses in partnership with Tobique First Nation and St. Mary’s First Nation. In addition, we offer a certificate in Native Immersion Teaching in partnership with St. Mary’s First Nation, which equips Indigenous language speakers to teach Indigenous languages in schools.

St. Francis Xavier University (Nova Scotia)

StFX Knowledge Keeper

The Knowledge Keeper serves as an advisor or resource to members of our senior administration, faculty, staff and students on issues related to reconciliation and Indigenization of the campus. The Knowledge Keeper shared traditional knowledge in individual meetings and through events, i.e., Learning Lodges, taking students on to the land as part of a course, etc.

President’s Action Committee on Anti-Racism (PACAR)

This is a task force with a mandate to address racism in the community. It identifies and addresses system barriers to full and equal participation at StFX, reviews policies, procedures, and practices to ensure alignment with our goals of equity and inclusion. It also services as a resource to the President and senior leader on anti-racism with particular attention to anti-Indigenous racism. Membership includes individuals from local Indigenous communities.

Ceremonial and Events

Inclusion of Indigenous voices and experience. Public awareness of decolonization efforts. Some examples include:

- All StFX diplomas are issued in Mi’kmaq language
- Mi’kmaq flag is permanently installed on campus
- Land acknowledgement at university events
- Convocation includes Mi’kmaq podium guests and our national anthem performed in four languages (including Mi’kmaq)
- Regular events with Indigenous speakers
- Truth and Reconciliation Day is acknowledged on campus with a ceremony. The campus community is also closed.

Art Gallery Exhibits

Three shows were hosted to promote cultural understanding.

- Showcase artworks submitted by Indigenous artists and creators across the unceded, ancestral Mi'kmaq territory, most especially those living in local Mi'kmaq communities and those of First Nations and Métis heritage who study or work at StFX.
- Showcase practices, experiences, and knowledge of Mi'kmaq artists, Elders and filmmakers.
- To provide StFX staff, students, and faculty, as well as surrounding communities with access to a national touring exhibition of portraits of Indigenous artists and activists, produced by Mi'kmaq artist and St. John's NFLD-based painter Nelson White.

Chapter 3 – Indigenous Representation

The presidents were asked about the ways their post-secondary institution was increasing Indigenous representation within this governance and management structures. Here is what they reported they are doing.

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

St. Mark's/Corpus Christi College is working on revising the terms of reference for Board membership to include Indigenous representation. We are also developing protocols to ensure that all major ceremonies include appropriate Indigenous representation.

St. Mary's University (Alberta)

While these appointments are not new, the current Indigenous representatives we have in Institutional Governance and Management are:

- The Vice President Indigenous Relations and Equity Strategy at the Calgary Foundation is the External Co-Chair of the StMU Indigenous Advisory Council.
- We have a fulltime staff member who serves the Indigenous community.

Campion College (Saskatchewan)

Our latest Board member is an Indigenous person from the Métis Nation. Her name is Chelsea Low.

St. Thomas More College (Saskatchewan)

The STM Board of Governors now has two Indigenous members out of a total of ten members.

The Indigenous Advisory Circle for the Chair in Indigenous Spirituality and Reconciliation currently includes three Elders, two Indigenous community leaders, the Director of the Gordon Oakes Red Bear Student Centre at University of Saskatchewan, and a Métis faculty member. Its meetings include a smudging ceremony, a teaching by one of the Elders, and a discussion that takes the form of a talking circle.

Harry Lafond was appointed as the first STM Scholar in Indigenous Education in 2019 to serve as a special advisor to the president and senior leadership on STM's commitment to Authentic Indigenization. As such, he is the chair of the Authentic Indigenization action group.

St. Paul's College (Manitoba)

As an affiliated college of the University of Manitoba, St. Paul's College supports the UM's recent endeavours to increase representation in management and governance. This includes establishing an office of Vice President Indigenous, and establishing seats on the UM's Senate.

University of St. Michael's College (Ontario)

Mike DeGagné was recently made a Fellow of St. Michael's College and sits on the Advisory Committee for USMC's Graduate Diploma in Social Responsibility & Sustainability.

Our Lady Seat of Wisdom College (Ontario)

We have a faculty member, Dr. Jordan Olver (Philosophy), who is a member of the Métis Nation Saskatchewan as our Academic Senate representative on the Board of Directors. Dr. Olver is also on the executive of the Academic Senate and is a voting member of the College's Long Term Planning Committee and the Faculty Policies Committee. He is a highly respected colleague and has been voted into these positions by his peers. In addition, he serves as the Assistant Academic Dean and the Chair of Languages, Arts, and Social Sciences. Discussions have begun about inviting an Indigenous Elder to help guide our institution, as a source of advice and direction.

Brescia University College (Ontario)

The affiliated colleges of Western Brescia, Huron and Kings have hired a Coordinator of Indigenous Initiatives to promote decolonization in Academia and the respective campuses. This role is held by Sean Hoogterp of Walpole Island First Nation Bkejwanong Territory. In Sean's role at Brescia he sits on the Strategic Planning Committee, and holds a seat on both Westerns IPEC council and their OII committee. In addition, Sean assists in Brescia's inclusionary measures for Indigenous Faculty, Students and staff.

King's University College (Ontario)

The 2022-2024 faculty hiring plan was developed by the Vice-President Academic Dean (interim) in consultation with all academic unit heads – Department Chairs, School Directors and Program Coordinators. The hiring plan reflects a substantive, long-term institutional commitment to Truth and Reconciliation by actively encouraging the recruitment, retention and professional advancement of Indigenous-identifying scholars. Since 2022, King's has hired three Indigenous-identifying faculty to full-time, tenure-stream positions. Increasing the number of Indigenous scholars to full-time tenure-stream appointments through targeted and/or cluster hiring remains a strategic priority.

Further, with the support of the President's Office, the Vice-President Academic Dean secured approval for the establishment of a dedicated full-time, tenure-stream position in Indigenous history. This appointment, which we expect to fill by 2024, will be a cross-appointment between History and Social Justice and Peace Studies.

St. Paul University (Ontario)

As part of our members' recruitment for all our internal committees, we reach out to Indigenous colleagues and volunteers to involve them in our governance. These include the Board of Governors and

the newly created EDI committee which will have two Indigenous members out of its 12 members, to look at policies and best practices from an Indigenous perspective.

All of Saint Paul University's job postings include this proactive disclosure: "This announcement is directed primarily but not exclusively to Canadian citizens and permanent residents of Canada. Saint Paul University encourages applications from all qualified individuals, including women, members of visible and ethnic minorities, Indigenous persons, and persons with disabilities."

St. Thomas University (New Brunswick)

The Honourable Graydon Nicholas is our Chancellor. He is a nationally recognized Indigenous leader, the first Indigenous Provincial Court judge in New Brunswick, and a former Lieutenant Governor. In addition, we have an Elder-in-Residence who serves as an advisor to the President and Vice-President (Academic and Research) and is a member of our Senate Committee on Reconciliation. The Senate Committee on Reconciliation, which includes both Indigenous and non-Indigenous members, provides advice to the whole campus on reconciliation initiatives.

St. Francis Xavier University (Nova Scotia)

The Chief of the Pictou Landing First Nation, Andrea Paul, is a member of the StFX Board of Governors.

The appointment of Dr. Jane McMillan as *Special Advisor, Indigenous Research and Learning Partnerships* at St. Francis Xavier University. Reporting to the Associate Vice President, Research and Graduate Studies (AVPRGS), Dr. McMillan will provide advice and support for engaging Indigenous (particularly Mi'kmaq) communities and partners in StFX research and learning programs to the President, the Academic Vice President and Provost (AVP) and Associate Vice President, Research and Graduate Studies.

A Human Rights Education and Response Advocate was created. The incumbent advocates for students, faculty and staff experiencing racism and supports them in navigating reporting channels. They will also lead prevention education with respect to harassment and discrimination.

To assist in creating an inclusive workplace, a consultancy firm was hired to develop an employment equity policy and provide tangible steps to hire and retrain and promote historically excluded groups fairly and equitably. A series of new equity modules for faculty and staff including one on Anti-Indigenous racism was developed and delivered.

Members of Leadership Council have completed the Kairos Blanket exercise and Anti-racism training modules.

Chapter 4 – Supports for Students

Upon being asked about the range of supports for Indigenous students that are offered by their post-secondary institution, the following was provided.

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

St. Mark's/Corpus Christi in partnership with UBC offers the following supports:

- **Community and Accessibility**
 - UBC Indigenous Portal - <https://indigenous.ubc.ca/students/current-students/student-resources/>
 - First Nations House of Learning - <https://indigenous.ubc.ca/longhouse/fnhl/>
 - UBC Centre for Accessibility - <https://students.ubc.ca/about-student-services/centre-for-accessibility>
- **Health and Wellness**
 - Student Health Services - <https://students.ubc.ca/health/student-health-service>
 - The Wellness Centre - <https://students.ubc.ca/health/wellness-centre>
 - Counselling Services - <https://students.ubc.ca/health/counselling-services>
- **Safety and Security**
 - Sexual Violence and Prevention Response Office (SVPRO) - <https://svpro.ubc.ca/>
 - AMS Safewalk - <https://www.ams.ubc.ca/student-services/safewalk/>
 - Campus Security - <https://security.ubc.ca/>
- **Learning and Success**
 - The Student Resource Centre (SRC) - resources@corpuschristi.ca
 - SRC Learning Commons – Bookings - <https://ccsrc.setmore.com>
 - UBC Keep Learning Website - <https://keeplearning.ubc.ca/>

St. Mary's University (Alberta)

- Elders on campus twice a month, and 1:1 support if requested.
- Cultural supports and teachings, ie Beading, Bannock & Banter
- 1:1 support from the full-time Indigenous coordinator
- Scholars on Campus events centering Indigenous Voices in the Academy
- Educational Tipi on campus in the Spring and Fall semesters
- Indigenous Graduation Ceremony preceding StMU Convocation
- Emergency Student fund

St. Joseph's College (Alberta)

We support the University of Alberta in their efforts on this item, since all students at SJC are University of Alberta students.

Campion College (Saskatchewan)

Currently we have 4.5% of our registered students as self-declared Indigenous. This amounts to 33 students in total which is not a lot but we have next to us our First Nations University of Canada. We work with the FNUC to support Indigenous students.

St. Thomas More College (Saskatchewan)

STM offers scholarships and bursaries for first-year and continuing Indigenous students. Indigenous students are recognized and celebrated during Indigenous Achievement Week on campus.

STM participates in the Indigenous Student Achievement Pathways (ISAP) at USask. ISAP provides an opportunity for first year Indigenous students to register in the program through a designated Indigenous academic advisor who continues to support and guide them throughout their first year. ISAP students are grouped into Learning Communities of 30 students each, attend a set of smaller common classes and tutorials, learn together and support one another in their university experience. All courses are taught by instructors who understand the cultures and needs of Indigenous students. This program has significantly increased Indigenous student retention between first and second year.

St. Paul's College (Manitoba)

St. Paul's College keeps track of the number of self-declared Indigenous students who are members of the college. In the Fall of 2021, 5.9 percent of our members were Indigenous, which is a slight increase from most of the previous years. Now that students have returned to in-person learning, we are working to increase this figure.

St. Paul's College offers many awards and bursaries for its student members. The University of Manitoba offers scholarships and prizes that are specifically targeted at Indigenous students, with these awards also available to Indigenous students who are members of St. Paul's College. Located at the University of Manitoba, and nearby to St. Paul's College is an Indigenous student centre. The campus also features many access programs for Indigenous students.

St. Paul's College is working towards establishing a 300-bed student residence, and is committed to ensuring that the new facility will be a welcoming place for Indigenous students, both aesthetically and in its student support services.

Regis College (Ontario)

Full tuition support is available for Indigenous students pursuing the Master of Divinity program. Inspire grants are available to all Regis St. Michael's Faculty of Theology students through the University of St. Michael's College. Indigenous students may access supports and services available through the University of Toronto at <https://indigenous.utoronto.ca/>

University of St. Michael's College (Ontario)

Indspire: USMC has partnered with Indspire to offer financial aid to Indigenous students in its undergraduate, graduate, and continuing education programs.

Our Lady Seat of Wisdom College (Ontario)

We have a special fund – the De La Salle fund – for supporting Indigenous students. Currently, a woman with Cree background, from North Bay, Ontario, has applied to study with us and could be supported by this fund next year. The Vice President Academic and Dean has connected this prospective student with Dr. Pigeon, who has provided support and encouragement to her.

St. Jerome's University (Ontario)

Indigenous students at SJU have access to the resources of the UW Office of Indigenous Relations as well as the Waterloo Indigenous Student Centre, located at United College., an affiliated College at the University of Waterloo.

Brescia University College (Ontario)

As an affiliated college of Western, Brescia provides student services support through Westerns Indigenous Services student gathering space. Westerns Indigenous Services provides a visiting Elders program, tutors support, and counselling services for cultural, academic and wellness. The Indigenous Initiatives coordinator for Brescia provides a bridge as a liaison for these services as students self-identify and request these services.

Brescia has supported the graduating Indigenous students of Western and the affiliates by hosting the Indigenous Graduation Ceremony in 2022. This event was housed on campus at Brescia and the space and time was provided in kind for the graduates and attendees for this honorary ceremony. Brescia intends to continue this tradition in support of the Indigenous graduates across the campuses in the spirit of reconciliation and community building.

Brescia continues to support Indigenous students with their allyship with the Indspire Building Brighter Futures: Bursaries, Scholarships and Awards program. Launching in September 2021, Brescia provided \$10,000 per year for a five-year period – totaling \$50,000. This bursary program will provide two bursaries each year to remove financial barriers faced by Indigenous students with their university studies. Supporting access, as well as the academic and personal success of additional Indigenous students is a high priority for Brescia University College. The Indspire partnership strongly aligns with the University's current strategic plan, "Inspiring the Next Century of Women Leaders," by supporting new partnerships, continuing to attract tomorrow's leaders and helping them to succeed in their studies—regardless of financial circumstances.

Future plans are to continue the relationships and support of Indigenous organizations and students, with new Initiatives in proposal as areas of concern and reconciliation are identified.

King's University College (Ontario)

Through our partnership with Indigenous Initiatives at Western University and through the appointment of a new Indigenous Initiatives Advisor at King's University College, Indigenous students have access to a range of resources and supports on campus. This includes:

- Access to dedicated tutoring and academic support
- Elders and Cultural Support, along with access to culturally competent counselling staff.
- Financial aid and bursary support including specialized bursaries established by King's to eliminate financial barriers connected education and living costs.
- Unique range of cultural and awareness events including dedicated Orientation and Transition Programming
- Further enhancements are planned to address the unique and varied needs of Indigenous students in coming academic year, working with students, partners and local First Nations communities.

Websites: <https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/>
<https://indigenous.uwo.ca/>

St. Paul University (Ontario)

1. Saint Paul University is working with Kiuna College (Odanak, Quebec) to develop two programs to be offered to Indigenous students from our respective institutions. Our university has participated in the Indspire summit by organizing open-door activities specifically for that audience.
2. There is an ongoing collaboration with multiple institutions, such as Oshki-Pimache-O-Win: The Wenjack Education Institute (Thunder Bay), Canadore College (North Bay), Sault College (Sault-Sainte-Marie), and Kiuna College.
3. We are offering higher education opportunities—called “pathways”— built as “2 + 2” which means that after their college studies, the Indigenous students can enroll in a university program at Saint Paul University and join as 3rd year university students. As an example, we are working on a future program, to be offered conjunctly with Kiuna College on leadership development and Indigenous governance.
4. Furthermore, we are looking at reciprocal pathways with Kiuna; Saint Paul would welcome their students and Kiuna would welcome our students, to provide them with a new and enriched learning experience, in programs such as Human Relations and Conflict Studies programs.
5. Indigenous students can access the Indigenous Centre facility and reach out to knowledge keepers to help them succeed. It also provides them with a safe space to talk about their lived experiences whether they have self-declared their Indigenous identity or chose not to.

St. Thomas University (New Brunswick)

We have a Coordinator of Indigenous Student Services and a Coordinator of Experiential Learning for Indigenous students. Indigenous Student Services uses a holistic approach to provide Indigenous students with academic, personal, financial, and cultural supports, programs, and services to ensure they achieve academic success and personal growth while at St. Thomas University. We aim to create a safe and welcoming environment that fosters a sense of community, belonging, learning and growth that aligns with Wabanaki culture, values, beliefs, and world views. We are proud to offer Indigenous students supports, services, and programming such as academic success workshops, culturally rich campus events, workshops, and activities, traditional ceremonies and gatherings, guest speakers, experiential learning and employment opportunities, counselling services, an Elder-in-Residence, and more. We have a dedicated space on campus, known as the Wabanaki Centre, which promotes a home-like atmosphere where Indigenous students gather for a weekly meal, study sessions, and support from our Elder-in-Residence.

Indigenous Experiential Learning at St. Thomas University is a bridge that connects Indigenous and non-Indigenous students through hands-on learning, which enhances their creativity, and personal and professional development. We offer paid internship opportunities, career exploration opportunities, volunteering, and exposure to the rich culture and language of the Indigenous people of the Wabanaki Territory.

St. Francis Xavier University (Nova Scotia)

Jeannine Deveau Educational Equity Endowment

This fund supports Indigenous and African NS student access to university and ongoing success. It includes both renewable entrance scholarships, term bursaries and emergency relief funding. The guidance for this fund is provided by the Jeannine Deveau External Advisory Committee – a member of this committee included the Director of Education for a local First Nation community.

Coordinator, Indigenous Student Affairs

The Coordinator offers front-line student support and connects students to on-campus resources. They are also responsible for organizing events, and serve on campus committees, i.e., Jeannine Deveau Scholarship Committee, Committee on Reconciliation, Committee and Black and Aboriginal Success, Indigenous Nursing Committee, etc. The Coordinator facilitates the anti-Indigenous racism activity with faculty, staff, and students to promote understanding of Indigenous experiences.

Counselling Supports

Providing free culturally relevant, trauma-informed mental health support services. These services are provided by counsellors with lived experience, who are themselves members of these communities.

Transition Programming

The creation of a first-year experience working group to review and develop transition programming with a focus of developing and delivering tailored transition programming to members of historically excluded groups at StFX.

New Student Orientation

The establishment of a Community Connections Day – an early welcome and orientation program for Indigenous students.

Kiknu: Indigenous Student Centre

A place for Indigenous students to gather, share and access culturally relevant supports, i.e., academic, counselling, etc.

Jeannine Deveau Scholars' Day

An Open House for potential students from Mi'kmaq and Indigenous communities to explore StFX.

Chapter 5 – Teaching and Learning

The presidents were asked about what teaching and learning practices are being implemented at their post-secondary institution to promote Indigenization. Here is what they reported their institutions are doing.

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

4-Part Talking Circle series:

Part 1: Historical aspect of where we are located

Part 2: What is Indigenous knowledge and what are the First Peoples' Principles of learning?

Part 3: How do we infuse and use these in our own ways?

Part 4: People come back and give examples of what they did Staff/Faculty Reading Series to support our goals

Staff and faculty at Talking Circle:

https://drive.google.com/file/d/18d9twnKR8bPopZzDzcj2_MK7Rpg5xEvR/view?usp=sharing

Created a **Staff/Faculty Reading Series** to support our goals we adopted the Pulling Together Documents ([Indigenization guides – BCcampus](#)) for our professional development path with local Elders and Knowledge Keepers providing context and understanding

- o Pulling Together: Foundations
- o Pulling Together: A Guide for Leaders and Administrators
- o Pulling Together: A Guide for Front Line Staff and Student Services
- o Pulling Together: A Guide for Teachers and Instructors
- o Pulling Together: A Guide for Curriculum Developers

Professional development opportunities offered to staff and faculty through:

BC Campus :

[Indigenization – BCcampus](#),

[Learning + Teaching – BCcampus](#)

St. Mary's University (Alberta)

In the Arts and Sciences, as per the Academic Plan, we have developed an Indigenous literature course which will be timetabled regularly and have hired a Métis sessional instructor to teach the course. Keeping equity in mind, she joins a second Indigenous instructor (one of three in rotation) who is teaching our two additional Indigenous courses: Introduction to Indigenous Studies and Indigenous Knowledge Field Studies. All three courses count toward degree requirements—for example, fills the core Social Justice requirements in our Social Justice Catholic Studies degree, so they are timetabled annually.

The former Chair of Humanities, now Interim Dean of Arts and Sciences, mentors sessional instructors, including an emerging Métis scholar, and instructor. Through her work on curriculum development, she ensures that more courses include a minimum of 30% Indigenous content and the names of courses accurately reflect the work being studied. For example, Canadian Literature suggest post-contact only study, so these courses are now Literature in Canada, with an emphasis on a diversity and pluralism of texts.

In the Faculty of Education, all tenure track faculty participated in a land-based course given by Elders from our community. Several of our instructors also participated in courses organized by the Director of Indigenous Initiatives and Elders. Where appropriate, instructors have permeated their course content with Indigenous ways of knowing. Mentorship is made available to all instructors who request it in order to further their knowledge in and understanding of Indigenous culture through our Director of Indigenous Initiatives.

As of the winter term 2023 the B.Ed Elementary program will be offering a mandatory Indigenous Education course, EDFN 329, Indigenous Education to all education students. This is the first year that it has been added to the Elementary stream (3 cohorts), and the 3rd year it will be offered to the Secondary stream (1 cohort). An Indigenous scholar has been hired to teach some of these courses. The Education faculty is currently recruiting for a tenure-track position in Indigenous education.

St. Joseph's College (Alberta)

- Courses within our 12 credit Certificate in Catholic Education (a hiring asset across 11 Catholic Schools districts in Alberta) have now incorporated indigenous content.
- The College held an art exhibit during the papal visit with 17 prints of the Creator's Sacrifice Collection. Bighetty was an Indigenous artist from Pukatawagan First Nation ('Fishing Place' in Cree) on the Canadian Shield of Northern Manitoba in which Bighetty explores Christian themes around the gospels.
- We offer a specific SJC Course (Indigenous taught): (CHRTC 221) Indigenous Spiritual Traditions and Christianity: An exploration of cross-cultural issues focusing on indigenous spiritual traditions and Christianity in Canada <https://www.ualberta.ca/st-josephs/uofa-programs/uofa-courses.html>
- President Flynn addressed the National day for Truth and Reconciliation: <https://www.ualberta.ca/st-josephs/newsandevents/2021/september/post4.html>
- Each year, the College has a Penitential Vigil for Reconciliation. We have done this for two years and will be revisiting it yearly: <https://www.ualberta.ca/st-josephs/newsandevents/2021/september/post3.html>
- SJC has offered multiple Speaker Series discussions and presentations on Indigenization. We will continue these, and many are listed below.
 - Catholicism and Repentance: <https://www.ualberta.ca/st-josephs/newsandevents/2021/september/post5.html>
 - Indigenous Spirituality: Resilience and Encounter <https://www.ualberta.ca/st-josephs/newsandevents/2021/september/september-speaker-series-21.html>
 - His Honour Graydon Nicholas, the 30th Lt. Gov. of New Brunswick: An Indigenous Perspective of Inculturation in our Catholic Faith (<https://www.ualberta.ca/st-josephs/newsandevents/2020/october/graydon-nicholas.html>)

Campion College (Saskatchewan)

- Some courses we offer have integrated Indigenous material into the syllabi, for example, Religious Studies, Film Studies, and Classics Studies.
- In Addition, we had over a year ago special talks by key academics on matters like Indigenous Students' needs, Indigenous perspective on Feminism, and the Environment. Some staff and Faculty members have visited an Indigenous preserved landscape owned and taken care of by Trevor Herriot.
- Several faculty and staff members have enrolled and completed a certificate on 4 Seasons Reconciliation.
- Before COVID we had our College Blanket Exercises.

St. Thomas More College (Saskatchewan)

STM continues to create a climate where Indigenous students feel welcome in the College including an understanding of Indigenous ways of knowing, sponsoring cultural events focusing on Indigenous perspectives, and increasing the number of scholarships and bursaries offered to Indigenous students. Appointing well qualified Indigenous faculty members is a priority, and STM offers a fellowship for an Indigenous graduate student.

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

St. Paul's College (Manitoba)

The Jesuit Centre for Catholic Studies at St. Paul's College promotes an openness with regards to difficult questions confronting the Catholic Church, and addresses through its courses and special lectures issues relating to clerical child sex abuse, Residential schools, and other contemporary controversies. Since 2019, the Introduction to Catholic Studies course in which enrollments exceed 200 students each year has incorporated a new instructional unit focusing on Indian Residential School and Indigenous-Catholic relations in Western Canada. In 2020 the Centre launched a new course titled "Music, Missions, and Indigenous People" which explored Indigenous-Catholic relations through the prism of music. This built on a successful course offered in 2017 titled "The Church, Indigenous Peoples, and Reconciliation." This was funded through the UM's *Indigenous Initiatives* program.

Regis College (Ontario)

Several professors include topics and works by Indigenous authors relevant to truth-telling and social reconciliation in courses in the core curriculum.

Indigenous figures are included as primary sources in courses in comparative spirituality.

University of St. Michael's College (Ontario)

- [Teaching and Learning as Treaty People](#) website speaks about the history of the lands upon which USMC operates. Created by Dr. Reid Locklin, Sarina Annis, and Iakoiehwahtha Patton.
- **SMC One: Christianity, Truth & Reconciliation** an experiential learning course on the interaction between Christianity & Indigenous peoples, which includes a trip to Shingwauk Residential School Centre at Algoma University in Sault Ste Marie.

Our Lady Seat of Wisdom College (Ontario)

We have added a History course focused on “Indigenous Peoples in North America”. It will be taught for the second time in Winter 2023. In Winter 2022 a course titled “Indigenous Writers of North America” was taught by the Vice President Academic, Dr. Natasha Duquette, as a Directed Study. The person who took the course, Ms. Emily McPeck, is now the College’s Associate Dean of Students.

Mobilization of Indigenous Knowledge: David Brien, the former tribal chairman of the Turtle Mountain Chippewa Band (North Dakota’s Métis) was invited as a guest speaker in 2020 in both our Canadian History class and North American Indigenous History class. David Brien was also a guest speaker in an American History class in Winter 2022.

Presentation on Métis Research: In 2021, Dr. Pigeon presented a research talk on a published academic article about the lived experiences of Métis women as political interlocutors during the nineteenth century.

St. Jerome's University (Ontario)

Through the work of our Indigenous Advisory Circle (anticipated Fall, 2023), we are looking forward to discerning how we can participate in promoting teaching and learning practices that will support Indigenization at SJU and UW.

Assumption University (Windsor, Ontario)

Assumption University met with both Indigenous and non-Indigenous individuals on how to best incorporate Indigenous content into the new Graduate Diploma in Catholic Studies. The consultants were from coast to coast.

Assumption University welcomed to Indigenous Elders to its graduate class, Foundations of Catholic Thought. The Elders shared their thoughts on reconciliation following Pope Francis’ penitential pilgrimage.

Brescia University College (Ontario)

The faculty at Brescia have been introduced to a new Indigenous curriculum project available at Western University and Affiliates entitled Maatookiying gaa-miinigoowiziying, or Sharing Our Gifts led by teaching fellow and scholar, Candace Brunette-Debassige in collaboration with the Office of Indigenous Initiatives and Centre for Teaching and Learning. This unique project aims to collaboratively advance the respectful and ethical inclusion of Indigenous ways of knowing in the university classroom through the creation of a digital repository of Indigenous resources available for use by Western University and Affiliate instructors across disciplines. Brescia has welcomed this opportunity for faculty instruction and has provided this resource to their faculty to engage in the ethical ways of knowing in their respective classrooms.

- **Creating Opportunities for Intercultural Dialogue:** *What is your institution doing to promote interactions and learning between Indigenous and non-Indigenous students, staff and faculty? As well as in the broader community?*

In recognition of the National Day of Truth and Reconciliation (NDTR), Brescia promoted through campus Email and social media to remind our community why the NDTR is so important and how it connects to Orange shirt day. The campus wide messaging was pertinent to our responsibility as a Catholic institution to seek practice in social justice and make it a formal day of learning and understanding in order to acknowledge truths and work towards reconciliation.

Faculty was encouraged to register for Indigenous learning bundles by Dr. Candace Brunette-Debassige in order to add Indigenous knowledge systems to their curriculum. The learning Bundles are the aforementioned Maatookiying gaa-miinigoowiziying (Sharing our gifts).

- **Promoting Archival Research and Preserving Artifacts:** *What is your institution doing to promote archival research and preserving artifacts in a manner that is sensitive to the needs and priorities of Indigenous peoples?*

To promote and enhance understanding and reconciliation for the Brescia academic and administrative community the EDI-D office has provided a list of resources and digital links to access scholarly areas of EDI-D Pedagogy/Curriculum/Research Resources with Indigenous and diverse communities' content:

- Voicing Identity: Cultural Appropriation and Indigenous Issues
 - E-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045440816305163
 - Print copy in process
- Trauma-Informed Pedagogies: A Guide for Responding to Crisis and Inequality in Higher Education:
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045426908405163
- Kaandossiwin: How We Come to Know: Indigenous Re-Search Methodologies
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045200222405163
- Indigenous Methodologies: Characteristics, Conversations, and Contexts

- E-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045038909705163
- Print: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045005774905163
- Decolonizing data: Unsettling Conversations about Social Research Methods
 - E-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045105628805163
 - Print: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045245222405163
- Teaching and Learning for Social Justice and Equity in Higher Education : Co-Curricular Environments
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045056219605163
- Becoming a Diversity Leader on Campus: Navigating Identity and Situational Pressures
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045115822405163
- Collective Equity: A Movement for Creating Communities Where We All Can Breathe
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045195322505163
- Shatter the System: Equity Leadership and Social Justice Advocacy in Education
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045435122505163
- Leading for Equity and Social Justice: Systematic Transformation in Canadian Education
 - E-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045440532105163
 - Print: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045245222305163
- Culturally Engaging Service-Learning With Diverse Communities
 - E-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044606240105163
 - Print: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991018357539705163
- Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion

- https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991016084819705163
- Trans People in Higher Education
 - E-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044436726005163
 - Print: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991025727679705163
- Nuances of Blackness in the Canadian Academy
 - E-book: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045105629305163
 - Print: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045334223205163
- Feminism, Adult Education and Creative Possibility
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045201320505163
- Decolonizing Methodologies: Research and Indigenous Peoples
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044956414505163
- Diversity, Inclusion, and Decolonization: Practical Tools for Improving Teaching, Research, and Scholarship
 - https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045182818705163

Articles/E-Resources:

Eaton, S.E. & Burns, A. (2018). Exploring the intersection between culturally responsive pedagogy and academic integrity among EAL students in Canadian higher learning. *The journal of educational thought*, 51(3), 339-360. <https://www.jstor.org/stable/26873077>.

Hoekje, B.J. & Stevens, S.G. (2017). *Teaching and learning in the culturally inclusive classroom*. Routledge. Retrieved July 11, 2022 from <https://dsp700.wordpress.com/2012/04/21/feminist-pedagogy-implications-for-udl/>.

Hood, S. (2022). *Research Guides: Anti-Racist Teaching in Higher Education: Teaching Resources*. Santa Fe Community College. Retrieved July 11, 2022 from <file:///C:/Users/kholme24/Zotero/storage/VBVHTPLS/antiracist-teaching.html>.

Special Advisor to the President on EDID and the Indigenous Initiatives Coordinator will also be working closely in the upcoming months with Brescia's Officer of Research to bring forward future events and conferences in decolonization of research.

King's University College (Ontario)

Curriculum

- The 10th Academic Review will be presented to Faculty Council in the Fall 2023. It will outline key academic priorities identified through a comprehensive survey of faculty, students, and staff. These strategic academic priorities and attendant recommendations will inform institutional planning for the new Strategic Plan (2024).
- Key priorities and recommendations include commitments to increase the number of Indigenous faculty members in full-time tenure-stream appointments, as well as increased Indigenous-focused courses in Arts and Humanities and Social Sciences.
- All academic departments are being asked to review curriculum and pedagogy with a view to creating meaningful spaces for Indigenous voices and decolonizing perspectives to be heard, honoured and understood.
- The Office of Vice President Academic Dean, with the support of the President's Office, is providing targeted budget support for pedagogical and/or program innovations in areas broadly related to Indigenization and specific responses to the TRC Calls to Action
 - For an example of high-impact pedagogical initiative with a special focus on honouring the TRC Calls to Action, see <https://london.ctvnews.ca/we-have-a-responsibility-to-move-forward-king-s-students-react-to-papal-apology-1.5845328>. This local news story features students in Dr. Mark Yenson's senior Religious Studies seminar on Truth and Reconciliation sharing their studied responses to the papal apology (April 2022).
- As part of the 10th Academic Review, the Manager of Academic Planning and Analysis in the Office of Vice President Academic Dean is conducting a comprehensive review of academic program at King's as well as an environmental scan of our sector. One objective is to identify opportunities for King's to develop courses related to Indigenous Studies and to develop unique pathways and bridging programs to enhance accessibility to university for Indigenous youth.

Field Education

The Field Education Group in our School of Social Work continues to actively pursue additional practicum placements in London's indigenous agencies. The School has made significant advances in the breadth of partner agencies and organizations. The following is a list of agencies that take both our Bachelor of Social Work and Master of Social Work for placements:

- At'Lohsa
- Chippewa of the Thames Health Centre
- Eagle's Nest
- Indigenous Services, Western University
- Mnaasged
- N'Amerind Friendship Centre
- NimKee Nupigawagan Healing Centre
- No Kee Kwe
- Oneida Community Health Centre

St. Paul University (Ontario)

1. In 2021, the Faculty of Theology has founded the Centre on the Churches, Truth, and Reconciliation with Indigenous Peoples. The founding coordinator of the Centre, Professor Michel Andraos, the current dean of the Faculty of Theology, has been involved in this work for more than twenty years and is part of an international network of Indigenous and non-Indigenous scholars working in this field.

The vision of the Centre is to create an academic space that supports and facilitates initiatives such as conferences, dialogue encounters, lectures, research projects, courses, publications, scholarships, mentorship for graduate students, and the creation of new minors at the undergraduate level.

The Centre strives to become a space for Indigenous and non-Indigenous theological scholars to engage with the Indigenous resurgence movements, thought, and actions. The research projects and programs of the Centre endeavour to contribute to the work of reconciliation and transformation of the relationship between the churches and Indigenous Peoples and for the transformation and renewal of the churches.

2. Part of the ongoing discussion is the challenge to find new and adapted ways of teaching and learning in a university environment, while respecting academic freedom. Open dialogue and exploration of possible solutions are taking place within our institution.
3. At the undergraduate level—in all our program, all of our students must complete the full-credit course “HTP 1106 First Peoples of Canada”.

St. Thomas University (New Brunswick)

Professors are encouraged to incorporate Indigenous knowledge into their courses, and we keep track of which courses have Indigenous content. We also have a Native Studies department in which all courses incorporate Indigenous knowledge and teaching methods. Language courses are a key component of the Native Studies Department at St. Thomas University. Courses in Maliseet and Mi'kmaq include introductory, intermediate, and advanced levels. Our Mi'kmaq/Maliseet Bachelor of Social Work Program is an accredited social work program that provides First Nation individuals with an opportunity to receive social work education within a flexible and culturally relevant framework. We also have an Endowed Chair in Native Studies, currently occupied by our Chancellor, the Honourable Graydon Nicholas. Both Chancellor Nicholas and our Elder-in-Residence, Miigam'agan, serve as guest speakers in many of our courses at the request of the professor.

St. Francis Xavier University (Nova Scotia)

Faculty Development

StFX is committed to creating conditions which equip faculty members to decolonize curriculum and work with diverse students. EDI training is mandatory for all department Chairs and Program Coordinators. Anti-Indigenous racism training is provided in our orientation program for all new faculty.

A teaching conference was hosted which focused on reconciliation and the journey toward indigenization in response to the TRC's call to action.

Four Chairs in Culturally Responsive Pedagogy were created. One faculty member in each Faculty has been appointed to serve as a resource for other faculty in decolonizing curriculum and pedagogy.

Updating Course Content

To decolonize the curriculum

- All new courses must undergo an approval process which requires departments to indicate the level of Indigenous content.
- There are Indigenous-specific courses in numerous departments
- Indigenous content is embedded through many departments.

Mi'kmaq Languages Courses

The department of Modern Languages offers two courses: Introduction to Mi'kmaq Language & Culture and Advanced Mi'kmaq (for proficient speakers).

Teacher Education

- Preparation of both Indigenous teachers and settler teachers to meet the needs of Indigenous students.
- Priority is given to Mi'kmaq applicants who meet admission requirements.
- Integration of Indigenous content across the teacher education program. Courses in Treaty Education, Indigenous Education, Culturally Responsive Pedagogy
- Elder Sister Dorothy Moore, visiting Elder to the Faculty 2021-2022, and Elder Jane Meader, Elder-in-residence of our MEd/MAEd graduate summer institute since 2020
- Sherman Deveau equity funding that provides scholarships to Mi'kmaq teacher education candidates, Mi'kmaq MEd students, and Mi'kmaq PhD student
- ongoing outreach, relationship building with Indigenous communities and Mi'kmaw Kina'matnewey.

Chapter 6 – Intercultural Dialogue

Regarding the promotion of interactions and learning between Indigenous and non-Indigenous students, staff, and faculty, the following has been occurring.

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

- Drum Making with Local Coast Salish Art Gordon Dick along with Stephanie Maki
- 4-part Coast Salish Art workshop hosted by Gordon Dick (local coast salish artist)
- Weaving and learning workshop (Indigenous story telling through art) hosted by Local Musqueam Artist Debra Sparrow
- Center for Christian Engagement – podcasts and lecture series promoting learning and understanding of intercultural dialogue
- Corpus Christi College Curbside Outreach program – opportunity for students and staff to serve individuals at a local soup kitchen providing meals and fellowship through acts of service
- Commissioning the Colleges' first Mace, to be carved by Musqueam carver Chrystal Sparrow.

Events and activities that were planned and promoted during the week leading up to the day of Remembrance) including Orange Shirt day:

1. Tue, Sep 20 – Drum Making Session (open to Faculty/Staff/Students)
2. Wed, Sep 21 – Visit SRC's 7 Steps to Learning about National Day for Truth and Reconciliation
 1. These are promoted throughout the weeks leading to and including the week of National T& R day
3. Thu, Sep 22 – Ribbon Making Session (on campus in Plato's)
4. Fri, Sep 23 – Promote and Register for UBC's Reconciliation through Indigenous Education – Online Course – Sep 29 to Nov 10
 1. Reconciliation Massive Open Online Course (MOOC) - <https://pdce.educ.ubc.ca/reconciliation/>
5. Mon, Sep 26 – Orange Shirt Search - <https://shop.moa.ubc.ca/products/every-child-matters-orange-t-shirt>
 1. Orange Shirt Movie – Plato's lunch hr
6. Tue, Sep 27 – Indigenous Outdoor Artwork Walking Tour
7. Wed, Sep 28 – Introduce Resource Reading – The TRC and you - <https://irsi.aboriginal.ubc.ca/the-trc-and-you/>
8. Thu, Sep 29 – Movie Night – (Indigenous Media & Education)
9. Mon, Oct 3 - MOA Visit - <https://moa.ubc.ca/>

Specially Sept 30th:

As for the day – last year we had provided links to community events and on campus events.

1. This year - Fri, Sep 30 – Introduce Volunteer Opportunities – Centre for Excellences in Indigenous Health - <https://health.aboriginal.ubc.ca/>
2. Coordinated a fundraising campaign on Orange shirt day in support of the Urban Native Youth Association

St. Mary's University

In March of 2022, "Coming to the Fire: Embodying Anti-Racist Culture and Practice," a 4-part series was taught on campus. The 4-part series explored the roots of racism, colonial violence and power and oppression, while seeking to guide participants to come to a greater understanding on the impacts of racism on an individual, institutional, and societal level. Participants learned about critical race theory and practices of anti-racism across different aspects of their lives.

St. Joseph's College (Alberta)

- Art Exhibit in summer of 2022
- Movie Screening of "In the Spirit of Reconciliation" (Fall 2018) - with film's producer and one of the film's subjects, a residential school survivor. Jointly sponsored with Faculty of Native Studies and St. Joseph's College
- Leading to the papal visit, President Flynn engaged in multiple news interviews (Global, CTV, OMNI, Spanish ABC news) ,and longer form dialogue sessions with Indigenous colleagues (Jespersen video podcast).

Campion College (Saskatchewan)

At the moment, as mentioned in an earlier section, we had some talks on Indigenous themes and the president is looking for someone to talk/educate the community from the Indigenous community on decolonization of education.

St. Thomas More College (Saskatchewan)

The STM Indigenous Advisory Circle includes both Indigenous and non-Indigenous members and enables discussion between them about key issues involved in Indigenizing the college. The Advisory Circle has also met with the Board to advise on implementing the Authentic Indigenization priority.

STM has hosted Pipe Ceremonies to recognize the centrality of ceremony in Indigenous worldviews. STM has been intentional in reaching out to Elders from various parts of Saskatchewan and has hosted two major conferences to provide a forum for Indigenous Elders and scholars to voice their perspectives: the Respect, Reconciliation and Renewal Conference, and the Restorative Justice: Building a Culture of Hope Conference. Planning is underway for a conference with the Saskatoon Theological Union in 2023 on the theme of decolonizing ourselves and our institutions.

The Honourable Graydon Nicholas delivered Annual Keenan Lecture in 2022, speaking on "Reflections on the Papal Visit: When does the Reconciliation Journey begin? And with Whom?"

STM Campus Ministry partners with the Irene and Doug Schmeiser Centre for Faith, Reason, Peace and Justice to facilitate discussions on reconciliation.

The 2022 DeMargerie Ecumenical Lecture featured Anglican Bishop of Saskatoon Chris Harper of Onion Lake Cree Nation in dialogue with Roman Catholic Archbishop Donald Bolen of Regina.

In 2020, STM faculty and staff attended the Measuring Reconciliation workshop facilitated by staff from the Office of the Treaty Commissioner.

St. Paul's College (Manitoba)

The Arthur V. Mauro Institute for Peace and Justice at St. Paul's College is committed to promoting intercultural dialogue through programming and support for its faculty and students who are working on many research projects, including those pertaining to reconciliation with Indigenous peoples in Canada and across the globe.

The Mauro Institute coordinates the Winnipeg International Storytelling Festival which features many storytellers and classes for school children to learn the craft of storytelling. A major component of this festival involves storytelling and Indigenous peoples.

St. Paul's College has invited Indigenous Elders to come to our college to lead us with talking and sharing circles.

Regis College (Ontario)

Regis hosts the Msgr. John Mary Fraser Centre for Practical Theology that conducts an extensive series of lectures, seminars, and panel discussions focused on interfaith and intercultural encounter and dialogue.

Regis is collaborating with the Jesuit Forum and the Mary Ward Centre to host a film series focused on the work of independent Indigenous producers and directors and accompanied with Elder-facilitated dialogues.

University of St. Michael's College (Ontario)

- **Listening to Indigenous Voices Series:** USMC has organized a series of four evenings over the course of 2023 to work through sections of the Jesuit Forum's "Listening to Indigenous Voices" guide. This project, aimed at students, staff, faculty and parishioners from St. Basil's Church, was organized in collaboration with the Loretto Sisters, Sisters of St. Joseph, Jesuits, and Basilians.
- **Volunteer TRC reading group:** organized and run by faculty and staff of USMC, who meet once a semester to read and discuss fiction and non-fiction works by Indigenous authors.

Our Lady Seat of Wisdom College (Ontario)

We will host a talk by the National Centre for Truth and Reconciliation in Winter 2023 in an upcoming course (HIS 370).

To commemorate Orange Shirt Day 2022, Dr. Pigeon opened her History of Canada class to the entire College community with a presentation on the history of Orange Shirt Day by sharing the perspectives of its creator, Phyllis Webstad, a Northern Secwepemc woman from the Stswecem'c Xgat'tem First Nation.

St. Jerome's University (Ontario)

Through an approach emphasizing dialogue, discernment and collaboration, the Indigenous Advisory Circle is anticipated to offer guidance to our university to support and promote SJU's role in advancing Reconciliation and Indigenization.

Brescia University College (Ontario)

In recognition of the National Day of Truth and Reconciliation (NDTR), Brescia promoted through campus Email and social media to remind our community why the NDTR is so important and how it connects to Orange shirt day. The campus wide messaging was pertinent to our responsibility as a Catholic institution to seek practice in social justice and make it a formal day of learning and understanding in order to acknowledge truths and work towards reconciliation.

Faculty was encouraged to register for Indigenous learning bundles by Dr. Candace Brunette-Debassige in order to add Indigenous knowledge systems to their curriculum. The learning Bundles are the aforementioned Maatookiying gaa-miinigoowiziying (Sharing our gifts).

King's University College (Ontario)

- Each year, as part of the Veritas Lecture Series on Faith and Culture, we welcome an Indigenous speaker to present the President's Lecture (co-sponsored by the Sisters of St. Joseph in Canada). Previous speakers have included well-known public figures like Senator Nick Sibbeston, Senator Murray Sinclair, and Cindy Blackstock.
- In 2022, King's welcomed Chief Cadmus Delorme of the Cowessess First Nation in Saskatchewan who presented on "Truth and Reconciliation: What We Inherited, and Actions We All Must Take". In conjunction with this talk the community gathered at our Reflection Circle around a sacred fire facilitated by indigenous elders who shared learnings and guided reflection on the need for healing. This was followed by a community meal provided by a local indigenous caterer. Through this experience, we learned of the need to strengthen our relationships with local indigenous communities and the resources for ongoing learning available in collaboration with Indigenous Services at Western University.
- Other collaborations include partnerships between classroom learning, Student Wellness, and Campus Ministry through initiatives like the community garden, the contemplative activism retreat, and the day of reflection at the Old Growth Forest Project in Guelph. These tied together professors and students through a lens of our relationship with the land and indigenous teachings.
- Ongoing work will include participation in the reading of the TRC Calls to Action facilitated by Social Justice and Peace Studies and facilitation of the Indigenous Voices Study Group (Kairos / Jesuit Forum).
- Beginning on September 27, 2023, the Office of Campus Ministry is partnering with Social Justice and Peace Studies and a local Indigenous knowledge-keeper to offer an 8-week "Listening to Indigenous Voices" program for students. Developed in consultation with Indigenous peoples by the Jesuit Forum for Social Faith and Justice).

St. Paul University (Ontario)

1. The Indigenous Centre is offering engaging monthly outreach activities to showcase various aspects of the Indigenous culture and traditions, such as the Métis Day and the Indigenous Centre Open Doors event. Most administrative staff have visited the Centre and have discovered what it has to offer. There is also a strong collaboration with the broader university community through the Pastoral office and with the student community, through the Student Association. Additionally, the Centre leads other activities of national scope such as partnering with and promoting the Moose Hide Campaign to stand up against violence towards women and children.
2. The Centre coordinator and the knowledge keepers are exploring ways to welcome people from the University's neighbourhood and the broader Ottawa-Gatineau region to the Centre and to further socialize and promote the facility and its services.
3. Institutionally, Saint Paul University is looking at options to establish a mandatory Indigenous awareness training workshop. A formation that will be compulsory for all staff and professors.

St. Thomas University (New Brunswick)

We have a Senate Committee on Reconciliation with seats reserved for Indigenous members. Currently, there are two seats for Indigenous students and four seats for Indigenous faculty or staff including our Elder-in-Residence. We also have a Student Reconciliation Committee, and the Students' Union has a reserved seat on its executive for an Indigenous student. The Committee also has non-Indigenous members, including faculty, administration, and students. This committee plans intercultural events throughout the year, including an Orientation PowWow, Orange Shirt Day, an Indigenous Film Festival, Winter Gathering, and more.

St. Francis Xavier University (Nova Scotia)

Research Outreach

StFX faculty members and staff are involved in numerous collaborative research and service projects with indigenous communities.

Community Outreach and Recruitment

X-Project is a student society that offers small group educational assistance, recreational and leadership programs for African Canadian and Mi'kmaw youth in five communities in the surrounding area. Since 1965, it has established community connections, and created opportunities for students and community youth to engage in mutual learning.

The Coordinator, Indigenous Student Affairs, along with members of the Recruitment team, attends community career fairs to meet with potential students and families.

Chapter 7 – Archival Research and Artifacts

The following is occurring at our post-secondary institutions to promote archival research and preserving artifacts in a manner that is sensitive to the priorities of Indigenous peoples.

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

The Colleges have no archival materials on this though we are investing in building additional resources in our open collection.

Musqueam painted drum presented to the college during the new President's Installation. Displayed at the center of our welcome centre. Drums at Talking Circle:

<https://drive.google.com/file/d/18sgunPaWyT3bmHPUhhgjMMDzH93dAkLf/view?usp=sharing>

St. Mary's University (Alberta)

The Special Collections section of our library holds a small collection of Candiana, this includes a rare set of dual language prayer books in either English or French and Indigenous languages including Cree, Blackfoot and Dene.

St. Joseph's College (Alberta)

- Our faculty have explored research into SJC relationships with residential schools (no direct ties were found) - including multiple contacts with researchers in Faculty of Arts, and the author of the recent volume on the history of St. Joseph's College to ensure we had no Indigenous "relatives" in our archives that needed to be returned.
- Ongoing efforts with relevant faculty at the University of Alberta to be of support when and if necessary.

St. Thomas More College (Saskatchewan)

STM's Shannon Library curated an exhibition of Indigenous art celebrating Aboriginal Achievement week (as it was known at the time) which featured government, scholarly, and First Nations documents related to Truth and Reconciliation, talks, histories, art and social commentaries as well as materials related to Indigenous languages, particularly Cree.

In 2022, Elder A.J. Felix donated a smudging bowl and wooden stand to STM for use in future smudges in the teepee in the STM chapel.

St. Paul's College (Manitoba)

The college's senior management recently completed a review of holdings at the college to ensure that no Indigenous artifacts or materials obtained from anthropological studies with Indigenous communities in the past are being stored in our building. A report was provided in 2022 to the university's office of VP Indigenous on this matter.

Since its inception, St. Paul's College has been a founding partner of the National Centre for Reconciliation which is located at the University of Manitoba. Currently we provide support and advisory services on an as needed basis.

In collaboration with the Jesuit Archives in Montreal, St. Paul's College has a permanent display of replica drawings and photographs from the Jesuit Archives which celebrates interactions between Indigenous peoples and the Jesuits.

Regis College (Ontario)

Regis has approached the Jesuit Archives in Montreal to address educational programming (skills, access, and ethical issues) relevant to research pertaining to Jesuit – Indigenous relations and history.

University of St. Michael's College (Ontario)

While USMC will soon host the archives of the Scarboro Missions and other religious communities which may have information relevant to historical studies of the Church's interactions with Indigenous communities, there are no current plans to promote archival research or preserve artifacts of Indigenous peoples themselves at USMC.

Our Lady Seat of Wisdom College (Ontario)

Democratization of knowledge and archives pertaining to Indigenous Nations: Since 2017, Dr. Pigeon is an active contributor and project manager of the Digital Archives Database Project. The University of Ottawa and University of British Columbia-based project offer searchable databases that contain over 500 000 transcriptions of Protestant and Catholic sacramental registers, codex historicus, liber animarum, census data, and fur trade records that document the lives and experiences of a variety of peoples in contact with the institutions that created the original documents. In so doing, Indigenous communities can access historical records that pertain to them in a free-of-cost, centralized, online repository. <http://dadp.ok.ubc.ca>

Archival Research: In Canadian, American, and North American Indigenous History classes, students at the College learn about research for and with Indigenous communities and explore primary sources at archives located in Canada and the United States via digital repositories.

Preserving Artifacts: In Winter 2023, Dr. Timothy Foran, Curator of British North America at the Canadian Museum of History will address third-year History students in a course titled "Catholic French Canada: From Jacques Cartier to Today." Dr. Foran will share his perspectives on historical research on Oblates of Mary Immaculate (OMI) and Métis communities. Dr. Foran can also answer student questions about his work with Indigenous artifacts at the First People's Hall of the Canadian Museum of History.

Dr. Pigeon will participate in a panel at the Canadian Historical Association's 2023 annual meeting where she will present content analyses and historical assessments of the OMI-created codex historicus documents housed on the DAD Project. The historical codices were used by Roman Catholic clergy to record significant events happening at various sites where they worked alongside Indigenous Peoples and Indigenous Nations.

St. Jerome University (Ontario)

The SJU collection does not have any Indigenous artifacts in it, but we are mindful of the representation of Indigenous peoples in any of our textual records or in any images contained in our collection, as per St. Jerome's University's Statement on Language in Archival Records. Although this statement does not explicitly refer to Indigenous peoples, the intention of it is to be to allow us the opportunity to identify "known instances of problematic language or imagery in our collection" in order to "provide a meaningful pathway towards reconciliation." The main library guide for all of the libraries at the University of Waterloo (including St. Jerome's University and the federated and affiliated university colleges in Indigenous Studies is the [Indigenous Research Guide](#) which links to the St. Jerome's University policy on Indigenous-Centered Research. Moving forward, we will be creating a library Research Guide for Catholic Studies which will include Indigenous resources and historical materials similar to the ones included in the [History Research Guide: Indigenous Sources for Historians](#).

King's University College (Ontario)

- The establishment of the King's Fulbright Canada Research Chair in Justice and Reconciliation. In 2024, King's will welcome its first-ever holder of this prestigious research chair who will engage in research, teaching and public outreach related to a comparative research project on residential schools literature in the US and Canada. Intended outcomes of the project include the publication of a scholarly monograph that aims to recover survivor stories and their place in literature and memory.
- The Call for Applications read as follows: *King's University College seeks a Fulbright Scholar qualified to explore concepts of justice and reconciliation, with a special focus on the role of religion and religious institutions in truth and reconciliation processes in the context of colonialism and racism in the Americas or globally. Historical and theoretical approaches are welcome, but the scholar must show how the research has practical relevance for those working to address contemporary reconciliation and restorative justice initiatives. The Fulbright Scholar will benefit from working in a highly collaborative and interdisciplinary environment recognized for producing high-quality research into various aspects of the Catholic intellectual tradition.*
- Indigenous data sovereignty refers to Indigenous communities' rights to own, control, and manage data generated from research projects in which they participate and that have implications for Indigenous peoples, lands, and knowledge. King's University College recognizes the needs and priorities of diverse Indigenous communities, and the importance of adopting data management practices developed and approved by these communities.
- Against this background, King's is collaborating with local Indigenous community partners, Western University's Office of Indigenous Initiatives and Non-Medical Research Ethics Board, and the Research Data Management Working Groups of Western's affiliates, as part of developing its institutional strategy on research data management.

- Simultaneously, King's is consulting non-profit organizations and guidance documents advocating for Indigenous data sovereignty and ownership, including First Nations Information Governance Centre (FNIGC), Inuit Tapiriit Kanatami (ITK), and the Digital Research Alliance of Canada, to build a strategy centred on respect, co-creation, and reciprocity with Indigenous communities.
- In addition to fostering research and learning based on Tri-Agencies' endorsed FAIR Principles (findable, accessible, interoperable, and reusable), King's is incorporating CARE Principles (collective benefit, authority to control, responsibility, and ethics) and OCAP Principles (ownership, control, access, and possession), into its institutional strategies to empower Indigenous communities and ensure responsible data management and data stewardship of digital assets.

St. Paul University (Ontario)

There are many artifacts in the Centre, from various Indigenous communities, that are integrated in the teachings and the Centre's activities.

Our archivist, Daniel Hurtubise, has developed expertise on the Indigenous topics. The library holds books, dictionaries, and reports that are relevant to the Indigenous history. In the future, the University would like to lead a project to build an inventory of the archives and artifacts pertaining to the Indigenous initiatives, including digitizing our documents.

St. Thomas University (New Brunswick)

We have a collection of Indigenous archival resources on campus as well as Indigenous art. We work with Indigenous experts to maintain and preserve these resources.

Chapter 8 – Other Initiatives

A number of other initiatives have been implemented, or are in the planning stage, for our post-secondary institutions.

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

- *Student Blog post* [St. Mark's student finds connection, reflection, and hope for Truth and Reconciliation during Papal Visit - St. Mark's College \(stmarkscollege.ca\)](#)
- *Papal visit* [Statement on Pope Francis's Apology to the Indigenous Peoples of this Land - St. Mark's College \(stmarkscollege.ca\)](#)
- Staff, faculty and community were invited and encouraged to attend the webinar ***Indigenous Peoples, Reconciliation and the Catholic Church***, with Wiikwemkoong First Nation Elder Rosella Kinoshameq, DOS and the Jesuits' Assistant for Justice, Ecology and Indigenous Relations, Fr. Peter Bisson, SJ.
- The president is a national columnist with the Catholic Register and publishes regularly on issues about social justice and Reconciliation.

St. Mary's University (Alberta)

We have commissioned Tsuut'ina artist, Keegan Startlight to design and create buffalo sculptures that will be placed in our Indigenous Garden. We hope to have those installed and host an opening of the garden that Kainai Elder, Casey Eagle Speaker provided us a name for: "Where we Plant". We are planning to have this event coincide with our Indigenous Graduation Ceremony in June 2023.

Policy Change: We have incorporated the StMU Eagle Feather being carried in by an Indigenous Representative of the university to lead our Academic procession at official events. This was approved by the Registrar Team in 2022, and was followed for the Presidential Installation of Dr. Sinda Vanderpool on October 28, 2022. This will become part of our official policy for Academic processing moving forward.

St. Thomas More College (Saskatchewan)

STM faculty and staff support National Indigenous Peoples Day Walk; Red Dress Day Walk, TRC Calls to Action and Awareness Walk, and the National Day for Truth and Reconciliation.

St. Paul's College (Manitoba)

As a Catholic post-secondary institution, we are connected to many of the activities hosted by the nearby Catholic communities as well as our local Archdiocese and the Jesuits across Canada.

University of St. Michael's College (Ontario)

- **Vice-Presidential Working Group on Indigenous Awareness:** Interim Principal and Vice-President Mark McGowan struck a working group which offered a report in 2022 with recommendations via ceremony, people, policies and structures for how USMC could advance Indigenous Inclusiveness and foster Indigenous-Settler Reconciliation on campus. Recommendations include striking a TRC Committee and creating an Action/Accountability plan, both of which are slated for 2023.
- **Doing Theology from the Existential Peripheries:** USMC marked the launch of the “Doing Theology from the Existential Peripheries” report, commissioned by the Dicastery for Integral Human Development, in Canada [with a panel discussion with participants](#). As part of this initiative Indigenous voices were centred, and USMC’s commitment to employ the theological method of the report in future projects promises more explicit engagement with Indigenous communities moving forward as the Regis St. Michael’s Faculty of Theology develops its unified vision.

Our Lady Seat of Wisdom College (Ontario)

In 2020-2021 a strategic planning process took place over several months at Our Lady Seat of Wisdom College, and it was led by an outside consultant named Daniel Tessier-Young. As part of the recommendations emerging from the strategic planning process, Tessier-Young advised Our Lady Seat of Wisdom College to bring more culturally diverse Directors onto its Board. It is excellent to have a member of the Métis Nation – Saskatchewan as the Academic Senate representative on the Board, but we do recognize it would be of even greater benefit to include an Indigenous Director.

St. Peter's Seminary (Ontario)

Faculty Education: In the Fall term of 2021-22, I directed that a printed copy of the ‘Summary of the Final Report of the Truth and Reconciliation Commission of Canada’ be given to each member of the St Peter’s Seminary faculty. The faculty had an initial discussion of the report and acknowledged the need for us to educate ourselves, the seminarians, lay students about the history and legacy of residential schools.

Library Resources: Over the past year and half, our librarian, Jordan Patterson has undertaken two projects 1) an annotated bibliography of titles (more than 200 resources to date) relevant to the Indigenous-Catholic-TRC conversation occurring in Canada right now, and 2) a new open dataset on Wikidata about Residential Schools in Canada using data from York University Libraries. Presently, the site from the A. P. Mahoney Library at St Peter’s can also be accessed through the King’s College Library website.

Assumption University (Windsor, Ontario)

Dr. Graydon Nicholas, Chancellor of St. Thomas University and Elder of the Maliseet Nation will receive the 2022-2023 Christian Culture Series Gold Medal in April of 2023.

In late 2022, Assumption University revised its land acknowledgement statement to make it more meaningful and authentic.

Brescia University College (Ontario)

Through the process of decolonizing campus culture and spaces we must recognize the freedom of Indigenous spirituality amongst our students, faculty and staff. Most recently we have realized students who live in residence have a spiritual need to practice in smudging. Smudging is the spiritual ceremony of cleansing through the burning of one or all the four medicines. Sweetgrass, Tobacco, Sage and Cedar. Most commonly Sweetgrass, Sage and Cedar are burned to emit the smoke and is brushed across the body to cleans the ears, heart, body and mind. This request is a recurring issue across Western and the affiliates. Currently we are working with Brescia Facilities to determine a way to support smudging in residence, and create a campus space where visiting Elders, students, faculty and staff may participate in smudging in a safe and supportive environment that will be non-invasive to the participants and will not activate the fire safety systems. Brescia is continuing to explore options to allow smudging and support the spiritual freedoms of any smudging participants.

King's University College (Ontario)

- In partnership with local area school boards, the Office of the Vice President Academic Dean is exploring possible pathways and bridging programs to enhance access to university education for Indigenous youth.
- Public commemoration and educational initiatives to engage the entire campus community and partners in the wider community in sustained reflection, dialogue and remembrance to mark the National Day of Truth and Reconciliation on September 30.
- Public institutional acknowledgement of the history and legacy of colonialism and especially the role of the churches in the residential school system.
 - See, for example, King's response to the 2022 papal apology for the role of Catholic institutions in the residential school system: <https://www.kings.uwo.ca/about-kings/media-and-communications/newsroom/kings-acknowledges-papal-apology-on-canadian-residential-schools/>

St. Paul University (Ontario)

1. The university has an Indigenous Pastoral Leadership Formation Program. This program is offered in partnership between Kateri Native Ministry of Ottawa and Saint Paul University through the Providence School of Transformative Leadership and Spirituality and the Centre for Religious Education and Catechesis. The purpose of the program is to equip Indigenous people to exercise pastoral leadership and ministry in their local communities. Non-Indigenous people who serve or who would like to serve in Indigenous communities are also welcome to join.

This five-day program is part of a three-year cycle of the “The Way of the Good Life” or Mino-bimaadiziwin through the themes of Belonging, Purpose and Direction. This year’s theme is “Purpose.” Participants register for the program one year at a time. All participants receive an attestation of their participation at the end of the week.

2. In the coming year, Saint Paul University is planning to build a healing garden in the inner courtyard of the University. The garden—an inclusive space open to everyone—would be accessible from the

Indigenous Centre as well as the cafeteria. This project is meant to be a concrete action as part of the integral ecology approach for a more sustainable world, as presented by Pope Francis. This principle invites everyone to think about the economic, technological, political, educational, and religious changes needed to overcome the fragile relationships between humans and Earth.

3. In 2023, our university will also reconvene meetings with the Indigenization Committee. We will look at a different approach and possibly create two entities—one for the Indigenous Centre, the other one advisory committee for the Senate, as the mandates of each committee would differ.

St. Thomas University (New Brunswick)

St. Thomas offers a major, minor, and honours in Native Studies as part of the Bachelor of Arts degree. In addition, STU offers a Mi'kmaq/Maliseet Bachelor of Social Work Program, which is an accredited Social Work program that provides Indigenous individuals with an opportunity to receive social work education within a flexible and culturally relevant framework. The program is directed toward First Nation peoples in New Brunswick, Quebec, and the Maritime Provinces who wish to become social workers in their communities. Finally, STU offers a Native Language Immersion Teaching Certificate Program to train teachers for delivery of Maliseet and Mi'kmaq language courses in the K-12 school system.

Chapter 9 – Greatest Challenges

This chapter is aimed at describing the greatest challenges with which our institutions are currently dealing. And some of the planning that is underway to address these challenges.

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

Over the past two years the colleges had to deal with both COVID 19 (as it affected the college and students as well as an interim president) which limited initiating long-term initiatives. In the last year, however, the Colleges have begun significant work to develop short-, mid- and long-term plans. Most recently it completed a comprehensive Strategic Planning Exercise for the Colleges. As part of this plan it has committed to:

- Initiating a new Indigenous Strategic Plan for the Colleges aligned with the TRC calls to action;
- Faculty have begun reviewing the curriculum with a goal of Indigenizing the curriculum where possible, and of aligning with First Nations partners on experiential learning and other initiatives;
- Investing in curriculum design development and professional development to guide this process;
- Establishing a Council of Elders;
- Building a permanent position on the Board of Governors for a First Nations representative (to begin in November);
- Developing and increasing cross-cultural communication, intercultural dialogue, and EDI-specific training for staff and faculty, all of which are now underway.

As noted elsewhere, the Colleges are also working with a Musqueam carver to develop the first College Mace, which will incorporate Musqueam, Catholic, regional and post-secondary references. The carver has committed to executing part of the work on campus, so that she can help the community participate in its production.

St. Mary's University (Alberta)

We face a resourcing challenge within our Indigenous initiatives portfolio as we have one employee whose role is to lead and implement the Indigenous strategy, intercultural training and development, curriculum review and development, Indigenous programming, student supports, and Indigenous recruitment.

We also face the challenge of being able to articulate our responses to the atrocities enacted through Indian Residential Schools through the administration and clergy of the Catholic church in Canada. We are planning to collaborate with StMU historians and Indigenous Elders to begin by telling the story of the Land that StMU sits on now: the site of the former Father Lacombe Home. We have been told by Elders to start there, to tell the truth of our connection to the place StMU sits, and how the stories fit into the narrative of settler-colonialism in Canada. This will take a lot of time, effort and funding to do this Truth-Telling Project in a good way. We are interested in moving forward and will look to secure funding to begin in 2023.

We will also be working closely with the Calgary Catholic Diocese to imagine and host a “learning and engagement hub” for Calgary Catholic parishioners and clergy to come alongside the StMU community to learn how to be good relatives and walk forward, together.

St. Joseph’s College (Alberta)

We are situated on a campus with the strongest set of academic resources for Native Studies in North America. As such, there is not a gap needed to be filled on campus, rather, we must discern how to best walk with and partner when our presence is needed, while also going on our own journey. Thus SJC has focused most of our efforts around education and Indigenization. When to partner and when to do our own actions, are always part of the discussion and discernment.

Campion College (Saskatchewan)

Several Challenges are at hand: 1) building relationships with Indigenous communities is a slow process of building trust; 2) finances are limited at the moment and any extra activities on Indigenous relations may be cost-discerned like other things; 3) recovery from the pandemic has left many of us tired for new initiatives, at least for this year.

St. Thomas More College (Saskatchewan)

The recruitment of Indigenous faculty and staff continues to be a challenge. The faculty agreement has already been modified to remove barriers to recruitment of Indigenous faculty. STM is exploring the creation of an EDI strategy and action committee to inform efforts in this area.

Development of new courses on Indigenous themes has been limited, owing to the small number of Indigenous faculty. We continue to develop collaborative relationships with the USask Department of Indigenous Studies and may co-develop a course with their faculty. Discussions continue about designating some future faculty positions as directed to Indigenous scholars.

Discussions around succession planning have begun in anticipation of the retirement of the STM Scholar in Indigenous Education, with a view to filling that position again or creating a new position that may overlap with the existing position for a time. Fundraising also continues to complete the endowment for the Chair in Indigenous Spirituality and Reconciliation.

St. Paul’s College (Manitoba)

St. Paul’s College is working to attract more Indigenous students to join as members. Most of our students come from schools where the Indigenous population is underrepresented. We are therefore seeking ways by which we can reach beyond our feeder schools, such as by building a student residence and recruiting Indigenous students who spend time at the college but are not members.

Regis College (Ontario)

There are numerous opportunities to engage Christian Indigenous communities. We need to reach out more intentionally to traditional communities. The most direct opportunity is for Regis to deepen its relationship with alumni/ae Spanish Residential Schools and those associated with communities where Jesuits have served in ministerial roles.

University of St. Michael's College (Ontario)

- For undergraduate recruitment of Indigenous students, since University of Toronto governs admissions, it is very difficult for USMC to actively seek out and enroll Indigenous students.
- Creating authentic, organic, genuine relationships with local Indigenous communities will take time and constant effort, so current labours may not bear fruits for years.

Our Lady Seat of Wisdom College (Ontario)

Our two greatest gaps are lack of Student Life programming to support Indigenous students and lack of connection to Pikwakanagan First Nation. The Vice President Academic lives close to Pikwakanagan First Nation, in the small village of Killaloe, and she hopes to start building local relationships within the Nativity of Our Lady Mission parish located within the Pikwakanagan community. The President, Dr. Christine Schintgen, could begin conversations with the Dean of Students, Mr. Kenton Biffert, about how to provide greater support for new students, such as the prospective Cree student who may be joining the College in Fall 2023.

Brescia University College (Ontario)

In the goals of the EDID portfolio and the Indigenous Initiatives Coordinator we are determined to promote the decolonization of campus spaces, programming and the classroom. Currently Brescia is staffed by one Indigenous faculty member. The recruitment and programming of Indigenous curriculum and pedagogy is one of our challenges, and one of our gaps is the number of Indigenous faculty currently instructing the classroom. One way to address this is to review our curriculum and programs to determine how to provide more Indigenous faculty and instruction. One option is to consider working with Western University's Indigenous Studies and Education department to provide a certificate or minor degree seeking options that may be cross listed with the affiliates to provide a foundation for future Brescia Indigenous faculty and programming.

King's University College (Ontario)

Our greatest challenge is to develop an institutional Truth and Reconciliation Plan as part of an integrated planning framework for our new Strategic Plan (2024). Presently, perhaps the most significant gap is around institutional alignment around key strategic priorities to respond to TRC Calls to Action, as well as clearly established goals with a workable accountability framework to ensure implementation.

To address this gap, and with the support of the President's Office, the Vice-President Academic Dean, in collaboration with the Dean of Students, the Director of EDID and the Coordinator, Indigenous Initiatives, is developing a Truth and Reconciliation Working Group. The TRC Working Group will provide guidance and direction on strategic academic goals to respond in meaningful and appropriate ways to the TRC Calls to Action especially around pedagogy, curriculum and student supports. The Working Group will serve in an advisory capacity to the Office of the Vice-President Academic Dean at King's, and its core reporting units and departments.

St. Paul University (Ontario)

There are many challenges and gaps, here is an overview of what Saint Paul University is currently facing:

- Lack of resources: financial, historical/traditional, human resources;
- Challenging the *status quo*;
- Difficulty in changing the culture and addressing cultural biases;
- Increasing dialogue opportunities between Indigenous and non-Indigenous; people as well as with the faculties and the Indigenous Centre;
- Adapt protocols and celebrations to include the Indigenous communities in a meaningful way;
- Living in the shadow of residential schools and addressing the weight of our religious history as well as our close link to the Oblates;
- In that context: explaining the role of our university within reconciliation;
- Mitigate some of the negative perception in the Indigenous communities towards higher education; and
- Add "trust" to the Truth and Reconciliation initiatives.

St. Thomas University (New Brunswick)

Our biggest challenge is that we have outgrown our space and resources for Indigenous students, which is a good problem to have! To deal with these challenges, we have secured new external funding and are currently in the process of creating a Director position to oversee Indigenous initiatives. Also, we are planning to expand our on-campus centre for Indigenous students and are developing plans for an outdoor ceremony space. We also plan to develop a new policy to allow Indigenous students to engage in spiritual practices (such as smudging) more easily on campus.

St. Francis Xavier University (Nova Scotia)

Our President's Action Committee on Anti-Racism (PACAR) will present its recommendations and action plan in early 2023. Their category of recommendations include:

- Inclusive teaching, learning and curricula
 - Address the gaps in inclusion and validation of racialized perspectives, experiences, ways of knowing and learning, etc.
- Responsibility and obligation for administration
 - Recognize that efforts in support of meaningful change within higher education should not be the sole responsibility of racialized colleagues. It is the responsibility and obligation of all peers and leaders to facilitate supportive environments, promote equitable policy and practices (including internally and externally equitable recruitment,

hiring, compensation and other employment practices) and actively, intellectually, and appropriately foster inclusion for racialized students, staff, and faculty.

- Responsibility and obligation for faculty, staff and students
 - Recognize that efforts in support of meaningful change within institutions and higher education sector should not be the sole responsibility of racialized students and colleagues. It is the responsibility and obligation of all peers and leaders to facilitate supportive environments, promote equitable practices and actively, intellectually, and appropriately foster inclusion for of racialized students, staff, and faculty
- Race based data collection and use
 - Explore the current status on race-based data collection in postsecondary institutions and identify thoughtful approaches to data collection, analysis, and interpretation. Identify the questions the data are helping to answer for StFX.
- Access and success
 - Identify and address institutional barriers for racialized students, faculty and staff which affect their sense of belonging, their representation in institutional practices and structures, their academic success, and their overall well-being in classroom and beyond from recruitment through to graduation.
- Mentoring and support networks for wellbeing
 - Examine gaps in support systems for racialized students, faculty, and staff and deliberate on how institutions and the sector, in collaboration with community partners, can enhance enduring support systems and mentoring networks that ensure their overall wellbeing.
- Inclusive decision-making structures/representation in leadership
 - Explore deficits in racialized representation in leadership and the benefits of addressing them. This will mean examining how to effectively integrate the perspectives of racialized students, staff, faculty, alumni, and community members in governance and other decision-making structures to advance institutional commitments to inclusion and to contribute to a supportive and healthy environment to work, study, and create.