



SFU

A close-up photograph of a large, light-brown drum with a microphone positioned above it. The drum's surface is covered in a layer of fine, brown wood shavings. The microphone has a blue and red body with a colorful, multi-colored cord. The background is blurred, showing people in blue and red clothing.

RECONCILIATION BI-ANNUAL REPORT

APRIL 1–OCTOBER 1, 2019

We acknowledge the traditional territories of the Coast Salish peoples,
on whose lands the SFU campuses reside.

Important reconciliation and decolonization work is being done at SFU by various individuals and departments as the university continues the process to implement the *Walk This Path With Us* report's 34 calls to action. This Bi-Annual Report summarizes the progress on the report's calls to action from April–October 2019.

CLUSTER 1

SAFE AND WELCOMING SPACES

INDIGENOUS STUDENT CENTRE EXPANSION*

The expansion of the Indigenous Student Centre (ISC) has begun, and we are pleased to share the ISC kitchen renovation is now complete. The expanded kitchen space will go a long way as we continue to grow the ISC community on our SFU Burnaby campus.

The ISC expansion space has been identified and students have been providing input on the floor plan. We look forward to the next phase of working together in planning the new ISC student space in AQ north.

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FIRST PEOPLES' GATHERING HOUSE*

The First Peoples' Gathering House information and feedback sessions have begun, and four First Nations community representatives were invited in June to take part in a session to discuss this important project. The project was also discussed at the recently held SFU Aboriginal Steering Committee meeting and other meetings have taken place or are in progress.

Approval to hire Ouri Scott, professional Indigenous architect, was confirmed and she has been hired to engage in a consultation process. Scott has prepared a work plan with several workshops and town hall meetings planned for the fall of 2019. A planning group was also established. Through initial consultations it was determined that subsequent workshops and townhall meetings would be focused on defining questions and methodology with broader groups (i.e. student focused, etc).

For more information about the First Peoples' Gathering House please visit: <http://www.sfu.ca/aboriginalpeoples/first-peoples--gathering-house.html>

Contact: Dr. Eldon Yellowhorn, ecy@sfu.ca and Director Ron Johnston, ronald_johnston@sfu.ca

CHARLES COMFORT MURAL REMOVAL*

The Charles Comfort mural, originally installed in 2004 in the Academic Quadrangle, has for many years been criticized for its representation of Canadian history in its portrayal of European settlers and industrialists colonizing the lands now called British Columbia.

In September 2017, after extensive consultations, SFU released a report by the SFU Aboriginal Reconciliation Council entitled *Walk This Path With Us* that specifically called for the removal of the mural. The Art Cluster Working Group was established to address art related Calls for Action arising from the *Walk This Path With Us* report which made the recommendation to remove the mural. It was then decided beginning June 17, 2019, Charles Comfort's 19-metre long mural, *British Columbia Pageant* (1951), would be removed from its location in SFU's Academic Quadrangle (AQ) where it had been installed since 2004.

The mural was successfully removed in June 2019.

To learn more about the Charles Comfort Mural removal please visit: <http://www.sfu.ca/sfunews/stories/2019/06/charles-comfort-mural-removal-statement-aboriginal-reconciliation.html>

CLUSTER 2

CURRICULUM INNOVATION AND INDIGENIZATION

DECOLONIZING AND INDIGENIZING CURRICULA PROGRAM (FORMERLY TLC INITIATIVE)*

The first round of projects started in September 2019. Successful applicants received up to \$6000 each in funding, in addition to in-kind support from the Centre for Educational Excellence (CEE) and the Institute for the Study of Teaching and Learning in the Disciplines (ISTLD).

Two projects have been approved and started in September:

Renewing and Re-energizing the Master of Public Health (MPH) Core Curriculum: Decolonizing and Indigenizing Training in Indigenous Health, Anti-Racism, Cultural Safety and Allyship, Malcolm Steinberg, Health Sciences

This project intends to revitalize the existing Master of Public Health (MPH) core curriculum by strengthening decolonization and Indigenization principles and practices within Indigenous Health Modules HSCI900 (Fall 2019) and HSCI901 (Spring 2020). Overall, the project encompasses curriculum renewal, as well as impact and applicability evaluation of Indigenous health modules during summer 2020. A successful outcome will then lead to utilizing the grant fund to consult with Indigenous stakeholders to enhance the course content and assess learning outcomes.

Indigenous City—investigating Ways to Decolonize Urban Studies Within The Vancouver Context, Meg Holden, Urban Studies

This research project focuses on networking and research in preparation of a new course, Urban Study Curriculum, Indigenous City, to be offered at SFU. The pilot course will be offered in fall 2020 to both graduate and undergraduate students. The proposed research will provide valuable insight into approaches to teaching, inclusion of faculty and students, event planning as well as related networking, consulting and overall methodology.

A new call for grant applications will open in spring 2020.

For more information, please visit: <http://www.sfu.ca/istld/faculty/grant-programs/digrants.html>

Contact: istld@sfu.ca

DISRUPTING COLONIALISM THROUGH TEACHING: AN INTEGRATED SEMINAR SERIES AND GRANT PROGRAM*

The first cohort met for its final two sessions in April 2019. Five of the six projects conducted by the first cohort are now complete (three in fall 2018 and two in summer 2019). The faculty are completing their data analysis at this time. We expect the first final reports in fall 2019. The final project, *Decolonizing the Scientific Method in a First-year Breadth Science Course* led by Dr. Nienke van Houten and Dr. Mark Lechner in the Faculty of Health Sciences, is currently being implemented in a fall 2019 course. This course is based on a set of lessons that provides a counter-narrative to the dominant Western or Eurocentric biomedical science model. The module will be implemented in HSCI 100 - Human Biology and will broadly compare and contrast the “classic” scientific method with local Indigenous knowledge gathering approaches. Students will consider how the environment (and to some extent culture) inform and influence these practices. The context for this module will consider how knowledge is gained with respect to the use of medicinal or native plants in both Indigenous and Western contexts.

Conference presentations based on the first cohort’s work were made at Canadian Society for the Study of Higher Education (CSSHE) and the Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE) in June 2019.

Analysis from this first offering of the program in the form of field notes, participant reflections and questionnaires is underway. Findings from a questionnaire collected after the last seminar shows a promising impact on participants. On average, participants’ perception of their knowledge and readiness to foster change, both in their instruction and work outside the classroom, increased by approximately two Likert points on a six-point scale after the seminars. The perception of their readiness to facilitate challenging conversations related to colonialism also saw an increase (2.7 likert points).



Based on this data, field notes and reflections, the program was revised and refined in the summer of 2019 in preparation for the second cohort of nine participants. In addition, the title of the program was changed from *Decolonizing Teaching to Disrupting Colonialism through Teaching* to better represent its aims. The second cohort met for the first time in September 2019.

Deadline for applications for the second cohort (fall 2019-summer 2020) is now closed.

For more information please go to:

<https://www.sfu.ca/istld/faculty/grant-programs/dt.html>

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SFU LIBRARY: INDIGENOUS CURRICULUM RESOURCE CENTRE (ICRC)*

SFU Library's recruitment process for the position of an Indigenous Curriculum Resource Centre (ICRC) librarian began in summer of 2019 and is well underway. The 4th floor of the library has begun to be cleared to create a physical space for the ICRC.

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SAN'YAS: INDIGENOUS CULTURAL SAFETY TRAINING*



San'yas

Indigenous Cultural Safety

Knowledge • Awareness • Action

Over 400 managers and staff, including senior leaders, have completed the San'Yas: Indigenous Cultural Safety Training program. The training is a unique online program to increase foundational knowledge, self-awareness and skills with respect to Indigenous cultural safety. Human Resources has made the training available through ASI funding. There are approximately 100 spaces left, and we encourage any interested staff or managers to sign up below.

Link: <https://www.sfu.ca/human-resources/learning-development/SanSafetyTrain.html>

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TRANSMISSIONS*

"....We raise our hands as our ancestors draw near to us to celebrate this momentous time."

"The exhibit/installation world you and your team crafted is very inspiring."

"The profound realization an inspirational bolt of lightning."

"A feast of the senses...in such an expansive space."

"Ghostly unnerving transformative experience."

SFU has been proud to collaborate with multi award-winning Anishinaabe filmmaker, artist and SFU alumnus, Lisa Jackson, to present the world premiere of *Transmissions*, an immersive, Indigenous futurist multimedia installation. The installation, opened on September 6th and displayed at SFU's Goldcorp Centre for the Arts until September 28th, had over 2000 visitors throughout the course of the public exhibition. *Transmissions* was produced by the Electric Theatre Company, consisting of a collaboration with SFU's Faculty of Communications, Art and Technology and SFU Woodward's Cultural Unit, with institutional support from SFU's Office for Aboriginal Peoples' and SFU's Office of External Relations. This project was funded through the Canada Council for the Arts' New Chapter program, the Hamber Foundation, Toronto Arts Council, Ontario Arts Council, Moving Images Distribution, and SFU Aboriginal Strategic Initiative.

Multiple tours were organized by Axis Theatre for secondary schools in the Lower Mainland to view the installation. These tours proved to be a great stepping

stone for students to explore the richness of Canada's Aboriginal languages, and was further enhanced by the exhibition's interactive Hangout Learning Centre. A learning component is also in progress, being developed by professors Karrmen Crey and Kate Hennessy.

Transmissions has been Jackson's first installation, which spans approximately 6000 square-feet and incorporates projection, sculpture, sound, shadow and film to create urban and natural landscapes that are eerie and beautiful, familiar and foreign, concrete and magical. Set in three parts, *Transmissions* investigates the complexity of thought systems embedded in Indigenous languages, how they embody sets of relationships to the land, to each other, and to time itself.

RECONCILIATION DIALOGUES*

A priority call to action in the SFU Aboriginal Reconciliation Report was to "host university-wide events, such as reconciliation dialogues, to build understanding and support within the University community". Several important dialogues and events were held in 2018 and 2019 that were initiated by departments, schools, and faculties.

A call for proposals was circulated to SFU community members who are interested in organizing dialogues at the end of October. Five applications have been received, and are in the process of being reviewed. Successful applicants will be announced in December.

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CLUSTER 3

STUDENT PATHWAYS AND SUPPORT



(C) JOE TOBIN 2019

LOOKING BACK AND LOOKING FORWARD: EMPOWERING INDIGENOUS PATHWAYS WITH THE 4RS*

In 2018, ASI funded the project, *Looking Back and Looking Forward: Empowering Indigenous Pathways with the 4Rs*, supported by the Indigenous Pathways Planning Group (IPPG), co-chaired by Dr. Michelle Pidgeon, an Associate Professor in the Faculty of Education and PI on this project, and Dr. Tania Bubela, Dean of the Faculty of Health Sciences. The overarching goal is to develop recommendations for re-imagined pathways and supports for First Nations, Métis, and Inuit (FNMI) students as they journey to and through Simon Fraser University, including a permanent replacement for the Interim Aboriginal University Preparation Program (I-AUPP).

Dr. Pidgeon is leading a team of research assistants to undertake the research project. The project is being informed by the principles of respect, relevance, reciprocity, and relationships (Kirkness & Barnhardt, 1991) and the teachings of the late Musqueam Elder Vince Stogan, with the following research questions: (1) What does access and inclusion of FNMI students in Canadian higher education look like, and how does SFU compare in terms of programs and services offered to support the admissions, access, and retention of FNMI students? (2) What are the identified educational visions and needs of local FNMI to support their educational visions and needs? and (3) How can SFU work with local FNMI to support their educational visions and needs?

The following preliminary findings have been shared with the Indigenous Pathways Planning Group and the Indigenous Research Advisory Circle (IRAC), whose mandate is to help Dr. Pidgeon and the research team shape the final report and emergent recommendations.

From the environmental scan of over 260 Canadian public post-secondary institutional websites, the research team

looked for programs and support services in three areas: Access (K-12); Transition (first year); Retention (beyond first year). Additionally, seven program informational interviews were conducted to learn more about specific program offerings.

ACCESS

Access programs and services examined were those targeting K-12 youth, particularly those providing early experiences with university or college. Thirty-one universities provided Access programs that were predominantly focused on Indigenous youth (e.g., under 18, however 7 other institutions included older than 18 in their access programs). There were 17 STEM focused programs. Around 2/3rds of these programs were exclusively day-camps that averaged one week in duration.

TRANSITION

Transition programs were conceptualized as those that support the transition into and through the first year of study. Approximately 55 programs were identified, primarily in the areas of university preparation, numeracy and literacy skills and life skills. While many of these programs were for existing post-secondary students, some targeted high school graduates entering university while another 14 programs were for mature students (e.g., older than 21).

RETENTION

Retention programs and services are designed for students in their second year and beyond (including graduate level). Over 95% of Canadian universities and colleges provide specific cultural supports and services to Indigenous students. Looking beyond what was provided by these centres, 47 universities provided 60 different retention programs for currently enrolled Indigenous students; three targeted mature students and 11 offered retention programs for high school graduates. The most common supports, often provided in partnership with the institutions' Indigenous Students' Centre, were: Elders and Cultural programming; Mentors/Tutors; and Program coordinator/Advisors.

A central part of this work is learning from Indigenous communities surrounding SFU, including what

educational aspirations and how they envision SFU supporting these goals, ultimately helping answer the second and third research questions. Since April 2019, Dr. Pidgeon and her research team have conducted 29 one-on-one interviews or sharing circles with knowledge holders (outside of SFU). Additionally, 43 one-on-one interviews or sharing circles were conducted with knowledge holders who support Indigenous programs and services at SFU. As of Nov 12, 2019 we have had

approximately 200 knowledge holders share their thoughts and ideas through interviews or sharing circles. The team is now in the process of having these interviews transcribed, verified by participants, and conducting the preliminary analysis of verified transcripts.

If you are interested in learning more about this project or being placed on the distribution list, please contact Dr. Michelle Pidgeon at researchprojects_pidgeon@sfu.ca.

CLUSTER 4

ADMINISTRATION, HIRING AND PROJECT IMPLEMENTATION

The Reconciliation Annual Report released July 29, 2019 was designed and written by Indigenous consultant and writer, Marcia Dawson.

Ouri Scott from Urban Arts Architecture was contracted for professional architectural services for the First

Peoples' Gathering House. Ouri will be leading the public engagement process along with the working group, supported by Dr. Eldon Yellowhorn and Director Ron Johnston.

ANNOUNCEMENTS & NEWS

WARM WELCOME TO OUR NEW FACULTY MEMBERS

Several faculties at SFU welcomed new Indigenous faculty members and researchers in fall 2019 from broad and cutting-edge research and teaching backgrounds.

We would like to give a warm welcome to all the new faculty members and researchers. They include: Sky Hopinka, Assistant Professor, FCAT; Carolyn Roberts, Limited Term Lecturer, Faculty of Education; Natahnee Winder, Assistant Professor, Public Policy & First Nations Studies; Patrick Lyana, Assistant Professor, Health Sciences; Ginger Gosnell-Myers, Fellow, SFU Morris J. Wosk Centre for Dialogue, and Dr. Joyce Schneider, First Nations Studies.

*If we missed you and you'd like to be included in the next bi-annual report, please e-mail sfuarc@sfu.ca.

DR. MARIANNE IGNACE RECEIVES GOVERNOR AWARD FOR INNOVATION

Dr. Marianne Ignace, a faculty member in the Department of Linguistics and First Nations Studies and her husband,

Chief of the Skeetchestn Indian Band, Dr. Ronald Ignace, have been awarded a Governor General's Award for Innovation. The Ignaces are being honoured for developing a collaborative approach to research involving Indigenous people and communities, one that "deeply respects and furthers public understanding of Indigenous peoples' connection to the land and language," according to a news release to celebrate the award. Their innovations in the methods of research of Indigenous language and culture is being honoured alongside innovations in artificial intelligence, social services, ecological monitoring, medical technology, and digital forensics.

The award recognizes and celebrates outstanding Canadian individuals, teams and organizations that are "trailblazers and creators who contribute to our country's success, who help shape our future and who inspire the next generation."

Visit Dr. Marianne Ignace's page for more information about her work at:

<https://www.sfu.ca/linguistics/people/faculty/Ignace.html>.



ORANGE SHIRT DAY

Orange Shirt Day events and activities took place at all three SFU campuses this past September, a day to commemorate and honour the inter-generational survivors of the Indian Residential School System. The annual event takes place at this time of year as this is when Indigenous children were forced to return to residential schools. Orange Shirt Day offers a time to

learn and reflect upon the impact that this system had on Indigenous communities and people.

For more information about SFU events and Orange Shirt Day please refer to: <https://www.sfu.ca/sfunews/stories/2019/09/orange-shirt-day-events-at-sfu.html>

To stay up to date with the latest news, events and programs please visit: www.sfu.ca/reconciliation

If you or your department is engaged in Reconciliation work, please send your stories and pictures to: sfuarc@sfu.ca

SFU RECONCILIATION WORKING GROUP MEMBERS

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