



# Truth and Reconciliation Environmental Scan

## Final Report

June 2021

This document was prepared at the request of the Ontario Association of Architects' Truth and Reconciliation Working Group. The intent of the scan was to highlight information which may be of use to the Ontario Association of Architects regarding their response to the 2015 Truth and Reconciliation's Calls to Action within their organization. Compiled over a six week period, the information gathered in the report gathers statements, reports, websites, and other resources to create an objective and comprehensive summary of the reconciliation strategies undertaken by different organizations, institutions and other bodies. These resources include universities across Canada that provide a professional degree in architecture, colleges in Ontario providing qualifications in architectural technology, as well as national professional bodies within and outside the architectural field. As well as a comprehensive snapshot of the Reconciliation initiatives found across Canada, this report also highlights the process as it exists in the field of architecture and land acknowledgement in Aotearoa (New Zealand). The scan will be made available to the public as it may be of interest to professionals, professors, other organizations, and regulatory bodies within the architecture profession and beyond.

The research period for this environmental scan was from August to September 2020. Please note that many sources used to compile the information within this document reference information that may have since been removed or updated to a newer version. Reconciliation is an ongoing process. Therefore, the material provided by organizations/associations on their initiatives, land acknowledgements, and commitments may change over time.

This report was prepared by Dani Kastelein - Longlade (M.Arch). Dani is currently residing in Block 2 of the Haldimand Tract, land that was promised to the Haudenosaunee (the Six Nations of the Grand River), within the territory of the Neutral, Anishinaabe, and Haudenosaunee peoples. Dani is of Métis, French, and Dutch heritage. Their historic community is that of Region 7 of the Georgian Bay Métis within the area of Penetanguishene and Lafontaine. Dani is also a Drummond Island descendant with kinship ties that extend to the Red River and within the surrounding region of Lake Huron, Georgian Bay.

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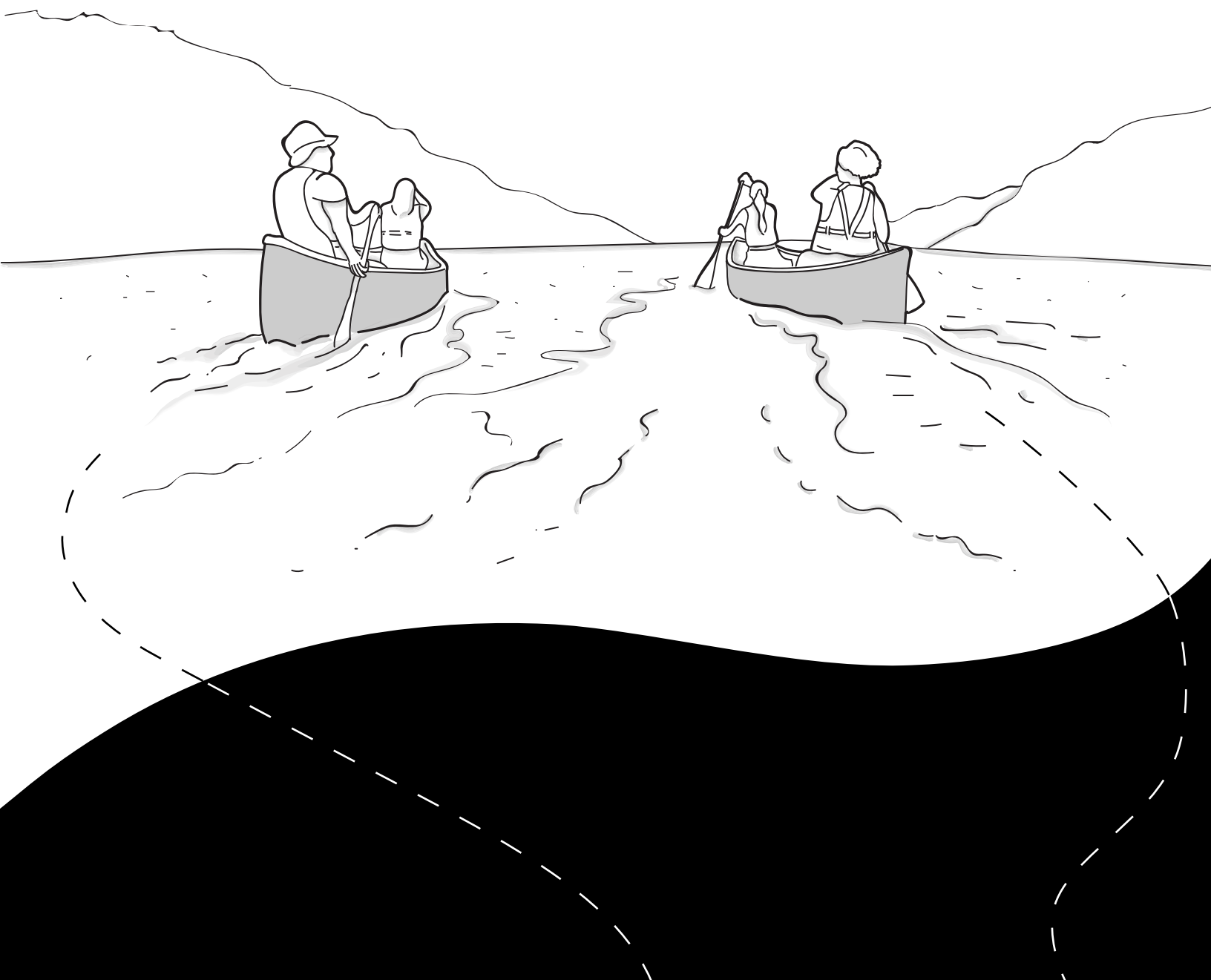
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*"The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation we are forced to go the distance."*

*Justice Murray Sinclair, Truth and Reconciliation Commission of Canada.*



**01**

**INTRODUCTION**

## **Preface**

The information presented in this report was produced for the Ontario Association of Architects' Truth and Reconciliation (OAA TRC) working group in order to provide a broad but comprehensive view of the initiatives implemented by other associations, organizations, and institutions in response to the Truth and Reconciliation Committees' 94 Calls to Action.<sup>1</sup>

The responses implemented by each group have been organized into a series of 3 themes, wherever possible, to help synthesize the information gathered for the working group. These themes may be useful in structuring future OAA initiatives. The themes are as follows:

### **Educate**

Initiatives listed under this theme focus on educating professionals, staff, students, and/or registrants about Indigenous history, contemporary realities, and politics in Canada that apply to the association, organization, or institution who is implementing them.

### **Support**

Initiatives listed under this theme include supports for Indigenous staff, professionals, and/or registrants within the profession as well as Indigenous students who are pursuing a pre-professional and/or professional degree in architecture. This includes removing barriers to education, employment, and licensure for Indigenous People within the profession.

### **Engage**

Initiatives listed under this theme ensure the promotion of public dialogue, public/private partnerships (outreach), and public initiatives which demonstrate the organization's commitments to the TRC Calls to Action as well as further expressions of reconciliation.

During OAA TRC Working Group meetings, several TRC Calls to Action were identified as being applicable to the OAA. Listed below are the Calls to Action which the OAA TRC working group have suggested are within the mandate and ability of the OAA to act upon.<sup>2</sup>

### **Co-facilitators**

Brian Porter  
John Stephenson

### **Participants**

Shannon Bassett  
James Bird  
Cal Brook  
Jake Chakasim  
Roberto Chiotti  
David Fortin  
Matt Hickey  
Bohdana Innes  
Victor Kolynchuk  
Larissa Roque  
Eladia Smoke  
Susan Spiegel  
Monique St. Pierre

### **Staff in Attendance**

Adam Tracey  
Arno van Dijk

### **Call 7**

"We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians."

**Reasoning:** The OAA should be committed to removing barriers for Indigenous people who are seeking employment within the profession and/or choose to pursue an architectural education. This could include outreach opportunities with Indigenous youth and or communities.

### **Call 10, i , ii**

"We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.
- ii. Improving education attainment levels and success rates."

**Reasoning:** The OAA should be committed to removing barriers for Indigenous people who are pursuing an architectural education. Closing educational gaps could be achieved through a series of different initiatives such as funding opportunities (grants, prizes, and scholarships), outreach and mentorship programs.

This could include creating partnerships with Indigenous communities, and post-secondary institutions that offer a pre-professional/professional degree in architecture as well as those that offer a diploma in architectural technology.

**Call 27, Call 57 & Call 92, iii**

27. "We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism."

57. "We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism."

92, iii. "Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism."

**Reasoning:** Architects are responsible for protecting the public interest and therefore should be educated about "the history of Indigenous people, the legacy of the Residential Schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, the Treaties and Indigenous rights. Architects should also receive "skills-based training in intercultural competency, conflict resolution, human rights, and antiracism."

**Call 84, ii & Call 92, ii**

84, ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization."



92, ii. "Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector..."

**Reasoning:** The OAA should work to provide an inclusive and accessible environment within the association and the profession. This includes providing equitable access to employment for Indigenous people and professional development opportunities within the association to learn about Indigenous people, cultures, and perspectives.

### **Call 92, i, ii**

"We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that...Aboriginal communities gain long-term sustainable benefits from economic development projects."

**Reasoning:** Architects are responsible for protecting the public interest, and therefore, should include protecting the interest of Indigenous communities when involved in the process of designing/building with them. As recommended by the OAA Reconciliation for Architecture Roundtable, the OAA could develop a resource outlining best practices when engaging with Indigenous communities and public projects.<sup>3</sup> This would build on the existing research initiated by the Royal Architectural Institute of Canada (RAIC) outlined in the following document; "Four Case Studies Exemplifying Best Practices in Architectural Co-design and Building with First Nations".<sup>4</sup>

Each of the Calls to Action identified by the working group as relevant to the OAA are organized below into the 3 accompanying themes of the scan.

### **Educate**

Call 27

Call 57

Call 92 i

Call 92 iii

### **Support**

Call 7

Call 10 i, ii

Call 84 ii

Call 92 ii

### **Engage**

Call 92 i, ii



Below are examples of responses to the TRC Calls to Action, as well as other initiatives from various associations, organizations, and institutions across Canada. Although detailed, this list does not encompass each and every possible reconciliation strategy. This scan highlights information which may be of use to the Ontario Association of Architects regarding their response to the TRC's Calls to Action within their organization. These examples were prepared using the list of applicable calls to action outlined by the TRC working group that align with the mandate of the OAA.

### Educate

- Cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations
- Resources for staff, professionals, students, and/or registrants
- Changes in curriculum content to include the history about Indigenous people including but not limited to: the dispossession of Indigenous lands, the residential school system, architecture's role in the forced assimilation, and cultural genocide of Indigenous people.

### Support

- Hiring of Indigenous faculty, staff, critics and/or sessional professors
- Funding opportunities, prizes, grants, bursaries, scholarships for Indigenous architecture students
- Creation of more inclusive environments for Indigenous students
- Opportunities for outreach/engagement with Indigenous youth and communities
- Continuing Professional Development opportunities that are in the spirit of reconciliation
- Promotion of systemic changes to policies which create barriers to Indigenous people in the profession (education, employment, licensure)

### Engage

- Endorsement of the TRC's Calls to Action or demonstration of its commitments to reconciliation (symbolic actions, art, sculptures, statements, outreach, collaborative relationships, and placemaking projects)
- Provide best practice guidelines to ensure meaningful and respectful engagement with Indigenous communities

## Sources

<sup>1</sup> Truth and Reconciliation Commission of Canada. "Truth and Reconciliation Commission of Canada: Calls to Action". Exhibits. Accessed August 15, 2020. <https://exhibits.library.utoronto.ca/items/show/2420>.

<sup>2</sup> Ontario Association of Architects. "OAA Reconciliation for Architecture Roundtable: Discussion Notes". Toronto: Ontario Association of Architects. December 17, 2018. p.55-61. [https://www.oaa.on.ca/Assets/Common/Shared\\_Documents/Council/Packages/2020/June%2025,%202020.pdf](https://www.oaa.on.ca/Assets/Common/Shared_Documents/Council/Packages/2020/June%2025,%202020.pdf)

<sup>3</sup> Ibid. p. 6.

<sup>4</sup> Atkins, Louise. "Four Case Studies Exemplifying Best Practices in Architectural Co-design and Building with First Nations." Royal Architectural Institute of Canada. July 13, 2018. <https://raic.org/raic/four-case-studies-exemplifying-best-practices-architectural-co-design-and-building-first#case>

# 02 ARCHITECTURAL REGULATORS

## Overview

Outlined below are some initiatives that have been undertaken by architectural regulators have taken on the responsibility of responding to the TRC Calls to Action. At the time this report was prepared the following regulators have provided a response:

The **OAA** have conducted a reconciliation roundtable and have convened a Truth and Reconciliation Working Group to provide suggestions regarding action items for the OAA.

The **MAA** have issued a statement to their members indicating that they would provide cultural sensitivity training at no cost to their members.

The **AIBC** convened an Indigenous Task Force to provide recommendations regarding action items for the association.

**Note:** Regulators were contacted by email and by phone concerning their response to the TRC. Regulators not listed above had not yet issued a formal statement of commitment or responded to the TRC Calls to Action at the time this report was prepared in the summer of 2020.

OAA - Ontario Association of Architects

Initiatives

March 13th, 2020\_\_\_\_\_TRUTH AND RECONCILIATION WORKING GROUP  
December 17th, 2018\_\_\_\_\_OAA RECONCILIATION FOR ARCHITECTURE ROUNDTABLE

OAA RECONCILIATION FOR ARCHITECTURE ROUNDTABLE

Summary

On December 17th, 2018 the OAA hosted a roundtable discussion on Reconciliation for Architecture focused on two general themes: The significance of the Truth and Reconciliation Report and Calls to Action for the profession and practice of architecture; and the importance and potential of traditional knowledge and values as a driver for the process of design and construction of buildings and infrastructure in Ontario.<sup>1</sup> The Task Force was composed of the following participants:

Staff in Attendance	Participants	
Adam Tracey	Shannon Bassett	Bohdana Innes
Arno van Dijk	James Bird	Victor Kolynchuk
	Cal Brook	Larissa Roque
Co-facilitators	Jake Chakasim	Eladia Smoke
	Roberto Chiotti	Susan Speigel
Brian Porter	David Fortin	Monique St. Pierre
John Stephenson	Matt Hickey	

Methodology

The discussion was organized as a series of three traditional sharing circles utilizing a talking staff which allowed each participant in turn to address the two themes and some closing thoughts. These sharing circles were separated by general discussion and bookended by a beginning and ending ceremony conducted by Indigenous participants. The attendance consisted of an equal number of Indigenous and non-Indigenous architects from across Ontario and was co-facilitated by an Indigenous and a non-Indigenous architect in a spirit of sharing and listening.<sup>2</sup>



### **Highlights from the Discussions<sup>3</sup>**

- Priorities should be focused on the education of youth to achieve a greater awareness of the architectural profession and the opportunities it offers. Practitioners can provide an important role in mentoring Indigenous youth who are entering or considering the architecture profession.
- Outreach for the profession will also need to be focused on opportunities to create enhanced awareness of the importance of traditional knowledge for the design of the built environment.

An important goal will be to arrive at a common understanding of indigenous values, which are more collective in nature than the traditional western focus on individual rights. Priorities should include an evaluation of how such an understanding can inform:

- Procurement practices
- The education and internship of architects, including mentorship
- Continuing education for architects
- Best practices in business (e.g., practice) management, community engagement etc
- Public advocacy and awareness
- Regulatory reform
- Organizational evolution (e.g., de-colonization)

### **Some Suggested OAA Actions**

1. OAA Reconciliation in Context: conduct an environmental scan and prepare a report of what other entities are doing to address the issues and involve Indigenous voices in their operations.
2. RFPs: encourage clients who are working on projects that impact Indigenous persons to involve Indigenous representatives meaningfully on their team.

### Some Suggested OAA Actions<sup>4</sup>

3. Elders Database: Connect with existing Elders' organizations to establish relationships with Elders who are involved or somewhat familiar with the building industry who would be willing and available to partner with OAA members on a project by project basis. Establish an acceptable honorarium for this involvement.
4. Establish an Elder-in-residence position to advise OAA.
5. Engagement Strategy for Public and Indigenous Projects: develop and issue a guidebook or practice note for best practices in engagement when working with Indigenous communities and public projects. Steps should include establishing contact with the community you're [Architects] working with, asking regional entities who has authority to speak for the region, then talking to those persons. This should not be a [document that outlines an] 'ABC' set of steps, rather the guidelines are much more region and project specific.
6. Scholarships and Student Support: establish scholarships and student resources tailored to Indigenous students. Gather a database of available scholarships that Indigenous students could access to undertake their education. Provide mentorship support.
7. Potential Students Outreach: support practicing architects to contact Indigenous youth population centres; establish relationships with Indigenous education entities to publicize the opportunities to Indigenous youth to enter the profession. Encourage job shadowing. Connect Indigenous students with other architecture students.
8. CALA / CACB: Advocate for an Indigenous / traditional knowledge content requirement for education for architects in Canada.
9. Continuing Education Sessions: develop and promote knowledge of Indigenous values and cultural fluency. This should be something required every reporting period.
10. Procurement: Call on the federal government to enforce the policy related to "nothing about us without us." Canadian Council for Aboriginal Business. Contact tribal councils, First Nations Technical Services and begin this relationship with an eye to expanding architects' roles on First Nation lands.
11. Succession Planning: the table [reconciliation roundtable group] advised OAA to establish a formal entity as part of OAA to carry forward these issues. Exact format is unclear. Potential measures that were discussed include: a standing committee; a position on each existing committee; integrating this issue into the mandate of an existing standing committee, such as PAC; an advisory board that meets regularly to review potential initiatives. Of these, the latter seems most viable.

12. Partner with other professions with a federated voice regarding issues of procurement, land ownership / stewardship, breaking down artificial barriers between the very related fields of planning, interiors, landscape, energy, etc.
13. Encourage partnership / co-design with Indigenous practitioners for projects in First Nations and where indigenous cultural content is desired.
14. Outreach & Sounding Board: Reach out to existing Indigenous entities such as the Indigenous Task Force (RAIC) to advise on potential initiatives.

**Note:** For the complete list of the roundtable discussion points, please view the roundtable notes.<sup>5</sup>

### TRUTH AND RECONCILIATION WORKING GROUP

#### Summary<sup>6</sup>

The Truth and Reconciliation Working Group was created based on a recommendation made by the OAA's Reconciliation Roundtable. The Working Group comprises both representatives from Council and Indigenous architects. Its mandate is to explore and recommend a means to establish an OAA De-Colonialization for Architecture Project for examining the current professional regulatory landscape and considering actions to encourage the evolution of the profession and practice of architecture in Ontario toward the recommendations of the Truth and Reconciliation Commission.

The group was briefly called the De-Colonialization for Architecture project but changed its name during the summer of 2020. The Truth and Reconciliation working group was formed in 2020 and has met thrice virtually, on March 13th, June 5th, and June 17th, 2020. Meetings for the group were on a pause from mid-March to early June due to the change of focus for some working group members in order to deal with COVID-19 and the impact on their practices etc. During this time, the group coordinated the undertaking of this environmental scan.

#### Committee Members

**Mr. John K. Stephenson**, Chair and OAA Past President

**Mr. Brian K. Porter**, OAA, Two Row Architect

**Ms. Eladia Smoke**, OAA, LEED®AP, MRAIC, M.Arch., B.Env.Des. Smoke Architecture

**Ms. Larissa Roque**, OAA Intern, MRAIC, March, BEDS, AdvDiplID. Smoke Architecture

**Mr. Calvin Brook**, FRAIC, OAA, MAA, SAA, MCIP, RPP, AICP LEED®AP. BrookMcIlroy

**Mr. Louis-Pierre Bélec**, M.Arch, Intern Architect. Masri O Architects

**Mr. Edward Winter**, BES Urban & Regional Planning, M.Arch., OAA. dpai.

**Michelle Longlade**, Lieutenant Governor in Council

**Ms. Susan Speigel**, OAA Council Senior Vice President & Treasurer

**Mr. Paul Hastings**, OAA Council Vice President Regulatory

**Mr. Andrew Thomson**, OAA Council Vice President Strategic

**Mr. Settimo Vilardi**, OAA Council Vice President Practice

**Ms. Natasha H. Krickhan**, OAA Council. HaNK Architecture + Interiors Inc.

#### Mandate

The mandate of the Committee is to explore and recommend a means to establishing a working group that could examine the current professional regulatory landscape and consider

actions that the OAA might take to encourage the evolution of the profession and practice of architecture in Ontario towards the recommendations of the Truth and Reconciliation Commission. The working group has placed a four-month deadline to develop and cost a short and medium term action plan for consideration by the 2020 OAA Council.

## **Methodology<sup>7</sup>**

A survey was circulated to members of the working group. Once complete, interim survey results were reviewed and circulated within the working group prior to the council meeting on June 5, 2020. During the June 5 meeting, 3 action items emerged as priorities for the working group.

## **Action Items<sup>8</sup>**

- Assemble and synthesize documents and resources created by other organizations as part of an Environmental Scan.
- Organize an Indigenous cultural competency training day for the OAA Council.
- Encourage the creation of a separate working group that takes on racism, racial equality, gender equality, inclusion and diversity.

## **Sources**

<sup>1</sup>Ontario Association of Architects. "OAA Reconciliation for Architecture Roundtable: Discussion Notes". Toronto: Ontario Association of Architects. December 17, 2018. p.55-61. [https://www.oaa.on.ca/Assets/Common/Shared\\_Documents/Council/Packages/2020/June%2025,%202020.pdf](https://www.oaa.on.ca/Assets/Common/Shared_Documents/Council/Packages/2020/June%2025,%202020.pdf)

<sup>2</sup>Ibid.

<sup>3</sup>Ibid. p. 56-59.

<sup>4</sup>Ibid. p.60-61.

<sup>5</sup>Ibid. p.55-61.

<sup>6</sup>Ontario Association of Architects. OAA Council Meeting of June 25, 2020. p.52-53. [https://www.oaa.on.ca/Assets/Common/Shared\\_Documents/Council/Packages/2020/June%2025,%202020.pdf](https://www.oaa.on.ca/Assets/Common/Shared_Documents/Council/Packages/2020/June%2025,%202020.pdf)

<sup>7</sup>Ibid. p.52.

<sup>8</sup>Ibid. p.54.

## **AIBC - Architects Institution of British Columbia**

### **Background<sup>1</sup>**

During the 99th AIBC Annual Meeting, several motions were brought to the floor regarding the Truth and Reconciliation Commission of Canada (TRC). The motions spoke to: recognizing the Final Report and Calls to Action; setting up a task force; providing tools and resources; and, developing a toolkit. Four of the five motions were approved by the members present and were brought forward for council consideration who also supported them.

The AIBC formally recognizes the Truth and Reconciliation Commission of Canada's Final Report. In recognition of its importance, council further elevated the TRC as a priority item by incorporating the initiative into the 2019–2023 AIBC Strategic Plan, with the intention to identify concrete actions the AIBC and architectural profession could take to develop and implement an appropriate response to the Calls to Action from the Report on the Truth and Reconciliation Commission.

### **Initiatives**

November, 2019      AIBC TASK FORCE<sup>2</sup>

### **Summary**

An AIBC Task Force was struck with membership including Indigenous representation. The Task Force was composed of select staff and the following AIBC registrants:

Scott Kemp Architect AIBC  
Patrick Stewart Architect AIBC  
Lubor Trubka Architect AIBC  
Alfred Waugh Architect AIBC

The mandate of the Task Force was to "...develop and implement an appropriate response to the Calls to Action from the Report on the Truth and Reconciliation Commission."

The Task Force presented their review and recommendations of the TRC Calls to Action to AIBC Council earlier this year (2020), which was unanimously endorsed.

Of the Calls to Action, four applied (7, 92i, 92ii, 92iii), and were the basis upon which two AIBC-lead streams were proposed.<sup>3</sup>

The **first stream**, registrant continuing education, introduces professional standard expectations through the provision of courses and the development of practice resources.

The **second stream** concentrates on outreach and capacity building.<sup>4</sup>

### **First Stream**

- Registrant continuing education is likely to cover a wide variety of topics: the history of Indigenous peoples, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), B.C. treaties, the Indian Act and how the federal government works with Indigenous communities, as well as unique built environment considerations in urban, rural or remote settings.
- Registrant practice resources would be tailored to topics such as the regulatory landscape on reserve land, and in particular, the intersection between the Architects Act and Indigenous communities, as well as standards related to reconciliation and the architect's role working with Indigenous communities.

**Note:** The Institute is committed to providing the tools and resources that will help architects take positive steps towards sincere reconciliation through the practice of architecture in B.C.

### **Second Stream**

- The second stream focuses on outreach and capacity building with and within Indigenous communities. Material outlining the role of the regulator, what architects do and don't do, as well as information on pursuing a career in architecture, could be made available. The role of the Certified Professional Program as it applies on reserves that do not have development/permit departments could also be explored.

**Note:** The two streams will be supported by AIBC's scholarship program, expanded in 2019, which provides opportunities for Indigenous students to pursue a career in architecture.

### **Sources**

<sup>1</sup> Architectural Institute of British Columbia, Member Motion from the Floor Update | Truth and Reconciliation Commission of Canada, Truth and Reconciliation Task Force. March 25, 2020. Accessed August 5, 2020. <https://aibc.ca/2020/03/member-motion-from-the-floor-update-truth-and-reconciliation-commission-of-canada/>

<sup>2</sup> Ibid. AIBC Task Force.

<sup>3</sup> Ibid. Action Plan.

<sup>4</sup> Ibid.

### **MAA - Manitoba Association of Architects**

On February 28, 2020, the MAA supported the last Café Conference titled Café Prairie: Nation-to-Nation Conversation.<sup>1</sup> The conference involved a Conversation on Indigenous Principles, Perspectives and Practices in Shaping Canada's Architecture.

On August 25, 2020, the MAA sent a Statement and Call to Action to all members regarding equity and diversity in the profession. This letter was signed by the current MAA president, Lindsay Oster, as well as the past president, Robert Winslow. According to its Member Services Officer, William Sauer, the MAA's intention is to hold one or two seminars for their members on cultural biases, etc. in the near future. This letter was forwarded by email to the OAA.<sup>2</sup>



**See below the MAA Statement of commitment and Call to action issued by email to its members.<sup>2</sup>**

The MAA firmly believes that equity, diversity and inclusivity are of critical importance to the profession. While the MAA's legislated mandate is both clear and focused, in the interests and for the protection of the public, it remains committed to identifying and dismantling any barriers to inclusion and equity that may exist within the context of that regulatory role.

Dating back two years, Council initially focused equity discussions on issues relating to the indigenous community, but agreed that it should become part of a larger equity discussion, due to the value of all those who might identify as minorities that are, or hope to become, members of the MAA.

Moving forward with action is critical. As a first step, the MAA Council has agreed to offer continuing education to all MAA members, at no charge, to encourage employers and employees to become well versed in issues of equity, diversity and inclusivity and help them understand unconscious biases that may exist.

As a second step, Council is following through on its commitment to create an adhoc committee by issuing this call for volunteers who would be prepared to work on both identifying issues and potential action that could serve as appropriate measures to address, in a meaningful way, the lack of diversity within the profession and other unknown issues that might unwittingly be creating barriers to admission or membership in the profession.

Members who are prepared to volunteer to serve on an adhoc Inclusivity and Diversity Committee are encouraged to contact the MAA's Executive Assistant, Candace Fempel, by way of email at: [candace@mbarchitects.org](mailto:candace@mbarchitects.org)

Sincerely,

Lindsay Oster, MAA, MRAIC  
President, Manitoba Association of Architects  
Architects

Robert Winslow, MAA, MRAIC  
Past President, Manitoba Association of

## **Sources**

<sup>1</sup> University of Manitoba. Canadian Architecture Forums on Education. <https://umanitoba.ca/faculties/architecture/events/2019-2020events/CAFEPrarie.html>

<sup>2</sup> Sauer, William. Statement and Call to Action. 2020. Winnipeg: Manitoba Association of Architects. Document forwarded by Email to Dani Kastelein on August 25, 2020.

**03**

**ARCHITECTURAL  
ORGANIZATIONS**

## **Overview**

This section includes the action plans/initiatives of architectural organizations and/or associations responsible for accreditation, certification, and/or national advocacy.

### **RAIC**

RAIC has supported a number of TRC Calls To Action initiatives including: hosting a bi-annual International Indigenous design symposium, and the convening of multiple Task Force committees including the Sustainable Indigenous Communities Task Force (2015), the Indigenous Task Force (2016) and the Truth and Reconciliation Task Force in 2020.

### **CACB**

In 2017, the CACB made changes to its Conditions and Terms for Accreditation to include a new section titled 'Equity, Diversity, and Inclusion'. The CACB has left it up to the institutions' discretion regarding the inclusion of Indigenous content in their respective curriculums.

### **SSAC**

The Society for the Study of Architecture in Canada has convened a Diversity and Equity committee. The committee initiatives are only in its early stages of development. Their first meeting was held on August 12, 2020.

### **ACO**

The Architectural Conservancy of Ontario is teaming up with the SSAC to develop a plan of action regarding equity and inclusivity. This will include combining resources to make cultural awareness training available for their members.

## **RAIC - Royal Architectural Institute of Canada**

### **Initiatives**

February, 2020\_\_\_\_\_TRUTH AND RECONCILIATION (TRC) TASK FORCE  
May 27, 2017\_\_\_\_\_INTERNATIONAL INDIGENOUS ARCH. & DESIGN SYMPOSIUM  
June 09, 2016\_\_\_\_\_INDIGENOUS TASK FORCE  
September, 2015\_\_\_\_\_RAIC SUSTAINABLE INDIGENOUS COMMUNITIES TASK FORCE  
July 13, 2018\_\_\_\_\_FOUR CASE STUDIES EXEMPLIFYING BEST PRACTICES IN ARCHITECTURAL CO-DESIGN & BUILDING WITH FIRST NATIONS

### **RAIC TRUTH AND RECONCILIATION (TRC) TASK FORCE<sup>1</sup>**

#### **Summary**

At the February 2020 RAIC Board Meeting, it was decided to convene a RAIC TRC Task Force to provide this leadership and a motion to strike a TRC Task Force was approved unanimously on February 21, 2020. The RAIC has since committed to building relationships with Indigenous Peoples based on a recognition of rights, respect, cooperation and partnership.

#### **Objectives**

- Engagement of Indigenous stakeholders for sustainable action
- Access to truth about colonization
- Transformation of RAIC to a culturally safe organization

#### **Goal**

Social Justice for Indigenous Peoples

#### **Mandate**

To facilitate sustainable actions that will foster reconciliation within the profession.

#### **Methodology**

The RAIC, in consultation with Patrick Stewart, chair of the RAIC Indigenous Task Force (ITF), the Vice President of Corporate Affairs developed a proposal for the RAIC board to review the report published by the Truth and Reconciliation Commission. Specifically, to review the

recommendations contained within TRC report with the intent of determining how the RAIC and its members can help to facilitate the intent of the recommendations.

**Task Force Activities** (Recommendations)

- Literature reviews on best practices in reconciliation and decolonization practices;
- Provide access to truth about colonization (e.g. webinars, education, written);
- Build knowledge for architects to practice with cultural safety and humility;
- Recruitment and retention of Indigenous architects;
- Mentoring program;
- Sponsor KAIROS Blanket Exercise as workshop for delegates at Conference;
- Ensure inclusion and participation of elders and Indigenous knowledge keepers and a respect for the perspective and education at events;
- Publish a position statement.

**Timeframe**

July 2020- July 2021

- Monthly meetings via tele/video conference
- 90 minutes per meeting
- Face-to-face meeting during Conference on Architecture (June 4-9, 2021)

## RAIC INTERNATIONAL INDIGENOUS ARCHITECTURE AND DESIGN SYMPOSIUM

### Summary

"The symposium took place on May 27, 2017, at the Wabano Centre for Aboriginal Health in Ottawa, ON in conjunction with the RAIC annual Festival of Architecture. It was the first project undertaken by the RAIC Indigenous Task Force, whose purpose is to foster and promote Indigenous design and architecture in Canada in rural, Métis and Northern communities, First Nations and urban spaces and to advocate with and on behalf Indigenous communities. The symposium's theme was Reconciliation, Place-Making, and Identity.

Presenters spoke about a variety of design and other issues facing Indigenous communities across Canada and internationally. Overarching themes emerged, such as the inclusion of local Indigenous communities in the design process, incorporation of traditional design elements, the preservation of culture, and remembrance of history."<sup>2</sup>

### Presenters

#### *SESSION 1 : Kora Sessions from Aotearoa New Zealand*

##### *Members of Ngā Aho from New Zealand*

- Shayna-Lucy Curle  
(Cultural Magnitude: Interactive visual mapping a hybrid network for indigenous data)
- Elisapeta Heta  
(Te Kawenata o Rata: A covenant between New Zealand Institute of Architects and Ngā Aho, the society of Māori design professionals)
- Rau Hoskins  
(The evolution of Marae Aotearoa, N.Z. as a critical factor in cultural resilience)
- Jade Kake  
(Papakāinga Design Principles and Applications)
- Rebecca Kiddle  
(Decolonizing the Colonial City)
- Jacqueline Paul  
(Te Aranga Design Principles)
- Desna Whaanga-Schollum  
(Ngā Aho: Network of Māori Design Professionals)

## ***SESSION 2 : Respecting the Land and Identity***

Moderator : Brian Porter

- Alfred Waugh  
(Cultural sensitivity and environmental responsibility)
- Kim Walton  
(Building for the Future: Passive House for Indigenous Communities)
- Dr. Linda Many Guns  
(Blackfoot Crossing: The Building Form as a Metaphor for Traditional Knowledge)

## ***SESSION 3 : Creating Consensus & Engagement***

Moderator : Ouri Scott

- Kevin O'Brien  
(Architecture and Consent)
- Tiffany Shaw-Collinge  
(Urban Engagements for Indigenous People)
- K. Jake Chakasim  
(Original Teachings: 'Grandfathered Into' an Architecture of Reconciliation)

## ***SESSION 4 : Indigenous Design: Tools, Methods & Processes***

Moderator : Eladia Smoke

- Wanda Dalla Costa  
(Re-Operationalizing Indigenous Culture: Architecture as Storytelling)
- James K. Bird  
(Exploring Conciliation through Architecture Nehiyawak (Plains Cree) Perspective)
- Harriet Burdett-Moulton  
(Aboriginal Form – Not Just a Wrapping to Functionality: Cultural Expression Resulting from Community Consultation)

### Attendees

The symposium hosted 160 registered delegates. It attracted a broad cross-section of Indigenous participants as well as architects, designers, and other professionals working in Indigenous contexts.<sup>3</sup>

### Themes<sup>4</sup>

- Architecture has an important role in giving agency back to Indigenous people to reclaim their heritage, reconnect with their learnings and traditions, and express their culture and aspirations.
- Architecture is a powerful means to imprint on the urban, rural and Northern landscapes the thousands of years of knowledge and presence of Indigenous peoples.
- The design process in Indigenous architecture and community planning is fundamental where Elders, community, architects, and designers together create a common vision.
- Indigenous values of culture, connection, community, respect, reciprocity, harmony with the natural world and environmental sustainability are at the heart of the process and the design.
- These designs resonate and contribute positively to healing, cultural transmission, and reconciliation when they are rooted in Indigenous teachings and cultures, values, themes, symbolism, form, and natural materials.
- Indigenous architecture is an international movement, providing mutual learning, support, and effective practices, such as the Maori Responsiveness
- Design Principles for decision-making on design, planning, procurement, and service delivery adopted by Auckland, New Zealand.
- Through education and practice, Indigenous architecture offers a regenerative voice and new solutions to challenge and amend the colonial worldview that dominates the architecture and community design landscape.



## Highlights Report

### Summary

The richly illustrated 56-page report summarizes the presentations of more than 20 Indigenous architects, designers, and other professionals as well as students and interns from across Canada, the United States, Australia, and New Zealand. Jason Surkan and RAIC staff produced the Highlights Report.<sup>5</sup>

### Ngā Aho

Ngā Aho is a national network of Māori design professionals that seeks opportunities to raise awareness, increase knowledge, foster relationships, and develop capacity in Māori design and planning issues. Māori cultural aspirations, process, and practices are shared and developed through a network that supports and upholds traditional cultural relationships.<sup>6</sup>

### Selection Process

The RAIC received 68 proposals from across Canada, as well as New Zealand, Australia, the United States, and Norway, to fill 12 spaces on the symposium panels. As a result, the working group made the unanimous decision to privilege Indigenous voices for the first symposium and considered only speakers self-identifying as Indigenous.<sup>7</sup>

**Note:** The symposium inspired members of the task force, led by Mr. Cardinal, to submit a proposal to the Canada Council for the Arts to represent Canada at the 2018 Venice Biennale in Architecture. The proposal was titled UNCEDED: Voices of the Land and was accepted.<sup>8</sup>

*"Too often First Nation, Métis, and Inuit capital projects are designed with minimal community involvement, and ultimately fail to meet community objectives for this reason,"*

*"We need designers and designs that can create long-term relevance, exemplify a respectful cultural and economic and environmental responsibility to sustainable development, and consider the reciprocal well-being and quality of life of the people."<sup>9</sup>*

Patrick Reid Stewart

### RAIC INDIGENOUS TASK FORCE<sup>10</sup>

#### Summary

The Royal Architectural Institute of Canada (RAIC) Indigenous Task Force (ITF) was officially launched on June 09, 2016 in Snuneymuxw territory (Nanaimo, British Columbia) during the 2016 RAIC Festival of Architecture. The ITF is chaired by Dr. Patrick Luugigyoo Stewart (Nisga'a), MRAIC. ITF members include architects, designers, academics, intern architects and architectural students. The ITF has replaced the Sustainable Indigenous Communities Task Force.

#### Mandate

The core purpose of the ITF is to foster and promote Indigenous design and architecture in Canada in rural, Métis and Northern communities, First Nations and urban spaces and to advocate with and on behalf Indigenous communities. The Royal Architectural Institute of Canada and the ITF alike believe strongly that Architecture is a public-spirited profession with an important role in reconciliation – addressing injustices by giving agency back to Indigenous people.

### RAIC International Indigenous Architecture and Design Symposium

To plan the symposium, the Indigenous Task Force formed a working group that defined the symposium objectives: building the Indigenous Task Force network; increasing its public profile; and featuring key topics of interest.

\* **Note:** The ITF have adopted the Terms of Reference from the RAIC Sustainable Indigenous Communities Task Force.

*"The RAIC and the RAIC Indigenous Task Force believe that architecture is a public-spirited profession with an important role in reconciliation – addressing injustices by giving agency back to Indigenous people..."<sup>11</sup>*

*Past RAIC President Michael Cox, FRAIC.*

## **RAIC SUSTAINABLE INDIGENOUS COMMUNITIES TASK FORCE<sup>12</sup>**

### **Terms of Reference**

#### Purpose

- Indigenous people have great capacity and right to lead the discussions that affect them. Community engagement by outsiders is often late in the process, hasty and watered down, with silence from the participants regarded as consent.
- We as design professionals also have capacity to listen, to aid in the process by asking the right questions that will engage the communities. Our task force comprised of indigenous professionals and experienced individuals have a stake in the health of these communities.
- Many government-built settlements in Canada's indigenous communities have been compared to Third World situations. The adequacy and quantity of housing is often lacking, as are basic municipal services such as firefighting and clean drinking water. These settlements are frequently affected by preventable natural disasters, such as seasonal flooding. Spaces and structures that support traditional cultural practices, and therefore indigenous identity, are seldom provided. The living conditions in these communities embody the inequities faced by Canada's indigenous peoples.
- It is the position of the RAIC that the correction of these conditions is integral to the effort to achieve reconciliation between indigenous and non-indigenous communities, and that the communities themselves must lead the discussion. It is the intent of this task force to provide credible, trusted thought leadership in support of this position.

#### Deliverables

- The Sustainable Indigenous Communities Task Force will provide to the Board of Directors recommendations for advocacy positions in relation to quality of life issues in indigenous communities.
- Documentation will be focused, detailed, and grounded in well-documented research.

### FOUR CASE STUDIES EXEMPLIFYING BEST PRACTICES IN ARCHITECTURAL CO-DESIGN & BUILDING WITH FIRST NATIONS<sup>13</sup>

“...through a collaborative co-design approach, architects were successful in taking the visions, ideas, and preferences of their Indigenous clients, and turning them into designs that resonate with the community and are technically sound...These designs and building projects reflect Indigenous identity and become a base for cultural reclamation and growth.”

#### Summary

The report titled Four Case Studies Exemplifying Best Practices in Architectural Co-design and Building with First Nations is a resource for architects, designers, clients, funders, and policy-makers involved in the creation of new infrastructure facilities and housing in First Nation, Inuit, and other Indigenous communities. It is available on the RAIC website.

Co-design is a collaborative design process between Indigenous communities and architects. In the four case studies, the vision of the community was articulated and developed through working with architects who listened. The resulting building designs were anchored in Indigenous peoples' connection with the natural world and reflected who they are as people – their traditions, culture, values and lifestyles, and their aspirations.

#### Case Study Projects

##### *Emily C. General Elementary School and IL Thomas Elementary School*

Building Type : School  
Location: Six Nations of the Grand River, Ontario  
Architect: Brian Porter, MRAIC

##### *Squamish Lil'Wat Cultural Centre*

Building type: Cultural Centre  
Location: Squamish and Lil'Wat First Nations, British Columbia  
Architect: Alfred Waugh, MRAIC

##### *Quilakwa Centre*

Building type: Administrative and Business Centre  
Location: Splat'sin te Secwepemc First Nation, British Columbia  
Architect: Norman Goddard  
Designer: Kevin Halchuk

### ***Pilot Nunavik Duplex***

Building type: Housing

Location: Quaqtaq, Nunavik, Quebec

Architect: Alain Fournier, FIRAC

### **Sources**

<sup>1</sup> Royal Architectural Institute of Canada. RAIC Truth and Reconciliation (TRC) Task Force Outline. June 9, 2020. [https://raic.org/sites/raic.org/files/trctaskforce\\_outline20200609.pdf](https://raic.org/sites/raic.org/files/trctaskforce_outline20200609.pdf)

<sup>2</sup> Royal Architectural Institute of Canada. Reconciliation, Place-Making, and Identity: RAIC releases report on International Indigenous Architecture and Design Symposium. November 29, 2018. <https://raic.org/news/reconciliation-place-making-and-identity-raic-releases-report-international-indigenous>

<sup>3</sup> Royal Architectural Institute of Canada. *Highlights Report, RAIC International Indigenous Architecture and Design Symposium*. Wabano Centre for Aboriginal Health, Ottawa, Ontario. May 27, 2017. p.3. [https://raic.org/sites/raic.org/files/highlightreport\\_english\\_1.pdf](https://raic.org/sites/raic.org/files/highlightreport_english_1.pdf)

<sup>4</sup> Ibid. p. 4.

<sup>5</sup> Royal Architectural Institute of Canada. Reconciliation, Place-Making, and Identity: RAIC releases report on International Indigenous Architecture and Design Symposium. November 29, 2018. <https://raic.org/news/reconciliation-place-making-and-identity-raic-releases-report-international-indigenous>

<sup>6</sup> Royal Architectural Institute of Canada. *Highlights Report, RAIC International Indigenous Architecture and Design Symposium*. Wabano Centre for Aboriginal Health, Ottawa, Ontario. May 27, 2017. p.10. [https://raic.org/sites/raic.org/files/highlightreport\\_english\\_1.pdf](https://raic.org/sites/raic.org/files/highlightreport_english_1.pdf)

<sup>7</sup> Ibid. p. 5.

<sup>8</sup> Royal Architectural Institute of Canada. RAIC welcomes Indigenous architecture exhibit. Accessed August 3, 2020. <https://raic.org/news/raic-welcomes-indigenous-architecture-exhibit>

<sup>9</sup> Royal Architectural Institute of Canada. *Highlights Report, RAIC International Indigenous Architecture and Design Symposium*. Wabano Centre for Aboriginal Health, Ottawa, Ontario. May 27, 2017. p.3. [https://raic.org/sites/raic.org/files/highlightreport\\_english\\_1.pdf](https://raic.org/sites/raic.org/files/highlightreport_english_1.pdf)

<sup>10</sup> Royal Architectural Institute of Canada. Indigenous Task Force. Accessed August 3, 2020. <https://raic.org/raic/indigenous-task-force>

<sup>11</sup> Ibid.

<sup>12</sup> Royal Architectural Institute of Canada. Terms of Reference for the RAIC Sustainable Indigenous Communities Task Force. Sept, 2020. [https://raic.org/sites/raic.org/files/raic/documents/tor\\_sustainable\\_indigenous\\_communities\\_e.pdf](https://raic.org/sites/raic.org/files/raic/documents/tor_sustainable_indigenous_communities_e.pdf)

<sup>13</sup> Royal Architectural Institute of Canada. July 13, 2018. RAIC presents case studies on designing with Indigenous communities. <https://raic.org/news/raic-presents-case-studies-designing-indigenous-communities>

## CACB - Canadian Architectural Certification Board

### Initiatives

2019\_\_\_\_\_UPDATES TO THE CACB CONDITIONS AND TERMS FOR ACCREDITATION

### CACB CONDITIONS AND TERMS FOR ACCREDITATION

Below is the updated section on Diversity and Inclusivity in the CACB Conditions and Terms for Accreditation:<sup>1</sup>

#### 3.3 Equity, Diversity, and Inclusion

The Program must conform to provincial and institutional policies that augment and clarify the provisions of the Charter of Rights and Freedoms as they apply to social equity. Policies in place that are specific to the school or professional Program should be clearly stated, as well as the means by which the policies are communicated to current and prospective faculty, students, and staff.

The Architecture Program Report (APR) must include procedures in place to achieve equity, diversity, and inclusion in school operations and activities.

*In the spirit of reconciliation, the following are items CACB has also actioned:<sup>2</sup>*

- Reconciliation and Integration are planned to be part of the topics that will be discussed at the CACB Conference in 2021.
- CACB's calls for nominations for volunteers (i.e. Board members, Visiting Teams, Assessors) acknowledges diversity and gender balance.
- Since 2019, a standing item on the Board's meetings agendas is to acknowledge Indigenous lands on which the meetings are held.
- Updated Condition for Accreditation of Professional programs in Architecture (2017 edition /effective in 2019) reflects the importance of cultural diversity and inclusion (Condition 3.3: Equity, Diversity, and Inclusion, 3.4: Student Composition, Well-Being, and Enrichment, and Student Performance Criteria B4: Cultural Diversity and Global Perspectives).
- Promotion of Indigenous architecture through its governing documents (e.g. image of a Douglas Cardinal project on the Conditions and Terms for Accreditation document).

## Sources

<sup>1</sup> Canadian Architectural Certification Board. CACB Conditions and Terms for Accreditation for Professional Degree Programs in Architecture, 2017 Edition. 2017. p. 13.

<sup>2</sup> Mohand-Said, Mourad. Truth and Reconciliation OAA Scan. Items actioned by the CACB in the spirit of reconciliation. Email sent to Dani Kastelein, August 25, 2020.

## **SSAC - Society for the Study of Architecture in Canada**

### **Initiatives**

August 12, 2020 (First Meeting) \_\_\_\_\_ DIVERSITY AND INCLUSION COMMITTEE  
June 22, 2020 \_\_\_\_\_ STATEMENT ON RACIAL JUSTICE

### **DIVERSITY AND INCLUSION COMMITTEE<sup>1</sup>**

#### **Terms**

It is agreed that the committee shall meet on a monthly basis. It is also agreed that it is important to set tasks to complete monthly.

#### **Committee Members**

Magdalena Miłosz (Interim Co-chair, SSAC Communications Officer)  
Rebecca Lemire (Interim Co-chair, SSAC Secretary)  
Emanuel Jannasch (SSAC Member)  
Stephanie Mah (SSAC Member, VP, ACO Toronto)  
Julia Tischer (SSAC Member)  
Cédric St. Amour (SSAC Member)

#### **Action Items<sup>2</sup>**

- Ensure there is a specified (non-standardized) land acknowledgment made at each conference/AGM. A recommendation towards doing so/developing a policy around this should go into our report.
- Rebecca and Magda will bring up issue of a BIPOC Speaker's Fee at next Officers Meeting
- Committee members will begin to devise an official list of potential speakers
- Create a survey to better understand the demographics of the current SSAC membership



## STATEMENT ON RACIAL JUSTICE

*Below is the SSAC's statement on racial justice written by Magdalena Miłosz. This statement was issued on June 22, 2020.<sup>3</sup>*

"The Society for the Study of Architecture in Canada stands in solidarity with Black communities and supporters across North America as they protest historic and ongoing racial injustice, including the wrongful murders of Black people at the hands of police. Black Lives Matter.

As scholars, practitioners, educators, and students of the built environment, we recognize that our field has long played a role in systemic racism. Whether through consolidation of white settler presence via architecture, histories that exclude the spaces of marginalized communities, or other practices that purport blindness to race, Canadian architecture is not free of racism or racist histories.

We acknowledge that we must do better to address these histories as well as issues of diversity and inclusion within the SSAC. In order to begin these conversations, the SSAC is forming a Diversity, Equity, and Inclusion Committee and currently looking for interested members."

### Sources

<sup>1</sup> SSAC Diversity & Equity Committee. First Meeting Minutes. Society for the Study of Architecture in Canada. August 12, 2020.

<sup>2</sup> Ibid.

<sup>3</sup> Society for the Study of Architecture in Canada (SSAC/SEAC). Statement on Racial Justice and New Diversity, Equity, and Inclusion Committee. June 22, 2020. <https://canada-architecture.org/statement-on-racial-justice-and-new-diversity-equity-and-inclusion-committee/>

**04**

**PARALLEL  
ORGANIZATIONS**

## Overview

Overall, initiatives set in motion by different organizations are varied. The most common are funding opportunities for Indigenous people, establishment of a working group, and the inclusion of cultural sensitivity training.

Indigenous cultural training has been identified as a priority by many organizations. A common recommendation in many of the reports in response to the TRC was to initiate professional standards for continuous professional learning to ensure members are building knowledge and understanding of Indigenous histories, perspectives, worldviews, cultures, and belief systems. These CPD programs are usually tailored specifically for the organization. Although there was a strong push from consultants to implement mandatory training, some have decided to only make it voluntary. Others like the Law Society of Ontario recognize that 'mandatory compliance with CPD programs should not be viewed as disciplinary or punitive,' and have therefore initiated 3 hours of mandatory CPD.

Many organizations have also made internal organizational changes to better respond to the TRC Calls to Action in order to participate more actively in the act of reconciliation. These include amendments to their code of conduct/ethics, by-laws, as well as their statements of purpose.

Other professional organizations outside of the profession of architecture such as the Law Society of Ontario and Canadian Society of Landscape Architects, to provide a few examples, have identified a need to support and collaborate with institutions providing a professional degree. Activities include scholarships, donations to provide support for Indigenous Cultural Competency Training and various Indigenous community outreach initiatives.

Overall, there are many organizations that have recognized their professional obligations to provide a more open and inclusive environment for BIPOC members/registrants.

## CAA - Canadian Archaeological Association

### Initiatives

EST. 2019\_\_\_\_\_INDIGENOUS ISSUES COMMITTEE  
\_\_\_\_\_PRINCIPLES OF ETHICAL CONDUCT  
\_\_\_\_\_STATEMENT AND PRINCIPLES OF ETHICAL CONDUCT  
\_\_\_\_\_STATEMENT ON UNDRIP AND TRC CALLS TO ACTION

### INDIGENOUS ISSUES COMMITTEE

#### Statement of Purpose

*The CAA Indigenous Issues committee supports the CAA Statement of Principles for Ethical Conduct Pertaining to Aboriginal Peoples. In this capacity, the committee will:*

- Identify high-priority issues relating to archaeological heritage in Indigenous communities.
- Make recommendations to the CAA Board of Directors and Committees about addressing the needs and concerns of Indigenous communities.
- Provide advice on the activities of related CAA Committees when their actions intersect with Indigenous Issues.
- Work with the CAA and related organizations to increase the representation of Indigenous peoples in archaeology and provide support for those Indigenous archaeologists.
- Host an annual lunch at the Canadian Archaeology Association Annual Meeting for Indigenous archaeologists.
- Additional activities as determined by the Committee, the CAA Membership, and Indigenous communities.

## **Current Membership**

Chair:	Kisha Supernant, AB (2019–2021)
Members:	Lindsay Foreman, BC (2020–2023) Kaitlin MacLean, NS (2020–2023) Paulette Steeves, ON (2020–2023) Krista Zawadski, NU (Student Member 2020-2023)

## **Terms**

The term of service is three years, beginning and ending at the AGM. Terms can be renewed once.

## **PRINCIPLES OF ETHICAL CONDUCT<sup>1</sup>**

### **Aboriginal Relationships**

Recognizing that the heritage of Aboriginal Peoples constitutes the greater part of the Canadian archaeological record, the Canadian Archaeological Association has accepted the Statement of Principles for Ethical Conduct Pertaining to Aboriginal Peoples. Members of the Association have agreed to abide by those Principles.

### **Professional Responsibilities**

- Comply with all legislation and local protocols with Aboriginal Peoples, as described in the Statement of Principles for Ethical Conduct Pertaining to Aboriginal Peoples, as appropriate in each province and/or territory
- Allow the expression of alternative views of the past

### **Public Education and Outreach**

- Actively cooperate in stewardship of archaeological remains with aboriginal peoples

## STATEMENT AND PRINCIPLES OF ETHICAL CONDUCT <sup>2</sup>

### Summary

The objectives of the Canadian Archaeological Association include the promotion, protection and conservation of the archaeological heritage of Canada, and the dissemination of archaeological knowledge. Canadian archaeologists conduct their activities according to the principles of scholarly practice and recognize the interests of groups affected by their research. Whereas the heritage of First Nations Peoples constitutes the greater part of the Canadian archaeological record, this document presents a Statement of Principles that guides members of the Association in their relationships with Aboriginal peoples.

### Principles

#### *Consultation*

1. To recognize the cultural and spiritual links between Aboriginal peoples and the archaeological record.
2. To acknowledge that Aboriginal people have a fundamental interest in the protection and management of the archaeological record, its interpretation and presentation.
3. To recognize and respect the role of Aboriginal communities in matters relating to their heritage.
4. To negotiate and respect protocols, developed in consultation with Aboriginal communities, relating to the conduct of archaeological activities dealing with Aboriginal culture.

#### *Aboriginal Involvement*

1. To encourage partnerships with Aboriginal communities in archaeological research, management and education, based on respect and mutual sharing of knowledge and expertise.
2. To support formal training programs in archaeology for Aboriginal people.
3. To support the recruitment of Aboriginal people as professional archaeologists.

*Sacred Sites and Places*

1. To recognize and respect the spiritual bond that exists between Aboriginal peoples and special places and features on the landscape.
2. To acknowledge the cultural significance of human remains and associated objects to Aboriginal peoples.
3. To respect protocols governing the investigation, removal, curation and reburial of human remains and associated objects.

*Communication and Interpretation*

1. To respect the cultural significance of oral history and traditional knowledge in the interpretation and presentation of the archaeological record of Aboriginal peoples.
2. To communicate the results of archaeological investigations to Aboriginal communities in a timely and accessible manner.

**2020 Annual Meeting Sessions (Cancelled Due to COVID)**

*Working for Sioux Valley Dakota Nation: Finding missing Indigenous children to foster restorative justice, repatriation, and reconciliation through forensic anthropology and archaeology at the Brandon Residential School<sup>3</sup>*

Session: Working for Communities: Beyond Data Collection in North American Archaeology

Katherine Nichols - Simon Fraser University

Darian Kennedy - Brandon University & Community Liaison Sioux Valley Dakota Nation

Emily Holland - Brandon University

John Albanese - University of Windsor

Deanna Reder - Simon Fraser University

Dongya Yang - Simon Fraser University

Hugo Cardoso - Simon Fraser University

Eldon Yellowhorn - Simon Fraser University

### May 18, 2019 Annual Meeting Sessions

*Finding Indigenous Children: The Brandon Indian Residential School Project*<sup>4</sup>

Session: Communities and Collections

Eldon Yellowhorn - Department of First Nations Studies, Simon Fraser University  
Katherine Nichols - Department of First Nations Studies, Simon Fraser University  
Hugo Cardoso - Department of Archaeology, Simon Fraser University  
Dongya Yang - Department of Archaeology, Simon Fraser University  
Elton Taylor - Sioux Valley Dakota Nation

*Visiting with my Relatives: Enacting wahkohtowin and kîhokewin through Métis archaeology*<sup>5</sup>

Session: Communities and Collections Session

Kisha Supernant - University of Alberta

### May 3-4, 2018 Annual Meeting Sessions

*Indigenous Cultural Resource Ceremonies*<sup>6</sup>

Session: Learning from the Ancestors II: Collaboration and Community Engagement

Jim Jones - Minnesota Indian Affairs Council

*Do My Braids Look Different? Indigenous Identity in Archaeology*<sup>7</sup>

Session: Learning from the Ancestors II: Collaboration and Community Engagement

Danielle Desmarais - University of Toronto

*Reframing Archaeology and Indigenous Heritage*<sup>8</sup>

Session: Unsettling Archaeology

Kevin Brownlee - Manitoba Museum

### 2017 Annual Meeting

Session: *Indigenous Engagement in Heritage Resource Management*<sup>9</sup>

*Honesty is the Best Policy:*

*The Value of Public Disclosure in the Management of Cultural Resources*

Spicer, Gareth (Turtle Island Cultural Resource Management, Calgary, Alberta)



**Twinning the Highway, Archaeology in the Face of Destructive Processes**

Spearing, Whitney (Sugar Cane Archaeology, Williams Lake, British Columbia)

**Bistcho Lake Revisited: Mbe' cho 2013-2017**

Kwiecien, Grzegorz, Ashley Dixon, Jody Pletz, Kris Sullivan (Taiga Heritage Consulting, Grande Prairie, Alberta)

**Archaeology as Saviour and Slayer of the Past: A View from the Saugeen Ojibway Nation**

Ritchie, Doran and William R. Fitzgerald (Saugeen Ojibway Nation Environment Office, Neyaas-hiinigmiing, Ontario)

**Mieux connaître le Ndakinna : la contribution de l'archéologie collaborative au processus d'affirmation territoriale de la Nation Abénakise**

Treyvaud, Geneviève (Université Laval, Québec, Québec), Suzie O'Bomsawin, Marie-Ève Samson (Bureau du Ndakinna au Grand Conseil de la Nation Waban-Aki)

**Tr'ëhudè: Bridging Traditional Law and Self-Government**

Beaumont, Jody and Lee Whalen

**Understanding Cultural Change in Modern Archaeological Practice – A Perspective from Nova Scotia**

MacLeod-Leslie, Heather and Kait MacLean (Kwilmu'kw Maw-klusuaqn Negotiations Office, Truro, Nova Scotia)

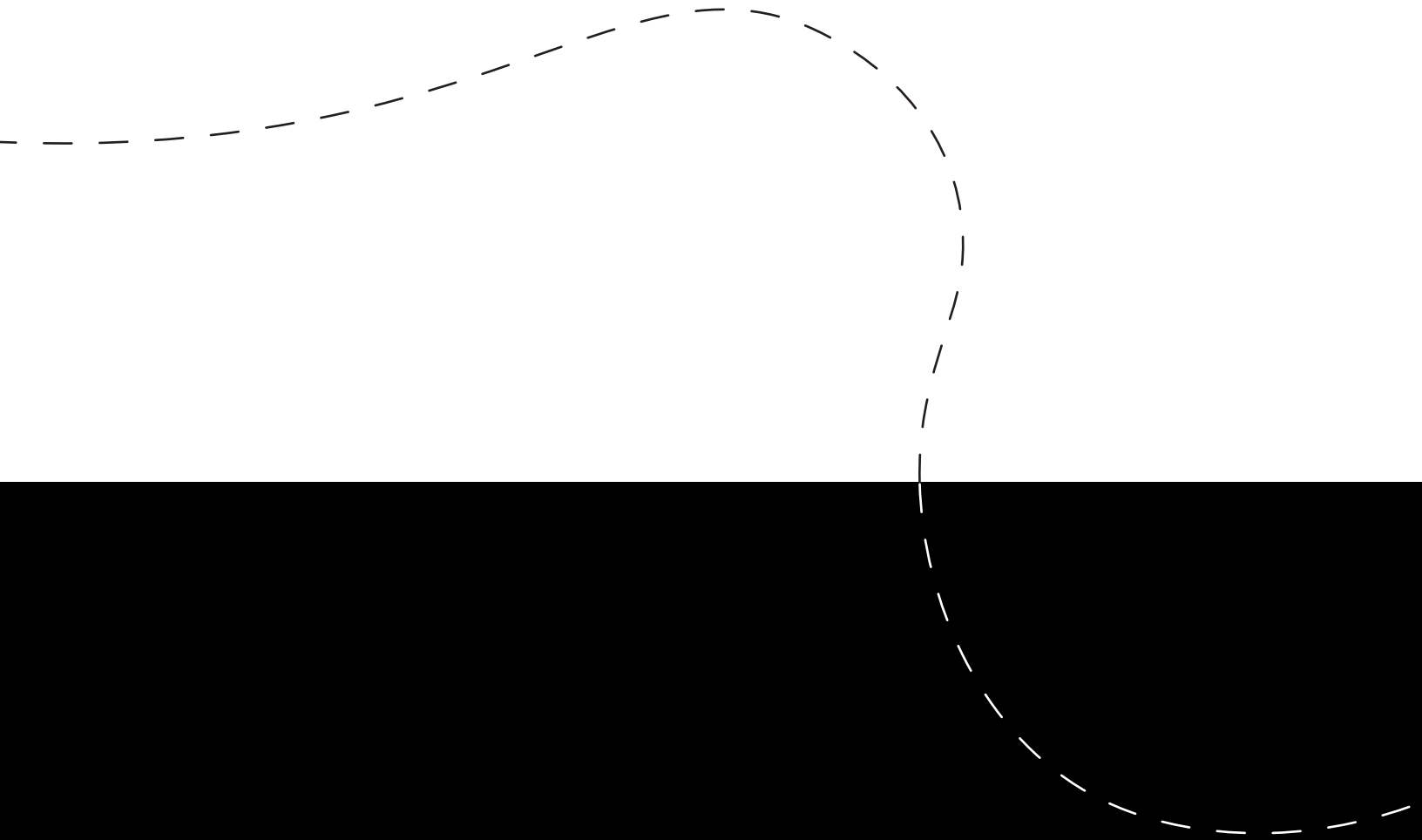
**STATEMENT ON UNDRIP AND TRC CALLS TO ACTION<sup>10</sup>**

When dealing with Indigenous archaeological sites and artifacts, CAA members agree:

- To acknowledge that Indigenous peoples have the right to maintain, control, protect, and develop their archaeological heritage
- To consult with and make every reasonable effort to obtain free, prior and informed consent from relevant Indigenous peoples prior to conducting archaeological investigation of Indigenous archaeological sites or remains
- To provide education and training whenever possible for all archaeological staff in their employ on Indigenous rights, history, and treaties, and the legacy of residential schools

## 04 Parallel Associations

- To invite Indigenous people to participate on every archaeological project and to make every reasonable effort to hire and train Indigenous people to conduct not only archaeological fieldwork, but also labwork analysis and interpretation of archaeological data and writing of reports
- To educate Indigenous peoples, developers, and the general public about the importance and results of archaeological work in a timely manner, in close consultation with Indigenous communities of relevance
- To encourage all levels of government to consult with Indigenous communities and organizations to amend policies and legislation so that Indigenous rights to control and protection of their archaeological heritage are consistent with the principles of UNDRIP and the TRC Calls to Action.





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<sup>2</sup> Canadian Archaeological Association. "Statement of Principles for Ethical Conduct Pertaining to Aboriginal Peoples". [canadianarchaeology.com/caa/bout/ethics/statement-principles-ethical-conduct-pertaining-aboriginal-peoples](https://canadianarchaeology.com/caa/bout/ethics/statement-principles-ethical-conduct-pertaining-aboriginal-peoples). Accessed 15 Aug. 2020.

<sup>3</sup> Canadian Archaeological Association. Working for Sioux Valley Dakota Nation: Finding missing Indigenous children to foster restorative justice, repatriation, and reconciliation through forensic anthropology and archaeology at the Brandon Residential School. Annual Meeting Sessions. 2020. <https://canadianarchaeology.com/caa/annual-meeting/abstracts/working-sioux-valley-dakota-nation-finding-missing-indigenous-children>. Accessed 15 Aug. 2020.

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<sup>5</sup> Canadian Archaeological Association. Visiting with my Relatives: Enacting wahkohtowin and kîhokewin through Métis archaeology. Annual Meeting Sessions. May 18, 2019. <https://canadianarchaeology.com/caa/annual-meeting/abstracts/visiting-my-relatives-enacting-wahkohtowin-and-kihokewin-through-metis>. Accessed 15 Aug. 2020.

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<sup>7</sup> Canadian Archaeological Association. Do My Braids Look Different? Indigenous Identity in Archaeology. Annual Meeting Sessions. May 3, 2018. <https://canadianarchaeology.com/caa/annual-meeting/abstracts/do-my-braids-look-different-indigenous-identity-archaeology>. Accessed 15 Aug. 2020.

<sup>8</sup> Canadian Archaeological Association. Reframing Archaeology and Indigenous Heritage. Annual Meeting Sessions. May 3, 2018. <https://canadianarchaeology.com/caa/annual-meeting/abstracts/reframing-archaeology-and-indigenous-heritage>. Accessed 15 Aug. 2020.

<sup>9</sup> Canadian Archaeological Association. Session Schedule S-21 Indigenous Engagement in Heritage Resource Management. 2017. <https://canadianarchaeology.com/caa/annual-meeting/session-schedule/session-schedule-indigenous-engagement-heritage-resource-management>. Accessed 15 Aug. 2020.

<sup>10</sup> Canadian Archaeological Association. Statement on UNDRIP and TRC Calls to Action | Canadian Archaeological Association / Association Canadienne d'archéologie. [canadianarchaeology.com, canadianarchaeology.com/caa/about/ethics/statement-undrip-and-trc-calls-action](https://canadianarchaeology.com/caa/about/ethics/statement-undrip-and-trc-calls-action). Accessed 15 Aug. 2020.



## **ICOMOS - International Council on Monuments and Sites**

### **Initiatives**

2020\_\_\_\_\_SCIENTIFIC SYMPOSIUM: INDIGENOUS HERITAGE THEME  
December 11-15, 2017\_\_\_\_\_WORKING GROUP ON INDIGENOUS HERITAGE

### **ICOMOS GA2020 SCIENTIFIC SYMPOSIUM: INDIGENOUS HERITAGE THEME<sup>1</sup>**

#### **Summary**

The GA2020 Scientific Symposium “Shared Cultures – Shared Heritage – Shared Responsibility” will comprise six themes, of which one is: “INDIGENOUS HERITAGE: sharing, exchange, and control”. The Co-chairs for this theme are Dr Chris Wilson (Ngarrindjeri/Kaurna, Nunga; ICOMOS Australia) and Dr Diane Menzies (Ngāti Kahungunu, Māori; ICOMOS New Zealand).

#### **Papers**

Albert Ogle, Theme: The Threats to the Spirit of Place “Returning to the Places of Wounded Memory”. The Role of World Heritage Sites in Reconciliation.

### **WORKING GROUP ON INDIGENOUS HERITAGE**

#### **Summary<sup>2</sup>**

At the General Assembly in Delhi in 2017, ICOMOS members voted unanimously on a resolution on indigenous heritage. This resolution is in line with the objectives of the World Heritage Convention, a large number of international charters and national committees, as well as on the declaration of Nara on authenticity. Its purpose was to emphasize the need to focus on the complex dimensions of this heritage in order to better equip the organization and contribute to its protection. The resolution emphasizes the following points:

- Recognizes that the definition and conservation of Indigenous cultural heritage requires the development of guidance that reflects the form and nature of this heritage

- Further acknowledges that the inclusion of Indigenous peoples and of their perspectives in the development of this guidance is a goal that needs to be pursued through the work of ICOMOS National and International Scientific Committees;

This led to a motion to convene a working group composed of ICOMOS National and International Scientific Committees members within the first year following the adoption of this resolution.

### **Mandate<sup>3</sup>**

The mandate of this working group is to develop guidance on the theory and best practices related to the identification and conservation of Indigenous cultural heritage this working group will strive to include the leadership of Indigenous peoples from around the world, it is understood that it will not legitimately reflect all the views or impede on the rights of Indigenous peoples.

### **Priorities<sup>4</sup>**

A first emphasis on the place of indigenous heritage within the framework of the World Heritage Convention, in particular on the ability of the Guidelines guiding the implementation of the World Heritage Convention to provide adequate tools in the preparation and evaluation of indigenous values;

- The formalization of the working group and the development of a work plan;
- The holding of an international meeting on the subject in Canada.

### **Sources**

<sup>1</sup> International Council on Monuments and Sites. 19th General Assembly of ICOMOS, New Delhi, India, 11 to 15 December 2017: Resolutions of the General Assembly Report. 2017. [https://www.icomos.org/images/DOCUMENTS/General\\_Assemblies/19th\\_Delhi\\_2017/19th\\_GA\\_Outcomes/GA2017\\_Resolutions\\_EN\\_20180206finalcirc.pdf](https://www.icomos.org/images/DOCUMENTS/General_Assemblies/19th_Delhi_2017/19th_GA_Outcomes/GA2017_Resolutions_EN_20180206finalcirc.pdf)

<sup>2</sup> International Council on Monuments and Sites. WG on Indigenous Heritage. [www.icomos.org](http://www.icomos.org), [www.icomos.org/en/what-we-do/disseminating-knowledge/icomos-working-groups?start=2](http://www.icomos.org/en/what-we-do/disseminating-knowledge/icomos-working-groups?start=2). Accessed 23 Aug. 2020.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

## CSLA - Canadian Society of Landscape Architects

### Initiatives

July, 2018 \_\_\_\_\_ INDIGENOUS ISSUES TASK FORCE DISCUSSION DOCUMENT  
November 5, 2018 \_\_\_\_\_ RECONCILIATION ADVISORY COMMITTEE ACTION PLAN  
November 6, 2016 \_\_\_\_\_ THE INDIGENOUS ISSUES TASK FORCE  
2016 \_\_\_\_\_ PUBLIC STATEMENT ON TRC  
May 22, 2015 \_\_\_\_\_ RATIFIED CORE PRINCIPLES

### Summary

In 2015, the CSLA ratified amendments to their Canadian Landscape Charter to include additional statements to their core principles regarding Indigenous people. The CSLA has published an action plan in response to the TRC calls to action. It includes a table with tasks and deliverables with fixed yearly timelines (from 2019-2021), a lead for the program or action, as well as the resources required for the initiative. Each action is organized into 3 different categories which include: 1. National Engagement, Action and Advocacy, 2. Integrating information about Indigenous Issues into the CSLA's existing systems and structures, and 3. Engage the schools of landscape architecture.<sup>1</sup>

### INDIGENOUS ISSUES TASK FORCE DISCUSSION DOCUMENT<sup>2</sup>

Date: July 2018

#### *Discussion paper outline and contents*

- Overview of the ratified Core Principles in 2015.
- Definition of the TRC, UNDRIP, Treaties
- CSLA Awareness, Education, Leadership and Advocacy Opportunities
- Recommended actions, both internal and external (Schools of Architecture)
- Next Steps

#### *CSLA's DRAFT Statement on Landscape Architecture and Reconciliation*

- Feedback requested from their members
- Draft Statement, including Reconciliation Pillars



*CSLA's DRAFT Statement on Landscape Architecture and Reconciliation*

- Acknowledgement
- Awareness
- Engagement

*Reconciliation Principles*

- Recognizing Indigenous landscapes
- Respecting Indigenous Peoples of Canada
- Being Inspired by Indigenous landscape stewardship
- Showing leadership

**Note:** The CSLA recognizes that landscapes are integral to the Canadian identity and to its diverse cultures, including the First Nations, Inuit and Métis Peoples, and that they are a fundamental component of Canada's natural and cultural heritage, which contributes to human well-being.

**RECONCILIATION ADVISORY COMMITTEE ACTION PLAN<sup>3</sup>**

Author: Reconciliation Advisory Committee (RAC)

Date: November 5th, 2018

**Goals**

*That the CSLA, Component Associations, members, and Schools of Landscape Architecture:*

- Acknowledge the histories, identities, cultures and rights of the First Nations, Inuit and Metis Peoples of Canada. (Engage & Educate)
- Achieve awareness and understanding of Indigenous peoples, landscapes, culture, rights and issues, opportunities and challenges. (Educate)
- Are effective participants in the process of reconciliation (Engage)

### Objectives

- Incorporation and consideration of Indigenous peoples, their values, their voices, and their knowledge in the planning, design and management of the Canadian landscape. (Engage)
- Genuine and positive engagement between Indigenous Peoples of Canada and Landscape Architects on the management, planning and designs that affect First Nations, Inuit and Metis Peoples of Canada and their landscapes. (Engage)
- Increased participation of Indigenous people in the profession of landscape architecture. (Support & Engage)

### INDIGENOUS ISSUES TASK FORCE<sup>4</sup>

#### Mandate

“to guide the CSLA in improving awareness and capacity for supporting Canada’s First Nations, Inuit, and Métis Peoples through landscape architecture and land use planning within our leadership, membership and schools of landscape architecture.”

**Note:** On November 5th, 2018, the CSLA Board of Directors approved a motion to rename the Indigenous Issues Task Force the Reconciliation Advisory Committee (RAC) and approved an action plan for the RAC.

### RATIFIED CORE PRINCIPLES<sup>5</sup>

**Core Principles in the Canadian Landscape Charter (CLC) that directly apply to Indigenous people (Ratified in 2015)**

Recognize landscapes as vital: By ensuring that all landscapes are understood and respected for their geographic, cultural, heritage, social, aesthetic, economic and environmental values, whether as cultural and/or natural features, or as physical and/or abstract entities. By ensuring that all landscapes are considered, from the most precious and well-known to the most ignored and spoiled, whether they are wild, rural or urban.

Consider all peoples: By increasing the awareness and understanding of the traditional values, ecological knowledge and practices of the various Canadian communities, including First Nations, Inuit, and Métis Peoples, which relate to customary stewardship of the land, and by considering these values and practices in both management and design.

Inspire stewardship: By embracing new knowledge, practices and tools together with traditional ecological knowledge and practices.

- Providing leadership and information on the Calls to Action and reconciliation for our Component Associations and members through communications, collaborations and strategic partnerships. (Engage)
- Advocating for the profession of landscape architecture on Indigenous issues of national importance and Indigenous landscape. (Engage)

### **Responsibilities<sup>6</sup>**

- Affirm the CSLA Reconciliation Action Plan as our policy responding to the TRC Calls to Action by our profession. (Engage)
- To articulate the principles and values of our profession to respond to the Calls to Action through our programs, activities and actions for reconciliation with the Indigenous Peoples of Canada and their landscapes. (Engage)
- To build bridges between our profession and Indigenous Peoples of Canada. (Engage)
- To provide opportunities for future generations of Indigenous Landscape Architects. (Support)
- To acknowledge and support the capacity of indigenous communities to enact self-determination through the design and planning of their communities and landscapes (Support)

### **Recommended Actions<sup>7</sup>**

*Recognizing the strategic values of the CSLA, and the principles of the Canadian Landscape Charter, the action plan will take a multi- year, staged approach that aims to:*

- Increase awareness and understanding of Indigenous people and issues, opportunities and challenges among our Society, members, schools, and within our public role
- Recognize the TRC “Calls to Action” and UNDRIP, and provide leadership and information on reconciliation for our members through communications, collaborations and strategic partnerships.
- Effectively advocate for the profession of landscape architecture on issues of national importance and Indigenous landscape.

### CSLA Initial Action Recommendations

- Examine ways to develop partnerships with national Indigenous leadership organizations, our component associations, and with our allied professional associations, to advance the role that landscape architects can offer in reconciliation, beginning with a meeting of the Society with national Indigenous organizations. (Engage)
- Prepare a position paper in collaboration with the Positions Paper Working Group of the Advocacy Task Force, and submit to the CSLA Board for endorsement. (Educate)
- Prepare a detailed action plan and policy/implementation framework, addressing the following:

### Internal to the CSLA

- Prioritize and develop resources, or links to existing resources, to meet the needs of our members for informed awareness of Indigenous issues. This would include resources required by members on Indigenous history, current conditions and issues facing Indigenous communities and Indigenous landscapes, and the legal rights of Indigenous People in Canada. (Educate)
- Inform members of external services offered through national Indigenous organizations to bring landscape architects into certification and continuing education programs (e.g. Aboriginal Awareness Training online – Canadian Council for Aboriginal Business certification for “Progressive Aboriginal Relations-PAR”). (Support)

### Schools of Landscape Architecture

- Working with the Landscape Architecture Accreditation Council (LAAC) and Schools of Landscape Architecture, identify the requirements for Indigenous studies programs (TRC and UNDRIP recommendations re: education, awareness, curriculum, access to education; bursaries, scholarships). Working with the schools, identify approaches to integrate Indigenous issues into the core curriculum so every new Landscape Architect graduates with a basic knowledge in this area of practice. (Support)
- Develop an education and outreach program with Indigenous communities across the country to introduce Indigenous youth to the profession of landscape architecture. (Support)

- Work with the Landscape Architecture Canada Foundation (LACF) and Schools of Landscape Architecture to establish financial supports (scholarships and bursaries) for Indigenous students.

## **Communications and Outreach**

- Use Landscapes|Paysages magazine, the CSLA Awards of Excellence, the CSLA bulletin (when relevant), and annual Congress to present Indigenous issues to our members and the public.
- Organize workshops or webinars as part of professional development.
- Working with LACF, develop a fund and encourage specific research on Indigenous Opportunities in Landscape Architecture.

## **Sources**

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<sup>2</sup> Canadian Society of Landscape Architects. Indigenous Issues Task Force Discussion Document. July 2018. [https://www.csla-aapc.ca/sites/csla-aapc.ca/files/IITF%20Discussion%20Paper%20July%202018\\_0.pdf](https://www.csla-aapc.ca/sites/csla-aapc.ca/files/IITF%20Discussion%20Paper%20July%202018_0.pdf)

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<sup>4</sup> Ibid. p.2.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid. p.4.

<sup>7</sup> Canadian Society of Landscape Architects. Indigenous Issues Task Force Discussion Document. July 2018. p.6. [https://www.csla-aapc.ca/sites/csla-aapc.ca/files/IITF%20Discussion%20Paper%20July%202018\\_0.pdf](https://www.csla-aapc.ca/sites/csla-aapc.ca/files/IITF%20Discussion%20Paper%20July%202018_0.pdf)

## **OALA - Ontario Association of Landscape Architects**

### **Initiatives**

2019\_\_\_\_\_ANNUAL REPORT: UPDATE ON RECONCILIATION ACTION PLAN

2018\_\_\_\_\_ANNUAL REPORT: UPDATE ON WORK BY INDIGENOUS TASK FORCE

2015\_\_\_\_\_INDIGENOUS TASK GROUP

### **INDIGENOUS ISSUES TASK GROUP**

#### **2019 Annual Report Update**

The Reconciliation Action Plan led by Chris Grosset, Nunavut Association of Landscape Architects, is underway after the CSLA Board approved of the plan to continue the work of the Indigenous Issues Task Force. Chris is meeting with various groups and components with interest in the universities as to how the Truth and Reconciliation Calls to Action (TRCA) plan is being incorporated or addressed.<sup>1</sup>

The current CE (Continuing Education) Committee met starting in the second half of 2019 to discuss new topics for training opportunities. Committee discussions commenced in September 2019 with Liat Margolis, MLA Program Director at Daniels Faculty of Architecture Landscape and Design, University of Toronto, to hold a Truth and Reconciliation Workshop (Indigenous Cultural Competency Training) via a trained presenter with the objective of incorporating its teaching into landscape architecture practice. Students and OALA members attended one of two the near-capacity, two hour, in-person sessions on November 13th and 14th, 2019 at the Daniels School. Participants confirmed that there was an excellent exchange of information. The CE Committee and OALA Council are working to find options to offer a second Truth and Reconciliation Seminar training session or a possible change to a webinar format for a wider audience.<sup>2</sup>

#### **2018 Annual Report Update**

The Task Group has completed the research on the Truth and Reconciliation Commission Report. An Environmental Scan was released shortly after the report was published, this scan is a working document. A Reconciliation Action Plan was approved by Council to continue the work of the task force engaging with national and provincial Indigenous associations.<sup>3</sup>

A major focus in the year 2018 was to increase outreach to members working outside of the urban realm as well as inclusivity of Indigenous voices on the editorial board.<sup>4</sup>

The OALA has committed "to include Indigenous voices in [their] pages wherever possible, highlighting issues relating to [the] profession and seeking voices for more inclusive and robust discussion."<sup>5</sup>

## **Events and Financial Support**

### *University of Guelph Landscape Architecture<sup>6</sup>*

In early November, about 40 students visited Crawford Lake to have a conversation about the sacredness of the land and our relationship to it and stewardship of it with indigenous knowledge keepers Catherine Tammaro and Joanne Keeshig. Later in the month, students in both programs participated in an important dialogue through a panel discussion called 'Supporting Diversity and Growing Equality in the Design Professions' featuring speakers from the Toronto based 'Building Equality in Architecture Toronto (BEAT) and London based 'Women in Landscaping'.

### *Crawford Lake Field trip with OALA support<sup>7</sup>*

Forty-five students, both BLA and MLA (Bachelor and Master of Landscape Architecture), participated in an experiential learning field trip to Crawford Lake which included a wide ranging and emotionally charged conversation with two indigenous knowledge keepers. The University of Guelph (UofG) student community is grateful to the OALA for providing financial support for this initiative, which is anticipated to be integrated into the professional practice course in an ongoing basis.

### *John H. Daniels Faculty of Architecture, Landscape, and Design - U of T<sup>8</sup>*

The MLA (Master of Landscape Architecture) Program received a \$1,000 donation from the OALA to support Truth and Reconciliation Calls to Action. Leveraging this gift and in collaboration with the OALA Continuing Education Committee, the MLA program hosted Indigenous Cultural Competency Trainings on Nov 13 and 14, 2019 for 120 participants (40 MLA students and faculty [at no cost] and 80 OALA Professionals [at a reduced cost.]) This was the first training of this kind that the OALA has ever offered to its membership. The training was delivered by Michael Etherington: <http://www.michael Etherington.com/bio.html>.

### **John H. Daniels Faculty of Architecture Curricular Changes**

“Indigenous Perspectives on Landscape Architecture” offered by Sessional Instructor, Doug Anderson (Métis, Naadmaagit Ki Group).<sup>9</sup>

### **John H. Daniels Faculty of Architecture Faculty Accomplishments**

December 2018 – April 2019

Liat Margolis received a University of Toronto Access Programs University Fund (\$200,000) grant titled “Nikibii Dawadinna Giigwag – Indigenous Youth Employment Opportunities Programs” in partnership with First Nations House, the Toronto and Region Conservation Authority (TRCA), and Elders and Indigenous professionals.

In May 2019, she presented on the Indigenous youth program at the CSLA Congress: Reconciliation in Vancouver, along with three co-creators: Elder Whabagoon (Ojibwe, Lac Seul Nation), Lucia Piccinni (then TRCA now Evergreen) and Sheila Boudreau (then TRCA now EOR Inc.) A co-authored article on the Indigenous youth program appeared in the Fall issue of *Landscapes / Paysages on Reconciliation*.<sup>10</sup>

### **Landscaping Project** (Published in OALA’s Ground Magazine, issue 50)

*De-colonizing: Indigenization at Evergreen with Isaac Crosby*<sup>11</sup>

Crosby is Black and Ojibwe from Anderdon, unceded land about half an hour south of Windsor, and he is one of 13 employees who comprise the Indigenous Inclusion Working Group (IIWG) at Evergreen. The focus of the group, which has been in place for four years, is to Indigenize the Brick Works, through policy development, programs, and leadership. “It was a rough start,” Crosby notes, with characteristic directness, “but we’re now going full-steam ahead. We have a ways to go, but we’re doing it.”

One of the priorities of the IIWG is to develop strong and meaningful relationships with Indigenous people and organizations, and to partner with First Nations in Indigenous place-making at the Brick Works.



## Conferences and Talks

### **Round Table - Systems Change and Innovation: Shifting the Foundations, Moderated by Lorraine Johnson, Eric Klaver, OALA and Katie Strang<sup>12</sup>**

*Landscape Architecture and Indigenous Territories:*

Mike Hensel, OALA, and Devin Tepleski in conversation about relationship-building, responsibilities, and honouring the treaties

"There is a huge opportunity for landscape architects to participate in landbased issues affecting First Nation communities. If you can understand the land and intrinsic cultural connections and bridge that through sensitive analyses of the land and provision of design solutions, that's what we, as a discipline, are well positioned to do and have the skills for. I have been very fortunate and honoured to have been provided access to First Nation communities and to assist them with projects involving the modification of the landscapes within their Traditional Lands."<sup>5</sup>

### **Blog Entry Outreach: The Power of Reconciliation<sup>13</sup>**

*Review of how institutions are decolonizing their curriculum, bring on systematic reconciliatory change and how.*

"Many academic institutions have since undertaken a process to examine the ways in which they are providing education to Indigenous, as well as non-Indigenous students."

Efforts to build pathways for reconciliation in a number of key areas, including Indigenous spaces, curriculum, faculty hires, student access, and engagement with Indigenous communities.

Landscape Architecture programs and professional practice alike are critically underrepresented by Indigenous peoples. After many conversations, lectures, workshops with and by Indigenous peoples within and without the academy, I realized that, in order to have meaningful change to our institutional culture, it is necessary to support the hiring of Indigenous Elders, knowledge keepers, scholars, and professionals, and support the enrolment of Indigenous graduate students. Yet, in order to do so, it is necessary to support the enrolment of undergraduate students. And since Indigenous students are nearly absent in either our graduate or undergraduate programs, it is necessary to focus our attention on youth.

**Responding to Reconciliation: Coordinated By Lorraine Johnson And Katie Strang**

*Ground, the quarterly publication of the OALA, of sent the following questions to OALA members, associates, and students:<sup>14</sup>*

- How should the landscape architecture profession move forward—collectively— with reconciliation?
- What steps are you taking, or do you see as priorities, in your own practice, to advance the goals of reconciliation?
- What resources do you need to further advance the goals of reconciliation in your own practice and within the profession as a whole?

## Sources

<sup>1</sup> Ontario Association of Landscape Architects. 2019 Annual Report, AGM, OALA 20/20 Vision. Toronto: Ontario Association of Architects. 2019. p.32. [https://www.oala.ca/wp-content/uploads/2020/06/Annual-Report-2019\\_FINAL.pdf](https://www.oala.ca/wp-content/uploads/2020/06/Annual-Report-2019_FINAL.pdf)

<sup>2</sup> Ibid. p.44.

<sup>3</sup> Ontario Association of Landscape Architects. 2018 Annual Report. Toronto: Ontario Association of Architects. 2018. p.29. [https://www.oala.ca/wp-content/uploads/2019/05/Annual-Report-2018\\_FINAL\\_Digital.pdf](https://www.oala.ca/wp-content/uploads/2019/05/Annual-Report-2018_FINAL_Digital.pdf)

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<sup>5</sup> Ibid. p.48.

<sup>6</sup> Ontario Association of Landscape Architects. 2019 Annual Report, AGM, OALA 20/20 Vision. Toronto: Ontario Association of Architects. 2019. p. 54. [https://www.oala.ca/wp-content/uploads/2020/06/Annual-Report-2019\\_FINAL.pdf](https://www.oala.ca/wp-content/uploads/2020/06/Annual-Report-2019_FINAL.pdf)

<sup>7</sup> Ibid. p.60.

<sup>8</sup> Ibid. p.62.

<sup>9</sup> Ibid. p.64.

<sup>10</sup> Ibid. p.65.

<sup>11</sup> Ontario Association of Landscape Architects. Ground 50 – Summer 2020 – Flow. August 6, 2020. <https://www.oala.ca/ground-details/?issue=43042>

<sup>12</sup> Ontario Association of Landscape Architects. Round Table: Systems change and innovation. Shifting the Foundations. [https://www.oala.ca/ground\\_articles/round-table-2/](https://www.oala.ca/ground_articles/round-table-2/)

<sup>13</sup> Ontario Association of Landscape Architects. Outreach: The power of Reconciliation. August 6, 2020. [https://www.oala.ca/ground\\_articles/outreach/](https://www.oala.ca/ground_articles/outreach/)

<sup>14</sup> Ontario Association of Landscape Architects. Responding to Reconciliation. August 6, 2020. [https://www.oala.ca/ground\\_articles/responding-to-reconciliation/](https://www.oala.ca/ground_articles/responding-to-reconciliation/)

## **CIP - Canadian Institute of Planners**

### **Initiatives**

2018\_\_\_\_\_POLICY ON PLANNING PRACTICE AND RECONCILIATION  
2017\_\_\_\_\_CIP STRATEGIC PLAN  
2013\_\_\_\_\_INDIGENIZING PLANNING ANNUAL PLAN CANADA PUBLICATION  
2003\_\_\_\_\_INDIGENOUS COMMUNITY PLANNING COMMITTEE

## **POLICY ON PLANNING PRACTICE AND RECONCILIATION**

### **Summary**

The development of this policy was led by CIP's Indigenous Community Planning Committee, comprised of Indigenous and non-Indigenous practitioners, dedicated to building capacity for Indigenous planning and community development across Canada. The policy was developed through extensive engagement with Indigenous planning practitioners and community leaders, along with CIP members, over an eighteen-month period. Engagement was carried out through the use of individual interviews, focus groups, and surveys. The policy was ratified by the CIP Board of Directors in December of 2018.<sup>1</sup> The document reinforces its commitments to the TRC Calls to Action and UNDRIP and acknowledges the detrimental impact that discriminatory planning practices have had.

### **Policy Objectives<sup>2</sup>**

- Support TRC and UNDRIP calls to action
- Planners advocate for and work to co-create meaningful planning processes among Indigenous communities and municipalities, regions, provinces, and territories.
- Planners support enhanced opportunities for Indigenous people to enter the planning profession and celebrate the strengths, skills, and knowledge they bring to the profession.
- Planners understand the jurisdictional and legal context of planning, as it relates to treaties and the rights of Indigenous peoples.
- Planners advocate for planning policy and legislation that ensure the rights, knowledge, protocols, and planning methods of Indigenous peoples are respected.

- Planners recognize and uphold Indigenous planning approaches, law, and governance systems
- Planners respect the diversity of Indigenous peoples across Canada and their self-determined planning processes and goals.

### **Indigenous Planning Approaches**

*Indigenous planning approaches must be:*

- Community-driven, inclusive, and representative of the diversity of community voices, e.g., youth and elders, women and men.
- Empower community members to share reflections and concerns, and identify appropriate solutions using both individual and community strengths.
- Provide time to hear and understand the experiences and emotions embodied in people's stories.
- Use traditional knowledge to shape processes and inform decisions.
- Prioritize land stewardship and strive for responsible development.

### **Role of Planners<sup>3</sup>**

- Demonstrate awareness and respect for Indigenous communities, cultural protocols and practices, local knowledge and decision-making systems, and self determination.
- Understand the historical lack of Indigenous participation in public policy process and development, the legacy of residential schools, and the intergenerational impacts these have had on people and communities. (Educate)
- Practice with cultural safety and cultural humility through active listening, learning, and understanding to confront and eliminate biases in their own practice and in the planning profession. (Educate)
- Seek to understand the Indigenous context and history of the region they work in, including the communities, Nations, and cultures present. (Educate)

## 04 Parallel Associations

- Advocate for changes in planning policy and legislation to be more respectful of the rights and knowledge of Indigenous peoples. (Engage)
- Understand federal and provincial legal rulings that could impact how the practice of planning is undertaken. (Educate)

### **Participate in Mutual Capacity Building<sup>4</sup>**

- Understand that Indigenous communities can be administratively overburdened and under-resourced, which can restrict a community's ability to respond to requests for engagement in predetermined timeframes.
- Remain flexible to ensure that sufficient space and time is created for respectful planning relationships to be built.
- Approach capacity building as mutually beneficial, i.e., treat interactions with Indigenous communities not only as occasions to exercise knowledge, training, skill, and expertise, but as an opportunity to learn how one's own knowledge of good planning can be enhanced by traditional practices, which may represent millennia of community and ecological stewardship.
- Approach capacity-building from a perspective of self-determination, i.e., by working with the community to define its own planning processes and identifying where planning skills could supplement and reinforce community strengths.

### **Action Items<sup>5</sup>**

#### **Educate**

- Ensure that practicing planners have access to the resources, information, training, and other support they need to embed the principles of reconciliation in their practice.
- Build awareness of Indigenous history, rights, issues, and culture among practicing planners through the Institute's Continuous Professional Learning program.

#### **Support**

- Support and encourage Indigenous people to consider a career in planning and explore other ways in which they can bring their knowledge to the profession.

## Engage

- Advocate for international and federal policies and actions that contribute to reconciliation.
- Consider additional implementation priorities, based on an annual environmental scan and membership survey.
- Promote reconciliation in its communications, policy and advocacy, educational standards, professional development activities, and its work with other professions
- Support the integration of Indigenous history, rights, issues, and culture in the curricula of planning schools and as a core competency for the accreditation of professional planners.

**Note:** The CIP clearly define their role and relationship with Indigenous People. By implementing ways to support Indigenous communities and people as well as promote reconciliation. Building awareness of Indigenous history, rights, issues, and culture among practicing planners through the Institute's Continuous Professional Learning program.

## CIP STRATEGIC PLAN

### Advocacy Goals

"...the Institute will identify and actively engage in planning themes that support environmental, social, and economic best practices. This includes focus on improving the quality of life within non-Indigenous and Indigenous communities in Canada and abroad through excellence in professional planning that supports:

- Resilient and sustainable communities
- Inclusive and diverse communities" <sup>6</sup>

## **INDIGENOUS COMMUNITY PLANNING COMMITTEE**

### **Mandate**

"The Indigenous Community Planning Committee (ICPC) mandate is to support the practice of community and regional planning through solidarity with Indigenous Peoples, and our shared aspirations in areas such as strong governance, land stewardship, economic prosperity, self-reliance, social justice, health and well-being, and sustainable infrastructure."<sup>7</sup>

### **Objectives**

#### **Educate**

- Mobilize the knowledge, experience and skills of its membership<sup>8</sup>
- Increase the profile and understanding of how CIP's mandate, programs, and committees serve its membership, Indigenous peoples, and the public interest<sup>9</sup>
- Increase the standards and competencies of Indigenous planning practice<sup>10</sup>
- Identify and develop planning projects, educational initiatives, outreach programs, forums, workshops, and tools to support Indigenous planning practice<sup>11</sup>
- Build and lead in an information and knowledge sharing network for planners<sup>12</sup>

#### **Support**

- Recognize and include planners who are working with Indigenous Peoples or within communities<sup>13</sup>
- Identify and secure funding opportunities that support Indigenous planning education, projects, and practice<sup>14</sup>

#### **Engage**

- Respect and learn from Indigenous planning knowledge, values, systems, and protocols<sup>15</sup>
- Support the decolonization of planning and systems impacting and influencing Indigenous communities<sup>16</sup>



- Address issues of importance to the planning profession and/or the public interest as they pertain to Indigenous Peoples<sup>17</sup>
- Develop strategic partnerships between CIP and Indigenous governments or agencies, and support organizations to promote the aspirations of Indigenous Peoples and planning practice<sup>18</sup>
- Monitor, assess, and support federal and international goals and programs that impact Indigenous communities, including the UN Declaration on the Rights of Indigenous Peoples and the New Urban Agenda<sup>19</sup>
- Review the Truth and Reconciliation Commission's Call to Action and identify where CIP can support the reconciliation objectives<sup>20</sup>
- Advise Board of potential opportunities for CIP representatives to engage in relevant roundtables or committees of other organizations<sup>21</sup>
- Identify and support opportunities to enhance the activities planned for CIP's centenary (2019), in collaboration with the Centenary Committee<sup>22</sup>
- Identify and support opportunities to profile, respect, and include Indigenous peoples in CIP activities<sup>23</sup>

## **Conferences & Talks**

Generation 2019<sup>24</sup>

Dr. Hayden King

## **Awards**

CIP 2012 Awards for Planning Excellence<sup>25</sup>

Spirit Garden – Brook McIlroy

### Sources

<sup>1</sup> Canadian Institute of Planners. Planning Practice and Reconciliation. Cip-icu.ca. 2019. p.10. <http://cip-icu.ca/getattachment/Topics-in-Planning/Indigenous-Planning/policy-indigenous-en-interactive.pdf.aspx>

<sup>2</sup> Ibid. p.5.

<sup>3</sup> Ibid. p.6.

<sup>4</sup> Ibid. p.8.

<sup>5</sup> Ibid. p.9.

<sup>6</sup> Canadian Institute of Planners. Our CIP: Strategic Plan, 2017-2020. February 2017. p. 12. [https://cip-icu.ca/getattachment/Who-We-Are/About-Us/OURCIP\\_StrategicPlan\\_FINAL.pdf.aspx](https://cip-icu.ca/getattachment/Who-We-Are/About-Us/OURCIP_StrategicPlan_FINAL.pdf.aspx).

<sup>7</sup> Canadian Institute of Planners. Indigenous Community Planning Committee Terms of Reference. 2 Dec. 2017. p.1-2. <https://www.cip-icu.ca/getattachment/Becoming-a-Planner/Volunteer-Opportunities/Indigenous-Community-Planning-Committee-TOR-v2.pdf.aspx>

<sup>8</sup> Ibid. p.1

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid. p.1

<sup>12</sup> Ibid. p.2

<sup>13</sup> Ibid. p.1

<sup>14</sup> Ibid. p.2

<sup>15</sup> Ibid. p.1

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid. p.2

<sup>23</sup> Ibid.

<sup>24</sup> Canadian Institute of Planners. GENERATION 2019 Keynote- Dr. Hayden King. 2019. <https://vimeo.com/348904854>.

<sup>25</sup> Canadian Institute of Planners. The Spirit Garden, Canadian Institute of Planners 2012 Awards for Planning Excellence - Aboriginal Community Planning & Development Category Submission. March 15, 2012. [http://www.cip-icu.ca/Files/Awards/Planning-Excellence/CIP2012-Awards\\_-\\_Spirit-Garden-Submission.aspx](http://www.cip-icu.ca/Files/Awards/Planning-Excellence/CIP2012-Awards_-_Spirit-Garden-Submission.aspx).

## Ontario Professional Planners Institute

### Initiatives

April 9, 2019\_\_\_\_\_ADVISORY COMMITTEE

June, 2019\_\_\_\_\_INDIGENOUS PERSPECTIVES IN PLANNING REPORT

June, 2019\_\_\_\_\_RESOURCE LIST

March 23, 2018\_\_\_\_\_INDIGENOUS PLANNING PERSPECTIVES TASK FORCE

### ADVISORY COMMITTEE

On April 9, 2019, the Task Force and Advisory Committee met for a full-day session to formulate recommendations that would point the path forward for OPPI. The Indigenous Perspectives in Planning Report captures those recommendations.<sup>1</sup>

#### Advisory Committee

Mitch Avis, RPP, MCIP, Land Use Planning Consultant, Shared Value Solutions Ltd.

Justin Gee, RPP, MCIP, Vice President, First Nations Engineering Services Ltd.

Sheri Longboat, PhD, Assistant Professor, School of Environmental Design and Rural Development, University of Guelph

James Roach, RPP, Land Use Planning Coordinator, NALMA

David Stinson, RPP, MCIP, PAg, Partner in an Aboriginal planning firm Incite Planning, Board member of Shared Path Consultation Initiative

Leela Viswanathan, RPP, MCIP, PhD, Associate Professor and SURP Director Queen's University

### INDIGENOUS PERSPECTIVES IN PLANNING REPORT

Date: June 2019

Author: Indigenous Planning Perspectives Task Force

## Report Summary

This document was prepared in direct response to the TRC Calls to Action. The report highlights and provides a brief overview on recurring background themes. Most importantly the OPPI recognizes its role in colonial legislation which has led to the dispossession of Indigenous lands and 'the imposition of a legal order aimed at limiting Indigenous rights and suppression of their cultures.' The OPPI also acknowledges the role planning has had 'in helping implement policies designed to disconnect Indigenous Peoples from their land and foster destructive assimilation.'

The report also acknowledges Indigenous traditional knowledge, land-based principles such as the Seven generation principle, as well as the differences in understanding about land regarding property, ownership, borders etc. OPPI acknowledges the history of Indigenous Planning. In addition, it identifies the level of autonomy and diversity that exists in Indigenous Planning as well as the current and varied systems of planning in Indigenous communities.

Regarding consultation; through a 2018 survey, the OPPI noted that the barrier which was most frequently brought to their attention regarding meaningful engagement was tight timelines. Other issues included: lack of capacity in Indigenous communities, lack of well-established relationships between planners and Indigenous communities, not knowing who to contact or how to get started (in urban areas there is a lack of a representative institution or gov. structure), and a lack of support from municipalities, government department, or their organization.

## Report Highlights - Recommended Actions<sup>2</sup>

The OPPI have developed recommended actions with fixed timelines ranging from 12 to 18 months to 'longer term' goals. These longer term goals includes changes at a systemic level and include allying with Indigenous communities, recognizing Indigenous knowledge, encouraging the enrollment, retention and graduation of Indigenous students in accredited planning programs, and lastly removing 'inappropriate barriers to professional recognition and certification'.

### Short Term (12-18 Months)

#### Educate

**Leadership Competency:** That OPPI Council and staff strengthen and regularly renew their cultural competency and leadership capacity in this area. Indigenous cultural training will re-enforce their commitment to the integration of Indigenous perspectives and demonstrate that OPPI Council is willing to dedicate time and resources to building organizational capacity in this area on a regular basis. The training approach should be adapted to the needs of OPPI.

**Professional Requirement for New Planners:** The OPPI recommends to the Professional Standards Committee for the Planning Profession in Canada (PSC) and to accredited planning programs in Ontario that professional and ethical standards, competencies, and certification processes be updated to include and reflect Indigenous cultural training and related requirements and that undergraduate and graduate course curricula reflect and align accordingly.

**Continuous Professional Learning (CPL) for Current Planners:** Encourage and inspire members to build their learning in this area through its mandatory professional standard for continuous professional learning. Indigenous cultural training be a priority for existing planners. OPPI must proceed in a manner that results in members building knowledge and understanding of Indigenous perspectives, worldviews, histories, cultures, and belief systems as essential steps towards true reconciliation between Indigenous and non-Indigenous peoples.

**Facilitation of Learning:** Facilitate access to resources and learning on Indigenous topics. As well as classroom sessions, conference events, and webinars, OPPI must encourage informal learning, such as attending Indigenous events and programs, learning through conversation, reading books by Indigenous authors, engaging in communities of interest, and so on. OPPI must build appetite for learning and create accessible content through various means.

**Relevant Legislation and Initiatives:** Brief and educate members on current issues so members are kept abreast of developments in this area.

### Engage

**Communication:** Ensure that the OPPI communicate the directions of these recommendations and the importance of the journey ahead for OPPI and the planners in reconciliation

**Broaden Engagement:** Seek to involve and include more Indigenous individuals and perspectives so as to be guided by their contributions and recommendations for the organization and profession

**Formal Commitment:** That OPPI formally recognize its obligation and commitment to advance reconciliation

**Organizational Policies, Practices, Programs, and Tools:** That organizational policies, practices, programs, and tools be reviewed to ensure alignment with the statement of commitment. Indigenous perspectives need to be embedded into the organization. Some policies likely to be examined include the Strategic Plan, Committee Principles, and Professional Code of Practice

**Reciprocal Relationships:** That OPPI build lasting meaningful relationships with related Indigenous organizations and bodies that may assist in implementing and sustaining recommendations

## **Longer Term<sup>3</sup>**

### **Support**

**Indigenous Students:** Ensure that accredited planning programs, encourage the enrollment, retention, and graduation of Indigenous students. If more Indigenous students choose planning as a career, as is the goal here, the representation of Indigenous Peoples and Indigenous ways of knowing in planning would be enhanced. It would be helpful to have baseline knowledge regarding current enrollment and grow that number over time.

Distinct initiatives might affect this, such as OPPI working with accredited planning programs to encourage interest in planning as a career, a non-standard application system that looks at the whole student rather than simply grades, financial aid, bridging programs, and specialized orientation approaches.

Other suggestions were apprenticeships and mentoring in supportive/inspiring settings, accommodation of timings and travel from distant communities, cultural support in the educational setting and its community, examples and applications that are relevant and useful to Indigenous people, and training in Indigenous practices of knowledge gathering/community engagement/planning.

**Pathways to Certification:** The OPPI recommends to the Professional Standards Committee and the Professional Standards Board that they seek to recognize within the certification standard and process valid planning experience in the Indigenous setting.

### **Engage**

**Indigenous Capacity Building and System Change:** Consider if and how the professional planning community might ally with Indigenous communities

**Recognition of Indigenous Knowledge:** That OPPI encourage the dialogue, research, and process to identify steps towards the decolonization of planning. Planners learn and practice the legacy of colonial assumptions in planning. It may be that a new functional competency on Indigenous history and culture in Canada is needed, and that Indigenous perspectives need to be incorporated into each of the Core Competencies of the Planning Profession.

## INDIGENOUS PLANNING PERSPECTIVES TASK FORCE

Date Established: March 23, 2018

### Membership

Jesse Ajayi, RPP, MCIP, Partner, Northern Futures Planning

Calvin Brook, RPP, MCIP, AICP, FRAIC, Principal, Brook McIlroy, Architecture/Landscape Architecture/Planning/Urban Design

Stephanie Burnham, MSc, RPD student, University of Guelph

Kerry-Ann Charles, Coordinator, Lands and Climate Change, Cambium Aboriginal

Tracey Ehl, RPP, Principal, Ehl Harrison Consulting Inc. Nicole Goodbrand, PhD student, Queen's University

Daniel Millette, MA, MASA, PhD, RPA, RPP, MCIP, Adjunct Research Professor, Carlton University

Susan Robertson, RPP, Principal Planner, People Plan Community

Heather Swan, MPI, RPP, MCIP, PMP, Partner, Dillon Consulting Limited

Adam Wright, RPP and Chair, Environmental Planner, Dillon Consulting Limited

*The Council moved to create an Indigenous Planning Perspectives Task Force to provide guidance to the Council (governing body) regarding advancement of the following:<sup>4</sup>*

- Better understanding of Indigenous perspectives on planning and the Truth and Reconciliation Commission's Calls to Action;
- How OPPI as a "regulator" can strengthen its institutional frameworks so the practice of professional planning more effectively acknowledges and supports Indigenous planning approaches and perspectives; and
- How OPPI as a "member service provider" can support its members to work collaboratively with Indigenous communities and individuals.



## Sources

<sup>1</sup> Ontario Association of Planners. *Indigenous Perspectives in Planning, Report of the Indigenous Planning Perspectives Task Force*. June, 2019. Toronto: Ontario Association of Planners. p.4. <https://ontarioplanners.ca/OPPIAssets/Documents/OPPI/Indigenous-Planning-Perspectives-Task-Force-Report-FINAL.pdf>

<sup>2</sup> Ibid. p.14-20.

<sup>3</sup> Ibid. p.21-23.

<sup>4</sup> Ibid. p.4.

## Engineers Canada

### Initiatives

2020\_\_\_A GUIDE TO ACKNOWLEDGING FIRST PEOPLES AND TRADITIONAL LAND: LAND

2020\_\_\_INDIGENOUS ADVISORY COMMITTEE

2018\_\_\_REPORT ON INDIGENOUS PEOPLES' ACCESS TO POST-SEC ENG. PROGRAMS

### A GUIDE TO ACKNOWLEDGING FIRST PEOPLES AND TRADITIONAL LAND<sup>1</sup>

Report Title: A guide to acknowledging First Peoples and traditional land: Land acknowledgements for staff and volunteers

Date: January 2021

Author: Indigenous Advisory Committee

#### Highlights of the Report:

- What is a land acknowledgement (L.A.)
- Why do we do L.A.
- How do we do L.A.
- Resources

### INDIGENOUS ADVISORY COMMITTEE

#### Purpose and Objectives

The Indigenous Advisory Committee was created in January 2020 and follows the work of the previous Equitable Participation in Engineering Committee's sub-committee on Indigenous Peoples' Participation in Engineering. The Indigenous Advisory Committee's purpose is to support the chief executive officer in achieving the goals laid out in OP9, to serve the regulators, to promote and maintain the interest, honour and integrity of the Canadian engineering profession, and to support progress towards improving Indigenous access to engineering and the pathway to reconciliation.

The committees' objectives are to support the chief executive officer in achieving the purposes of Engineers Canada to uphold the honour, integrity, and interests of the engineering profession by supporting consistent high standards in the regulation of engineering, encour-

aging the growth of the profession in Canada, and inspiring public confidence, by completing their assigned charges. Committee members are expected to maintain awareness of issues pertaining to their work in order to assist the chief executive officer in horizon-watching.<sup>2</sup>

### **Responsibilities<sup>3</sup>**

Provides advice and guidance to Engineers Canada on:

The implementation of the sub-strategy for OP9.

Engineers Canada's Government Relations team's strategy to inform and engage the government regarding Indigenous peoples' access to engineering.

General requests for advice from Engineers Canada staff related to the above subject areas

### **Terms<sup>4</sup>**

Committee appointments are for one-year terms to a maximum of five (5) years. Chair and vice-chair appointments are for one-year terms to a maximum of three (3) years. The maximum term of five (5) years for committee membership may be extended so the chair can complete their three-year maximum.

## **INDIGENOUS PEOPLES' ACCESS TO POST-SECONDARY ENGINEERING PROGRAMS: A REVIEW OF PRACTICE CONSENSUS**

### **Summary**

This report is intended to support the development of engineering access programs for Indigenous peoples across Canada. In contrast to traditional processes that were developed to meet the needs of majority culture students, access programs for Indigenous students are specially developed to suit students' entry to post-secondary education.<sup>5</sup>

The report is largely review work, summarizing available information. It is intended to promote conversation and to be continually developed. The components describe the early stages of program ideation through to the facets necessary for students' transition to post-secondary engineering and each section concludes with a table. These tables are intended to guide a robust conversation.<sup>6</sup> This report also focuses on seven components of a successful program

aimed at increasing the likelihood that Indigenous students will persist through the transition to post-secondary engineering education. They are as follows:

1. Evaluation Capacity and Publication
2. Community Partnership
3. Definition of Target Student Population and Their Needs
4. Non-Standard Application
5. Financial Aid
6. Establishment of Support Services
7. Bridge Programs/Alternative Orientation

### **Report Highlights : Recommendations**

#### **Educate**

- Indigenous Corporate Training Inc. (2015) and Aboriginal Human Resource Council.<sup>7</sup>

#### **Support**

- Bridge programs and specialized orientation programs have been useful in supporting students' transitions to post-secondary, as well as assuring that students are academically prepared.<sup>8</sup>
- A non-standard application system for schools (looks at the whole person rather than simply grades).<sup>9</sup>
- Engineers Canada has expressed that increasing the enrolment of Indigenous students in engineering is a goal. This is particularly true in light of the Truth and Reconciliation Commission's findings and recommendations, namely the need to eliminate education and employment gaps between Indigenous peoples and non-Indigenous peoples; the recommendations to other professional bodies requiring cultural competency and human rights training; and the value of meaningful consultation and ensuring equitable access to jobs, training and education (The Truth and Reconciliation Commission of Canada, 2015).<sup>10</sup>

**Note:** Only since the 1970s have First Nations peoples been allowed to pursue post-secondary education without the fear of losing Status and disenfranchisement.<sup>11</sup>

- The benefits of improving representation of Indigenous peoples and Indigenous ways of knowing in engineering are not limited to innovation. It includes the creation of a positive voice for the profession in Indigenous communities, the development of engineering role models and awareness for young people and makes for better project outcomes.<sup>12</sup>

**Note:** The report made a point to indicate that the subject of diversity should be important to Engineers of Canada since Diversity = Innovation.

- Some efforts have been made to attract and retain Indigenous peoples to post-secondary engineering programs. The University of Manitoba's Engineering Access Program (ENGAP) has been in existence for over 30 years and has graduated over 100 Indigenous students in engineering. Aboriginal Access to Engineering at Queen's University is a relatively younger program whose scope extends beyond post-secondary engineering and provides culturally relevant materials for teachers and parents of young learners to motivate their interest in math and science.<sup>13</sup>
- The Canadian Evaluation Society (<http://evaluationcanada.ca/>) offers mentor—mentee matching, a national conference, webinars, guidelines of ethical practice and many more resources.<sup>14</sup>
- When defining the students the access program intends to recruit, careful attention should be paid to what transitions those students will make when they attend post-secondary (The Assembly of First Nations, 2012; Wesley-Esquimaux & Bolduc, 2014). Are they moving from a remote reserve to a city? Do they have family where they currently live who provide childcare? Do they have experience in post-secondary? The students may need specific support as they make this transition.<sup>15</sup>
- Funding for access programs is not discussed in this document. Other initiatives, like the ones referenced earlier, have looked within their post-secondary institution for funds, across faculties or institutions for collaboration, to government, to industry and to private donors. It is believed that increasing evaluation capacity, which is recommended in this report, would support acquiring and sustaining funding.<sup>16</sup>
- Cost has been identified as the greatest obstacle to completing post-secondary education among urban Indigenous peoples. Financial support is often key to recruitment and retention.<sup>17</sup>

### Sources

<sup>1</sup> Engineers Canada. A guide to acknowledging First Peoples and traditional land: Land acknowledgements for staff and volunteers. Indigenous Advisory Committee. January 2021. <https://engineerscanada.ca/sites/default/files/diversity/land-acknowledgements-guide.pdf>

<sup>2</sup> Engineers Canada. Terms of Reference. Operational Committees. November 2019. <https://engineerscanada.ca/sites/default/files/Terms-of-Reference-Operational-Committees.pdf>

<sup>3</sup> Ibid. p.1.

<sup>4</sup> Ibid. p.2.

<sup>5</sup> Ricci, Jamie. Indigenous Peoples' Access to Post-Secondary Engineering Programs: A Review of Practice Consensus. <https://engineerscanada.ca/reports/research/indigenous-engineering-in-canada>

<sup>6</sup> Ibid.

<sup>7</sup> Engineers Canada. Indigenous Peoples' Access to Post-Secondary Engineering Programs: A Review of Practice Consensus. p. 6. <https://engineerscanada.ca/sites/default/files/public-policy/indigenous-people-access-post-secondary-eng-education-en.pdf>.

<sup>8</sup> Ibid. p. 2.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid. p.4.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid. p.5.

<sup>15</sup> Ibid. p.7.

<sup>16</sup> Ibid. p.11.

<sup>17</sup> Ibid. p.8.



# PUCKER-TOE MOCCASINS

## PEO - Professional Engineers of Ontario

### Initiatives

February 6-7, 2020\_\_\_COUNCIL MEETING DOCUMENT : PROPOSED ACTIONS FOR RECONCILIATION

### COUNCIL MEETING DOCUMENT : PROPOSED ACTIONS FOR RECONCILIATION

#### Summary

*The council meeting minutes indicated proposed actions and recommendations that came forth during the 531st Council Meeting in February. These included:*

- Prepare a Territorial Acknowledgement: Land acknowledgements were one of the recommendations of the Truth and Reconciliation Commission of Canada's 2015 Report. Making a land acknowledgement statement is the first step towards reconciliation with Indigenous Peoples.<sup>1</sup>
- Prepare an Indigenous Land Acknowledgement Policy: PEO has the statutory authority to create an Indigenous Land Acknowledgement Policy and statement; there is nothing to authorize or prohibit PEO from making such a decision. It is proposed that PEO approves the Land Acknowledgement Policy to honour and recognize the history of the land, and the pre-existence of Indigenous Peoples in North America prior to the arrival of settler societies, as follows:<sup>2</sup>

"I acknowledge we are meeting on the traditional territory of the Mississaugas of the Credit First Nation and the Anishinabek Nation, and this is home to many Métis, First Nation and Inuit peoples. I acknowledge the long history of all the First Nations in Ontario. I say this in the spirit of reconciliation and the importance of reminding all of us we share this land with one another and Indigenous peoples." <sup>3</sup>

**Note:** Initially, the acknowledgement will be made at the start of all PEO events including Council, committee and staff meetings held at 40 Sheppard Avenue West. Moving forward, the statement will be made at events held under PEO auspices at other locations such as public Chapter meetings. The wording of the Land Acknowledgment statement may be modified as necessary in the future.<sup>4</sup>



### **Next Steps<sup>5</sup>**

- Representatives from the two identified Indigenous groups will be invited to attend the opening of the next Council meeting in March (2020) and give some remarks, as well as future Council meetings and the 2020 Annual General Meeting in Ottawa.
- The Chapters Manager will communicate the Land Acknowledgment Policy to all Chapters during the February (2020) round of Regional Congresses.
- Staff/Chapters' volunteers will use an online mapping tool (ATRIS) to identify the appropriate bands/nations as required for each Chapter and construct appropriate statements.

### **Sources**

<sup>1</sup> Professional Engineers Ontario. Council Meeting. 531<sup>st</sup> Meeting of Council of Professional Engineers Ontario. p. 49. <https://www.peo.on.ca/sites/default/files/2020-01/531CouncilAgenda.pdf>

<sup>2</sup> Ibid.

<sup>3</sup> Ibid. p.50.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid. p.50-51.

## FLSC - Federation of Law Societies of Canada

### Initiatives

June 6, 2020 \_\_\_\_\_ REPORT OF THE TRC CALLS TO ACTION ADVISORY COMMITTEE

December, 2016 \_\_\_\_\_ TRC CALLS TO ACTION ADVISORY COMMITTEE

### REPORT OF THE TRC CALLS TO ACTION ADVISORY COMMITTEE

Report Title: Summary of Recommendations for Responding to the Truth and Reconciliation Commission (TRC)

Authors: TRC Calls to Action Advisory Committee

Date: June 6, 2020

### Summary

*The Report provides 9 recommendations which are as follows:<sup>1</sup>*

#### Recommendation 1:

That the Federation make a formal statement of commitment to reconciliation with Indigenous peoples in Canada as part of its framework for responding to the Truth and Reconciliation Commission of Canada, and that it share that commitment publicly.

To demonstrate this commitment, it is recommended that the Federation:

- Adopt and implement the 'Guiding Principles' to inform all aspects of the Federation's work and operations.
- Become the national hub for gathering and sharing up-to-date information about what law societies and law schools are doing in response to the TRC.
- Explore and promote opportunities for building stronger relationships with the Indigenous Bar Association, its representatives and any other national Indigenous organizations it considers appropriate.

Recommendation 2:

That the Federation urge all law societies to make a formal commitment to reconciliation and develop a framework or steps for putting that commitment into action. Law societies may consider adopting the Guiding Principles in Appendix C, if they do not yet have a framework in place, to guide their work on reconciliation.

Recommendation 3:

That the Federation urge law societies to critically examine their regulatory processes and structures to consider how they may be more inclusive of the needs and perspectives of Indigenous peoples, as well as how they may adversely impact Indigenous peoples.

Recommendation 4:

That the Federation urge law societies to provide ongoing opportunities for competency and awareness training for law society leadership and staff.

Recommendation 5:

That the Federation urge law societies to continue to build relationships with local Indigenous organizations, the Indigenous bar, and other appropriate groups, including the legal academy, through formal and informal opportunities for collaboration.

Recommendation 6:

That the Federation urge law societies to collaborate with Indigenous organizations, members of the bar and law students to explore opportunities for providing additional supports to Indigenous students and members of the bar.

Recommendation 7:

- Consider mandatory Indigenous cultural competency training.
- Ensure that legal professionals in their jurisdictions are provided with access to educational opportunities to enhance their knowledge and understanding of Indigenous peoples, the legacy of colonization and the existence of Indigenous legal orders.

## 04 Parallel Associations

- Ensure the availability of a continuum of educational opportunities and resources to recognize the diversity of legal practices and Indigenous peoples and legal orders within a given jurisdiction.
- Collaborate with Indigenous organizations in the development and delivery of cultural competency training or rely on training already developed by such organizations.

### Recommendation 8:

That the Federation urge law societies to review their admissions curriculum and licensing requirements and make necessary modifications to reflect the spirit and intent of the TRC Calls to Action.

### Recommendation 9:

That the Federation not pursue an amendment to the National Requirement, focusing instead on:

- Facilitating ongoing dialogue and collaboration with the legal academy
- Identifying effective methods for sharing information about law school initiatives and resources among law schools, and between law schools and law societies, and
- Considering other opportunities for collaboration (e.g. national conference) that may be appropriate

### Guiding Principles<sup>2</sup>

1. Actively promote reconciliation
2. Respect and make space for Indigenous legal orders
3. Ensure institutional transparency and accountability
4. Respect diversity and jurisdictional differences
5. Encourage individual and systemic responsibility for reconciliation
6. View Competence through Indigenous perspectives

- a) Indigenous cultural competency requires an appreciation of the existence and intersectionality of:
- Indigenous worldviews, perspectives, legal systems, laws, etc.
  - The unique legal context of Indigenous peoples in Canada
  - The history of colonization of Indigenous peoples in Canada
  - Systematic discrimination and unconscious bias against Indigenous peoples
  - Racism experienced by Indigenous individuals
  - The international legal principles that apply to Indigenous peoples in Canada
  - Diversity amongst Indigenous populations
  - Regionally significant information and events.
- b) The depth of knowledge and understanding required to be competent varies depending on the context. Staff and leaders of [justice system] organizations and all members of the [legal] profession require at least a general level of knowledge and understanding. Those working in certain areas, including criminal justice and child protection, require a deeper understanding and awareness.
- c) General intercultural competence training or awareness does not sufficiently address the realities, experiences and needs of Indigenous peoples. Indigenous-specific cultural competency or awareness training is required.
- d) Becoming culturally competent requires ongoing learning.

## **TRC CALLS TO ACTION ADVISORY COMMITTEE**

### **Summary**

In December 2016 Council of the Federation approved a motion to establish a special committee comprised of Indigenous and non-Indigenous representatives to develop recommendations on how to respond to the Truth and Reconciliation Commission's ("TRC") Calls to Action. The TRC Calls to Action Advisory Committee (the "Advisory Committee") was established in 2017. It was given a broad mandate to develop a response to the Calls to Action beginning with Calls to Action 27 and 28 given their urgency and relevance to the legal profession.<sup>3</sup>

### **Mandate and Process<sup>4</sup>**

*In particular, the Advisory Committee will:*

- a) Facilitate the exchange of information to the law societies about law society initiatives related to the Calls to Action and the initiatives of other stakeholders
- b) Develop recommendations on a response to Calls to Action 27 and 28 as its first priority given their urgency and relevance to the regulation of the legal profession
- c) Work with the National Requirement Review Committee to consider whether the National Requirement should be amended to add a requirement that graduates receive cultural competency training and education on the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations as recommended in Call to Action 28
- d) Consider actions the Federation can take to support the establishment of Indigenous Law Institutes
- e) Review other relevant Calls to Action and make such recommendations to the Council in relation to them as the Advisory Committee considers appropriate

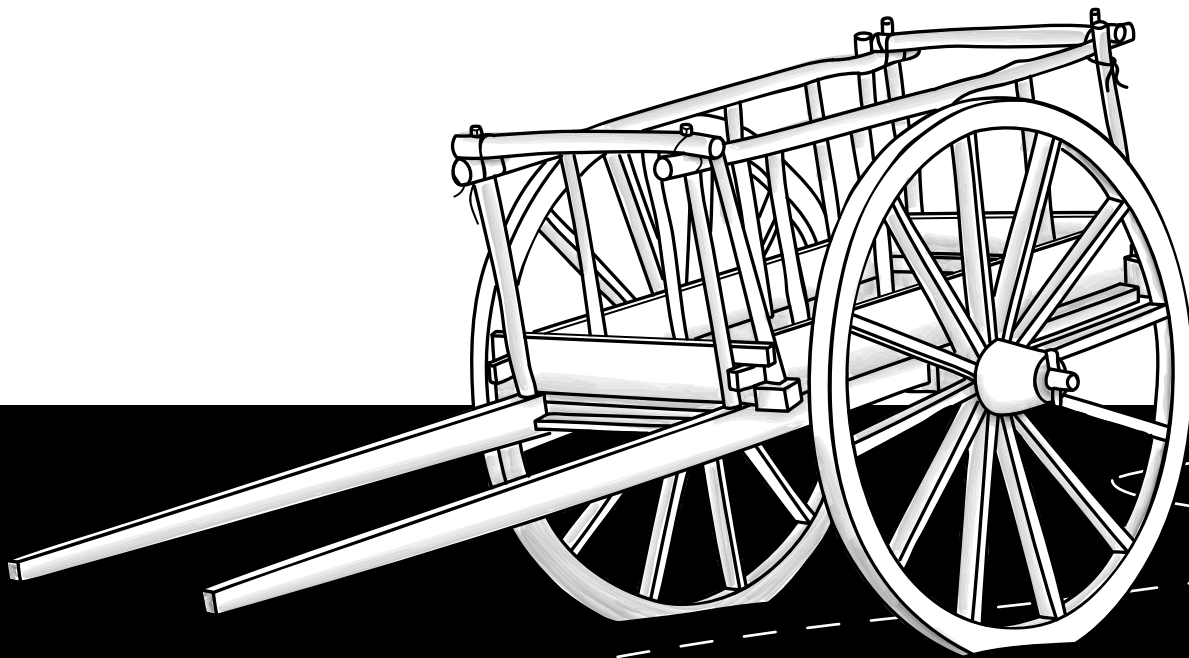
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<sup>1</sup> Federation of Law Societies of Canada. Report of the Truth and Reconciliation Calls to Action. Advisory Committee. June 2020. p. 6-14. <https://flsc.ca/wp-content/uploads/2020/08/Advisory-Committee-Report-2020.pdf>

<sup>2</sup> Ibid. Appendix C. p.18.

<sup>3</sup> Ibid. p.1.

<sup>4</sup> Federation of Law Societies of Canada. FLSC TRC Report on Recommendations for Responding to the TRC, Memo to Executive. April, 2020. Appendix C. p.18-19. <http://www.lawsociety.nu.ca/sites/default/files/AGM/FLSC%20TRC%20Report%20on%20Rec%20-%20Memo%20to%20Executive%20-%20Apr%202020%20-%20FINAL.PDF>



# RED RIVER CART

## LSO - Law Society of Ontario

### Initiatives

May 8, 2018 \_\_\_\_\_ GUIDE FOR LAWYERS WORKING WITH INDIGENOUS PEOPLES  
September 22, 2016 \_\_\_\_\_ WORKING TOGETHER FOR CHANGE REPORT  
2016 \_\_\_\_\_ WORKING GROUP/TASK FORCE  
June 2, 2015 \_\_\_\_\_ PUBLIC STATEMENT ON TRC

### GUIDE FOR LAWYERS WORKING WITH INDIGENOUS PEOPLES

Report Title: Guide for Lawyers Working with Indigenous Peoples - A joint project of The Advocates' Society The Indigenous Bar Association; The Law Society of Ontario

Date: May 8, 2018

### Overview

There is a growing recognition in Canada, across all sectors and regions, of the need for a deeper understanding and more meaningful inclusion of the Indigenous Peoples of Canada. The Law Society of Ontario recognizes its responsibility to act on #27 of the TRC's Calls to Action directed at the legal community of Canada. This Call to Action is as follows:<sup>1</sup>

*"Ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal Rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism."*<sup>2</sup>

This Guide is intended to be a starting resource to help lawyers and others in the justice system to learn about Indigenous cultures and understand the interplay between Indigenous legal orders and the Canadian legal system. However, reading this Guide cannot replace building meaningful relationships with Indigenous peoples, communities, and organizations, nor should it be the only action a legal practitioner takes to better understand legal matters relating to Indigenous peoples.<sup>3</sup>

### Key Themes<sup>4</sup>

- The guide is intended to assist lawyers – litigation counsel in particular – as they work with Indigenous Peoples (First Nations, Inuit and Métis Peoples) and related issues in Canada. (Support)



- The guide acknowledges the need for a better understanding of Indigenous Peoples, including histories, cultures, laws, including spiritual laws, and legal orders, is an essential part of representing and working with all members of our communities. (Educate)
- The guide aims to provide some of the important elements of this learning, as well as resources for lawyers to continue their education and improve their service to clients and others. (Educate)

### **CPD Equality, Diversity and Inclusion Requirement (Educate)**

Educating for change is one of five strategies to break down barriers faced by racialized lawyers and paralegals recommended in the final report of the Challenges Faced by Racialized Licensees Working group.<sup>5</sup>

*CPD Requirement now includes three EDI Hours to be completed by the end of 2020<sup>6</sup>*

Licensees subject to the CPD Requirement must complete three Professionalism Hours of accredited programming focused on equality, diversity and inclusion (EDI Hours), by the end of 2020. Licensees will be required to complete one EDI Hour per year of accredited programming thereafter. EDI Hours count towards the licensee's Professionalism Hours for the year in which they are completed.

### **Accredited Programs<sup>7</sup>**

The Law Society has produced a 3 Hour eCourse on advancing Equality, Diversity and Inclusion in the legal professions, available at no charge. In addition, the Law Society has developed a toolkit to assist legal workplaces in designing and delivering their own program focussed on advancing Equality, Diversity and Inclusion in the legal professions. The toolkit consists of a Facilitator's Guide, Participant's Guide and Bibliography to allow workplaces to present their own program, pre-accredited for EDI Professionalism hours.

The following Law Society Equity Legal Education programs have been accredited and webcasts are available for viewing:

- Equality, Diversity and Inclusion: Information session on new obligations (2017) 1 hour
- Black History Month (2018) 1h30

## 04 Parallel Associations

- International Women’s Day Event (2018) 1h30
- Asian South Asian Heritage Month (2018) 1h45
- National Access Awareness Week (2018) 2 hours
- Pride Month Celebration (2018) 2 hours
- Hispanic Heritage Month Celebration (2018) 1h30
- Crisis in Cameroon - Conversation with Felix Agbor Nkongho (2018) 1 hour
- Diversity and Inclusion in the Francophone Legal Community: where do we stand? (2018)1h30
- Recruitment, Retention and Advancement: Countering Unconscious Bias (2018) 1h45
- Louis Riel Day (2018) 1h45
- Black History Month (2019) 1h10
- International Women’s Day (2019) 1h30
- Asian and South Asian Heritage Month (2019) 1h10
- National AccessAbility Week (2019) 1h45
- Pride Month (2019) 1h30
- Conversation with Professor Madonsela (2019) 1h
- Conversation with Jean Teillet(2019) 1h
- Jour des Franco-Ontariens et des Franco-Ontariennes(2019) 1h30
- Hispanic Heritage Month (2019) 1h30
- Louis Riel Day (2019) 2h
- International Day of the Endangered Lawyer (2020) 1h30
- Black History Month 2020 1h30
- International Women’s Day 2020 1h45

- The following programs produced by external organizations have also been accredited for EDI hours:
- But I was Wearing a Suit – A grassroots project of a group of Indigenous Lawyers supported by CLEBC and the Law Society of BC. (25 mins)
- Not Just Another Case: When Your Loved One Has Gone Missing or Been Murdered – A collaboration between No More Silence and Aboriginal Legal Services, & Don't Need Saving: Aboriginal Women and Access to Justice – Produced by METRAC. Please note that these two programs must be viewed together in order to qualify for EDI hours. (35 mins)

## **WORKING TOGETHER FOR CHANGE: STRATEGIES TO ADDRESS ISSUES OF SYSTEMIC RACISM IN THE LEGAL PROFESSIONS**

### **Objectives<sup>8</sup>**

- Inclusive legal workplaces in Ontario
- Reduction of barriers created by racism, unconscious bias and discrimination
- Better representation of racialized licensees, in proportion to the representation in the Ontario population, in the professions, in all legal workplaces and at all levels of seniority.

This document provides a set of 13 recommendations and are as follows:<sup>9</sup>

### Recommendation 1 – Reinforcing Professional Obligations

The Law Society will review and amend, where appropriate, the Rules of Professional Conduct, the Paralegal Rules of Conduct, and Commentaries to reinforce the professional obligations of all licensees to recognize, acknowledge and promote principles of equality, diversity and inclusion consistent with the requirements under human rights legislation and the special responsibilities of licensees in the legal and paralegal professions.

### Recommendation 2 – Diversity and Inclusion Project

The Law Society will work with stakeholders, such as interested legal workplaces, legal associations, law schools and paralegal colleges to develop model policies and resources to address the challenges faced by racialized licensees.

### Recommendation 3 – The Adoption of Equality, Diversity and Inclusion Principles and Practices

Require a licensee representative of each legal workplace of at least 10 licensees in Ontario to develop, implement and maintain a human rights/diversity policy for their legal workplace addressing at the very least fair recruitment, retention and advancement, which will be available to members of the professions and the public upon request

Require a licensee representative of each legal workplace of at least 10 licensees in Ontario to complete, every two years, an equality, diversity and inclusion self-assessment for their legal workplace, to be provided to the Law Society

Encourage legal workplaces to conduct inclusion surveys by providing them with sample templates.

### Recommendation 4 – Measuring Progress through Quantitative Analysis

Each year, the Law Society will measure progress quantitatively by providing legal workplaces of at least 25 licensees in Ontario with the quantitative self-identification data of their licensees compiled from the Lawyers Annual Report and the Paralegal Annual Report in a manner consistent with the best practices established to protect licensees vulnerable to harm that may flow from this disclosure, so they can compare their data with the aggregate demographic data gathered from the profession as a whole through the annual reports.

### Recommendation 5 – Measuring Progress through Qualitative Analysis

The Law Society will measure progress by asking licensees to:

- Voluntarily answer inclusion questions, provided by the Law Society, about their legal workplace, every four years, and;
- compiling the results of the inclusion questions for each legal workplace of at least 25 licensees in Ontario and providing the legal workplace with a summary of the information gathered.

### Recommendation 6 – Inclusion Index

Every four years, the Law Society will develop and publish an inclusion index that reflects the following information, including, for each legal workplace of at least 25 licensees: the legal workplace's self-assessment information (Recommendation 3), demographic data obtained from the Lawyer Annual Report and Paralegal Annual Report (Recommendation 4) and information gathered from the inclusion questions provided by the Law Society (Recommendation 5).

Recommendation 7 – Repeat Challenges Faced by Racialized Licensees Project Inclusion Survey

The Law Society will conduct inclusion surveys with questions similar to those asked in Appendix F of the Stratcom Challenges Faced by Racialized Licensees Final Report (March 11, 2014).

Recommendation 8 – Progressive Compliance Measures

The Law Society will consider and enact, as appropriate, progressive compliance measures for legal workplaces that do not comply with the requirements proposed in Recommendation 3 and/or legal workplaces that are identified as having systemic barriers to diversity and inclusion.

Recommendation 9 – Continuing Professional Development (CPD) Programs on Topics of Equality and Inclusion in the Professions

The Law Society will:

Launch a three hour accredited program focused on advancing equality and inclusion in the professions;

- Develop resources to assist legal workplaces in designing and delivering their own three hour program focused on advancing equality and inclusion in the professions, to be accredited by the Law Society; and
- Require each licensee to complete three hours of an accredited program focused on equality and inclusion within the first three years following the adoption of these recommendations and one hour per year every year thereafter, which will count towards the licensee's professionalism hours for that year.

Recommendation 10 – The Licensing Process

The Law Society will include the topics of cultural competency, equality and inclusion in the professions as competencies to be acquired in the Licensing Process.

Recommendation 11 – Building Communities of Support

The Law Society, in collaboration with legal associations where appropriate, will provide support to racialized licensees in need of direction and assistance through mentoring and networking initiatives.

### Recommendation 12 – Addressing Complaints of Systemic Discrimination

The Law Society, in light of the findings of this project and emerging issues in the professions, will:

Review the function, processes and structure of the Discrimination and Harassment Counsel Program (DHC), including considering effective ways for the DHC to address issues of systemic discrimination;

Revise the Rules of Professional Conduct and the Paralegal Rules of Conduct, where appropriate, so that systemic discrimination and reprisal for complaints of discrimination and harassment are clearly identified as breaches of professional conduct requirements;

Create effective ways for the Professional Regulation Division to address complaints of systemic discrimination

Create a specialized and trained team to address complaints of discrimination.

### Recommendation 13 – Leading by Example

The Law Society will continue to monitor and assess internal policies, practices and programs, to promote diversity, inclusion and equality within the workplace and in the provision of services by:

- a) Adopting, implementing and maintaining a human rights/diversity policy addressing at the very least fair recruitment, retention and advancement
- b) Measuring quantitative progress through a census of the workforce or other method;
- c) Measuring qualitative progress by conducting inclusion surveys
- d) Conducting regular equality, diversity and inclusion self-assessments; and
- e) Based on the results from b), c) and d), identifying gaps and barriers and adopting measures to address the gaps and barriers;
- f) publishing relevant findings from b), c), d) and e); and
- g) providing equality and inclusion education programs for staff at the Law Society on a regular basis.

*The Law Society will:*

- a) Conduct an internal diversity assessment of the bench composition and publicize the results
- b) Provide equality and inclusion education programs for Convocation on a regular basis

### **Consultation Process Results<sup>10</sup>**

*The information gathered from the consultation process is summarized as follows:*

- Consultation participants expressed significant support for the creation of diversity programs for the recruitment, retention and advancement of racialized licensees in legal workplaces.
- The Working Group heard a broad range of views on the issue of demographic data collection.
- However, most participants agreed that the collection of data would be, as one participant noted, “a humble but important first step”.
- The Working Group heard that the Law Society could play a facilitative role by encouraging corporate procurement policies that consider suppliers that promote equality and diversity.
- The majority of participants in the consultation process emphasized the importance of mentoring for racialized licensees. Generally, the Working Group heard that there is no “one size fits all” model for mentoring.
- Many participants stated that associations of racialized lawyers and paralegals are beneficial for fostering collaboration and creating a sense of belonging.
- A large number of participants were in favour of the Law Society requiring licensees to participate in mandatory Continuing Professional Development (CPD) training on cultural competence, unconscious bias, and anti-racism.
- Participants suggested updating the Rules of Professional Conduct and the Paralegal Rules of Conduct to specifically address systemic discrimination and subtle forms of discrimination.

### WORKING GROUP/TASK FORCE

The Guide for Lawyers Working With Indigenous Peoples - A Joint Project of the Advocates' Society; the Indigenous Bar Association; the Law Society of Ontario<sup>11</sup>

#### Summary

In 2016, The Advocates' Society\* formed a Task Force of individuals with experience and interest in working with Indigenous Peoples in the legal context. The Task Force members, listed at the end of this Guide, are members of the bar of varying levels of seniority, from public and private practice, and former members of the bench. Our outreach led to a three-way partnership for the project, adding the expertise and resources of the Indigenous Bar Association and the Law Society of Ontario (formerly Law Society of Upper Canada).<sup>12</sup>

#### Methodology

For more than a year, the Task Force worked together to identify key areas of focus for learning and practical guidance. Task Force members conducted extensive research and shared their own varied personal experiences. Upon completion of a draft version of this Guide, the Task Force engaged in a series of consultations with a broader cross-section of members of the bar, bench, academia, community workers and Elders. Feedback was gratefully collected from individuals and associations across the country, through meetings, conferences, telephone interviews and electronically.<sup>13</sup>

\* **Note:** For more than 50 years, the Advocates' Society has been a trusted resource for thousands of advocates across Canada who want to learn, teach, connect and best serve their clients and the justice system. Their Board of Directors, Standing Committees and Staff have continued the commitment to advocacy and access to justice that began with their Founding Members. Their mandate is to help advocates become leaders inside and outside the courtroom. The organization provides its members of all levels of experience with, resources (skills training, education programs), opportunities for mentoring, networking and collegiality, including special opportunities for young advocates.<sup>14</sup>



## Sources

<sup>1</sup>The Law Society of Ontario. Guide for Lawyers Working with Indigenous Peoples - A joint project of the Advocates' Society, the Indigenous Bar Association, the Law Society of Ontario. May 8, 2018. p.3. [https://www.advocates.ca/Upload/Files/PDF/Advocacy/BestPracticesPublications/Guide\\_for\\_Lawyers\\_Working\\_with\\_Indigenous\\_Peoples\\_may16.pdf](https://www.advocates.ca/Upload/Files/PDF/Advocacy/BestPracticesPublications/Guide_for_Lawyers_Working_with_Indigenous_Peoples_may16.pdf)

<sup>2</sup> Ibid.

<sup>3</sup> Ibid. p. 4.

<sup>4</sup> Ibid. p. 5.

<sup>5</sup> The Law Society of Upper Canada. Working Together for Change: Strategies to Address Issues of Systemic Racism in the Legal Professions. p.8, 40. <https://lawsocietyontario.azureedge.net/media/lso/media/legacy/pdf/w/working-together-for-change-strategies-to-address-issues-of-systemic-racism-in-the-legal-professions-final-report.pdf>

<sup>6</sup> The Law Society of Ontario. CPD Equality, Diversity and Inclusion Requirement. Accessed August 2, 2020. <https://lso.ca/lawyers/enhancing-competence/continuing-professional-development-requirement/cpd-equality-diversity-and-inclusion-requirement>

<sup>7</sup> Ibid.

<sup>8</sup> The Law Society of Upper Canada. Working Together for Change: Strategies to Address Issues of Systemic Racism in the Legal Professions. p. 14. <https://lawsocietyontario.azureedge.net/media/lso/media/legacy/pdf/w/working-together-for-change-strategies-to-address-issues-of-systemic-racism-in-the-legal-professions-final-report.pdf>

<sup>9</sup> Ibid. p. 2-4.

<sup>10</sup> Ibid. p. 13-14.

<sup>11</sup>The Law Society of Ontario. Guide for Lawyers Working with Indigenous Peoples - A joint project of the Advocates' Society, the Indigenous Bar Association, the Law Society of Ontario. May 8, 2018. [https://www.advocates.ca/Upload/Files/PDF/Advocacy/BestPracticesPublications/Guide\\_for\\_Lawyers\\_Working\\_with\\_Indigenous\\_Peoples\\_may16.pdf](https://www.advocates.ca/Upload/Files/PDF/Advocacy/BestPracticesPublications/Guide_for_Lawyers_Working_with_Indigenous_Peoples_may16.pdf)

<sup>12</sup> Ibid. p. 5.

<sup>13</sup> Ibid.

<sup>14</sup> The Advocates' Society. About - The Advocate's Advocate. <https://www.advocates.ca/TAS/About/TAS/About.aspx>

## IDC - Interior Designers of Canada

### Talks and Events

Conference Name: DesignEx Vancouver Island

Location: Hotel Grand Pacific, 463 Belleville Street, Victoria, B.C.

Date: March 12, 2020

Seminar Title: “Carving New Spaces Together: Interior Design in Cultural Collaboration with Indigenous Artists.”<sup>1</sup>

Conference Name: DesignTO Symposium: A Future without Work

Date: January 25, 2020. 1:00 pm - 5:00 pm

### Summary

DesignTO’s fifth annual symposium brings nine multidisciplinary experts into one room for an inspiring discussion on a Future without Work, covering topics such as the *Indigenous workforce*, meaning of work, space of work, labour markets, economic systems, and other thought-provoking topics. Speakers include Jonas Altman, Antonio Cesare Iadarola, Komal Faiz, Keith Jones, Symon Oliver, Heather Russek and Jessica Thornton, and Lexi Tsien, with a keynote talk by Carol Anne Hilton, CEO and Founder of The Indigenomics Institute.<sup>2</sup>

### Keynote Talk

Carol Anne Hilton, MBA, CEO and Founder, The Indigenomics Institute

*Indigenomics and the future of the Indigenous workforce.*

Indigenomics is modern Indigenous economic design. Canada faces a rapidly growing Indigenous population. The Indigenous workforce is one of the most untapped resources with the most potential. New opportunities are opening up in various sectors including technology, tourism, transportation. Indigenomics is igniting the 100 billion dollar Indigenous economy. The future of Canada is inexplicably tied to Indigenous economic success today.<sup>3</sup>

## Sources

<sup>1</sup> Interior Designers of Canada. DesignEx | IDC & IDIBC Vancouver Island 2020. March 12, 2020. <https://www.idcanada.org/event/designex-idc-idibc-vancouver-island-2020/>

<sup>2</sup> Interior Designers of Canada. DesignTO Symposium: A Future without Work. January 25, 2020. <https://www.idcanada.org/event/designto-symposium-a-future-without-work/>

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## GDC - Graphic Designers of Canada

### Initiatives

2020\_\_\_\_\_REVIEW OF ETHICS GUIDELINES

2018\_\_\_\_\_CHERYL LYNN RUTLEDGE NORTHERN INDIGENOUS STUDENT AWARD

### REVIEW OF ETHICS GUIDELINES

#### Summary

The Association of Registered Graphic Designers have met with a representative from Indigenous Services Canada to begin the process in including a provision for cultural appropriation in their Code of Ethics. The RGD Ethics Committee has felt for some time that this area could be better developed, and they are hoping to expand them.<sup>1</sup> The Graphic Designers of Canada share a code of ethics with the RBD.

### CHERYL LYNN RUTLEDGE NORTHERN INDIGENOUS STUDENT AWARD

#### Summary

This national scholarship was created through a generous donation from Mark Rutledge CGD, to support an indigenous design student pursuing an education in graphic/communication design at a Canadian post-secondary college/university. This scholarship is established in honour of Mark's mother, Cheryl Lynn, who was his support and inspiration and who passed away in 2016.<sup>2</sup>

### Talks and Events

**Conference Title:** Human Factor: Design Education Pecha Kucha and World Café Round Table<sup>3</sup>

**Date:** November 29, 2019

**Event Partner:** Emily Carr University of Art and Design (ECUAD)

### Sessions

**Title:** How can we become Indigenous allies in the classroom?<sup>4</sup>

**Presenter:** Judy Snaydon, IDEA School of Design, Capilano University, North Vancouver, Canada, Instructor

How can Canadian Design Institutions address the 94 Calls to Action in the 2015 Truth and Reconciliation Commission Report? How can we decolonize our curriculum and support reconciliation in our teaching practice? Using workshops and personal research, IDEA's 2nd-Year Indigenous awareness project asks students to "Choose something they have learned about Indigenous life, and design a tool to communicate it to others." Now in its 4th year, the project seems to resonate with students and produces some outstanding projects every year.

**Title:** The Ghosts Return<sup>5</sup>

**Presenter:** Michael Cober, Wilson School of Design @KPU (Kwantlen Polytechnic University), Designer / Educator

In the fall of 2019, third year Graphic Design for Marketing students at the Wilson School of Design were given a brief to research, design, and develop an infographic on the topic of Canada's Residential Schools. Emphasis was placed on the significant considerations that must be given to indigenous peoples, the research required, and the artifacts that would be produced. Mark Rutledge (Ojibwe, CGD, President of The Graphic Designers of Canada), acting as indigenous consult on the project, spent time with the class providing context, and answering initial questions. The goal is for students to develop the skills necessary to design with inclusiveness and respect, with the intent of effecting positive change.

**Title:** Ngā Aho - Māori Design Professionals<sup>6</sup>

**Presenter:** Desna Whaanga-Schollum, M.Sci-Comm Otago Uni (Distinction), B.Design Unitec. Tribal Affiliations: Rongomaiwahine, Kahungunu, Pāhauwera, Chairperson & Founding Member: Ngā Aho Māori Design Professionals (NZ), Chairperson: Artspace Aotearoa (NZ), Ambassador: Landscape Foundation (NZ)

Ngā Aho is a network of Māori and Indigenous Design Professionals. This is a presentation regarding the development of an Indigenous response to the Academy and therefore sits outside of traditional academic institutes. Whilst Masters Level Courses and papers have been developed and delivered within the Academic institute by members of this network, our Indigenous progress has been largely made from outside the colonial / settler culture educational structures. The presentation discusses the intent, strategy, and objectives, of Ngā Aho as an Indigenous design movement. Sharing examples of Indigenous design gatherings as learning events that have supported the educational, political, and well-being of Indigenous design communities.

**Title:** A Cultural Lens on Education<sup>7</sup>

**Presenter:** Carin Wilson, Unitec School of Architecture, Auckland, New Zealand

Te Hononga is a unit that runs autonomously within the School of Architecture at Unitec Institute of Technology. The programme delivers real-time, location-based design and build projects that are initiated through a co-creative dialogue with Māori communities throughout New Zealand. Traditional Māori protocols and an emphasis on traditional indigenous patterns of learning inform the pedagogic approach. A priority goal is to capture knowledge and practices associated with design and architecture from senior members of the indigenous community, but the programme is also experimental in adapting modern materials to traditional processes. Early attempts to encourage design training among Māori and Polynesian students are considered to have failed because early New Zealand educational administrators deferred to exotic scholarship in their initial attempts to establish tertiary design qualifications. This strategy created programme content and a delivery style that proved to be misaligned with two important foundations of learning in the Polynesian society, the Tuakana-Teina relationship - similar in form to the Master-Apprentice model - and a group dynamic. The presentation will trace the origins of the studio and offer some examples of projects undertaken.

**Event Title:** Respectful Design With Sadie Red Wing<sup>8</sup>

**Date:** Oct 4th 2019, Oct 5th, 2019

**Location:** Urban Shaman Inc., 290 McDermot Avenue, Winnipeg

2 Events (supported and co-sponsored by the students at the School of Art at the University of Manitoba, SoFA)

Workshop Facilitator: Sadie Red Wing ([sadieredwing.com](http://sadieredwing.com)) is a Lakota graphic designer and advocate from the Spirit Lake Nation of Fort Totten, North Dakota. Red Wing earned her BFA in New Media Arts and Interactive Design at the Institute of American Indian Arts.

### **Event #1 Revitalizing Indigenous Perspective in Design**

FUCK THE STEREOTYPE: Describing the perspective of Indigenous ideology in visual communication is very challenging—especially to an audience who does not understand the harm of cultural appropriation. Indigenous sensitivity to appropriation is not taken into consideration when designing for representational material or identifying a traditional presence in the common world. Native Americans rely on stereotypes to distinguish themselves from other cultures. The struggle to display an accurate tribal identity derives from oppression and historical trauma through western education. American Indian boarding schools erased the traditional image of a Native American that left tribal students uncertain of who they were as people.

The role of an indigenous visual communicator requires the practice of visual sovereignty, or decolonizing the stereotypical representation into a traditional image for cultural education. Indigenous visual communicators have the power to give Native Americans a respected-face in the world by revealing tribal visual languages in visual communication. The rising movement of visual sovereignty in indigenous visual communication has revolutionized a new fight against stereotypes and continues to revitalize an honorable image away from the subordinate portrayal of indigenous peoples.

### *Presentation Objectives*

- How the eras of American Indian boarding schools, Hollywood's Westerns, Pan-Indianism, American Indian Movement, and the Seventh Generation shaped the ethics of Indigenous perspective in visual communication.
- The importance of a decolonizing tribal identity in visual communication for Native and Non-Native audiences.
- Why visual communication requires practices of decolonization, visual sovereignty, and repatriation to accurately portray an indigenous perspective in media.

### Event #2 : Respectful Design

Participants will incorporate ideas and new knowledge from the presentation into the design of new tribal flags. With an emphasis on her concept of visual sovereignty, Sadie will help participants to identify stereotypical signs, symbols and images on existing tribal flags in order to redesign flags that are visually respectful to tribal culture, language and cosmologies.

### *Goals of the Workshop*

- Participants will understand the differences between visual sovereignty and stereotypical signs when addressing sovereign nation representation
- Participants will practice appropriate, respectful, and accurate visual representation methods when designing for an Indigenous audience
- Participants will develop greater terminology when practicing visual sovereign messaging, community-based design, and designing for future generations.

- Understand what it means to be an underrepresented or underserved designer
- Develop a better language when addressing the lack of diversity in a workspace
- Relating an Indigenous perspective in design to other underrepresented perspectives in design
- Introduce the concept of “decolonization” in design

**Event Title:** Indigenous Design: Beyond Medicine Wheels, Ox Carts, & Inukshuks<sup>9</sup>

**Presentation Title:** Indigenous Culture and the Custom of Thievery “Borrowing” Indigenous cultural items impacts Indigenous people worldwide

**Date:** November 21, 2019

“Why you should think twice about using cultural and spiritual symbols in your visual design and communication projects.”

### Sources

<sup>1</sup> Registered Graphic Designers of Canada. Ethics Committee. 2019/2020 Committee Report - Presented by Jenn Taback RGD; VP of Ethics, Committee Chair at RGD's AGM on April 18, 2020. Resources for Cultural Awareness. <https://www.rgd.ca/get-involved/ethics#2019-2020-committee-report>

<sup>2</sup> Graphic Designers of Canada. 2020 National Scholarship Winners Announced. About the GEDC Foundation Cheryl Lynn Rutledge Northern Indigenous Student Award. <https://www.gdc.net/2020-national-scholarship-winners-announced>

<sup>3</sup> Graphic Designers of Canada. Human Factor: Design Education Pecha Kucha and World Café Round Table. November 29, 2019. <https://www.gdc.net/event/2019/10/04/human-factor-design-education-pecha-kucha-and-world-cafe-round-table>

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

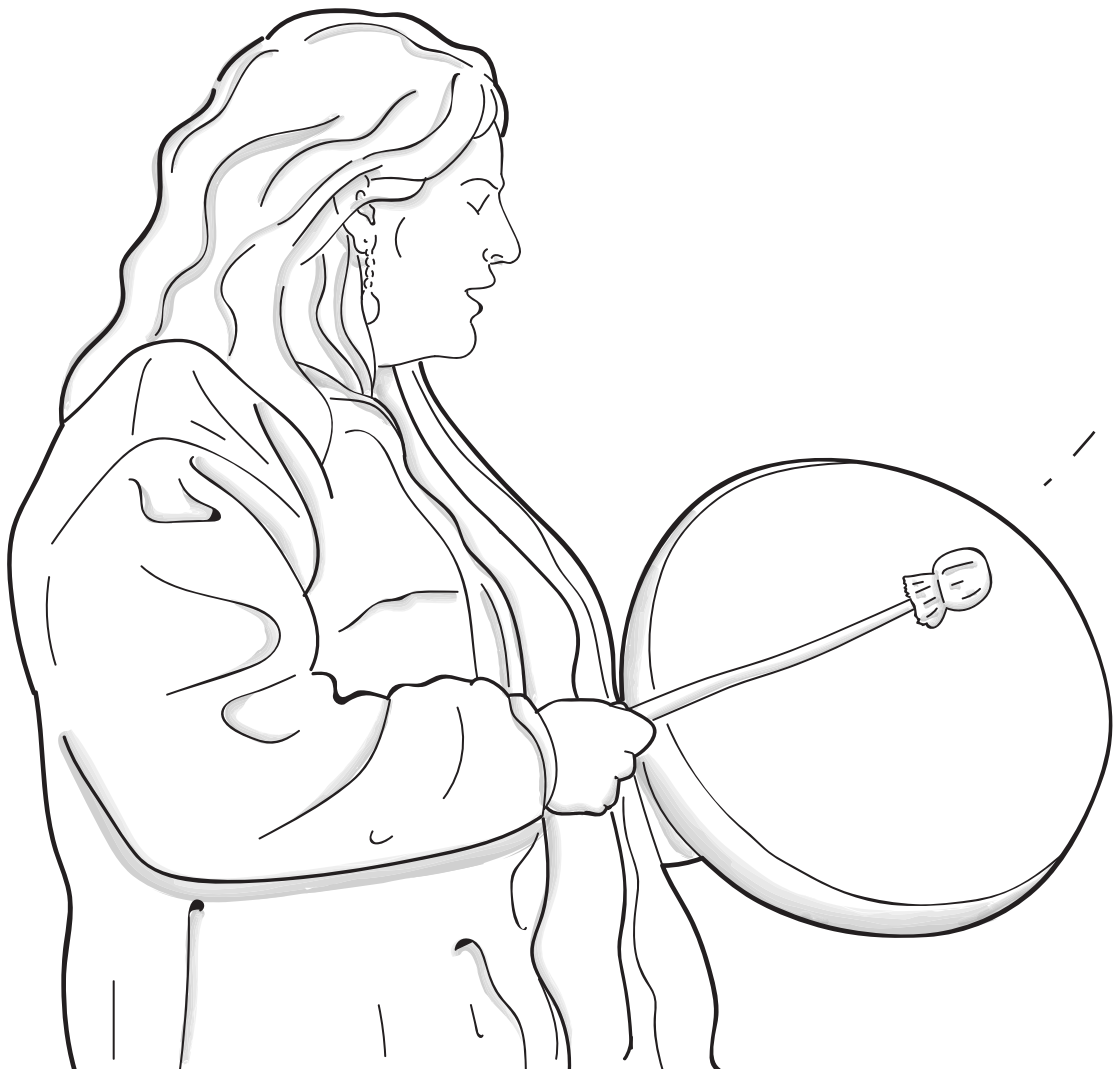
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<sup>7</sup> Ibid.

<sup>8</sup> Graphic Designers of Canada. Respectful Design: With Sadie Red Wing. October 4, 2019. <https://www.gdc.net/chapter/manitoba/respectful-design-with-sadie-red-wing>

<sup>9</sup> Graphic Designers of Canada. Indigenous Design: Beyond Medicine Wheels, Ox Carts, & Inukshuks. November 21, 2019. <https://www.gdc.net/event/2019/10/18/indigenous-design-beyond-medicine-wheels-ox-carts-inukshuks>





# HAND DRUM

## CCA - Canadian Council for the Arts

### Initiatives

June 30, 2020 \_\_\_\_\_ COMMUNITY CARES EMERGENCY FUNDING

2018-2019 \_\_\_\_\_ SHARED FUTURE: ANNUAL REPORT 2018-19

April 18, 2018 \_\_\_\_\_ CREATING, KNOWING AND SHARING (INITIATIVES & GRANTS)

### COMMUNITY CARES EMERGENCY FUNDING<sup>1</sup>

#### Summary

Community Cares is a new time-limited emergency response fund to support First Nations, Inuit and Métis individuals working in the arts and culture sector during the COVID-19 pandemic. Indigenous communities have been disproportionately affected by the Covid-19 pandemic. This is a special fund devised to provide immediate support to Indigenous artists and cultural workers adversely affected by the pandemic.

Support in the amount of \$1,000 will be distributed to successful applicants. Applicants will be able to apply online through the websites of the Aboriginal Curatorial Collective, Indigenous Performing Arts Alliance, the Indigenous Screen Office, and the Inuit Art Foundation. Funds will be distributed by the Aboriginal Curatorial Collective. The Canada Council for the Arts has committed \$250,000 to support this initiative.

### SHARED FUTURE: ANNUAL REPORT 2018-19

#### Report Highlights

#### Commitments<sup>2</sup>

#3 - Indigenous: Renew the relationship between Indigenous artists, and Indigenous and non-Indigenous audiences, for a shared future.

**Note:** The Council will also continue to deepen its longstanding commitment to equity and inclusion, including for next generation artists and audiences.

### **Funding<sup>3</sup>**

In 2018-19, the Council's overall funding to Indigenous artists, groups, and arts organizations increased from \$13.2M in 2017-18 to \$17.8M—an increase of 35%.

### **Equity and Inclusion in the New Funding Model<sup>4</sup>**

Indigenous recipients: 367

Amount Awarded: \$17,692

### ***Digital Strategy Fund<sup>5</sup>***

Ira Lee Gathers received funding from the Digital Strategy Fund for the Rural Urban Indigenous Youth Reconciliation Annex, a free, multi-purpose live forum and “living tool kit.” This youth-focussed project will help Indigenous, African, LGBTQ2S+, and other artists navigate the digital world, initiate arts-based reconciliation action plans, and engage in leadership, technical, and creative arts training. Ira Lee Gathers, who is based in Toronto, Ontario, will undertake this work in close collaboration with elders, entrepreneurs, sociologists, and cultural carriers in order to forge a strong Canada-wide base of support and expand internationally.

### ***Multi Year Core Grant<sup>6</sup>***

The Council provided a multi-year core grant to the Citadel Theatre in Edmonton, Alberta. Under Artistic Director Daryl Cloran, the Citadel has affirmed its vision to be innovative and inclusive in its programming and practices. Among its many goals, it seeks to celebrate, welcome, and share stories with many different communities in Edmonton. The Citadel's stage has come alive in recent years with performances that present difference voices and cultures including *Children of God*, by Indigenous playwright Corey Payette, and *The Silver Arrow*, by local playwright Mieko Ouchi and starring an actor with a disability.

### ***Reinforcing Indigenous worldviews for the future<sup>7</sup>***

The Council respects Indigenous artistic expression, cultural protocols, rights, and worldviews. As such, the program *Creating, Knowing and Sharing: The Arts and Cultures of First Nations, Inuit and Métis Peoples* sets out to support artistic activities that encourage cultural self-determination and the vitality of Indigenous artistic practices and communities. An

important aspect of this program is its openness to Cultural Carriers. These individuals include Elders, knowledge keepers, traditional educators and language holders who support the preservation, retention, maintenance, production and knowledge transfer of Indigenous worldviews, cultural practices and traditions through art and creative practice.

In 2018, twelve Cultural Carriers were supported across Canada to share knowledge and advance the preservation of languages through a variety of activities from specialized training, publishing and translation, symposia presentations and artistic collaborations. These activities will contribute to the retention and transmission of Indigenous cultural traditions and practices for future generations.

### *Encouraging Indigenous Global Networks<sup>8</sup>*

Affirming the 2007 United Nations Declaration on the Rights of Indigenous Peoples, the Council strives to build strong links between Indigenous peoples globally in order to contribute to the health and vitality of Indigenous communities here at home.

In 2018, Indigenous artists from Canada were supported to participate in the Māoriland Film Festival held in Kapiti Coast, New Zealand, in March 2019. The Māoriland Film Festival featured films and events from 94 Indigenous nations from across the globe. This event attracts festival directors from around the world, resulting in further international opportunities for artists to present their work.

### *Promoting Indigenous Voices<sup>9</sup>*

UNCEDED: Voices of the Land was presented at the 2018 Venice Biennale in Architecture. This multimedia installation, commissioned by the Council, was conceived by internationally renowned architect and human rights activist Douglas Cardinal, and curated by Gerald McMaster and David Fortin.

UNCEDED was the first Indigenous-led architecture representation at the Biennale. It brought together the work of 18 Indigenous architects from across Turtle Island (Canada and the United States) to make their visions for and contributions to the practice of architecture more visible.

Through its themes of indigeneity, resilience, sovereignty and colonization, the exhibition presented Indigenous world views that seek balance between nature, culture, and technology. At the Biennale, the exhibition received widespread media attention and was viewed by many of its 275,000 international visitors. The Council further supported UNCEDED to bring it to Canadian audiences, on view at the Canadian Museum of History.

### ***WOMEX music meeting***<sup>10</sup>

In 2018–19, the Council continued to support delegations exhibiting at the international WOMEX music meeting. This year, Anishinaabe musician ShoShona Kish, of Barrie, became the first artist from Canada to win the event’s Professional Excellence Award. She received this award for the role she played in using music as an agent for change in the ongoing revolution to transform Indigenous communities and their culture.

### ***The Art Bank at the G7***<sup>11</sup>

The Art Bank exhibited more than 100 artworks from every province and territory at the 2018 G7 Summit. The selection of artworks included themes on gender equality, climate change, and peace. Curated by Art Bank consultant Claudio Marzano, the displayed works included more than 40 pieces by Indigenous artists.

### ***Amplifying diverse voices***<sup>12</sup>

Compared to the previous year, the Council’s support of Indigenous artists, groups and arts organizations increased by 35%; both culturally diverse and Official Language Minority Communities enjoyed increases of at least 24%, while support for Deaf and disability artists, groups and arts organizations grew by 48%.

These figures indicate improved access to the Council’s programs by these communities, an encouraging sign to the Council that it is realizing its aim to be more equitable, reflective of diverse communities, and relevant to all Canadians.

## **CREATING, KNOWING AND SHARING (Initiatives & Grants)**<sup>13</sup>

### **Summary**

This program supports Indigenous individuals, groups, Indigenous-led arts organizations and arts/cultural sector development organizations that foster a vital and resilient Indigenous arts ecosystem. The initiative also supports collaborations between Indigenous and non-Indigenous artists, that are led by Indigenous artists/organizations. Program Components include travel grants, support for short (up to 1 yr) and long-term projects (1-3 yrs), small scale activities and ongoing artistic/cultural activities of Indigenous artists, groups and organizations.

*The Canada Council, through this program, affirms the following guiding principles:*

- Respect Indigenous worldviews, and the rights of Indigenous Peoples, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples (2007)

- Support and uphold the principles of reconciliation, articulated through the report of the Truth and Reconciliation Commission of Canada (2015)
- Support artistic activities that respect and encourage First Nations, Inuit and Métis cultural self-determination and the vitality of Indigenous artistic practices and communities
- Recognize the distinct and unique place of First Nations, Inuit and Métis artists in Canada as creators, interpreters, translators and transmitters of an inherent Indigenous cultural continuity, as well as unique contributions made to Canadian cultural identity
- Recognize and support customary and contemporary artistic practices by First Nations, Inuit and Métis artists
- Recognize the distinctiveness of the many unique and self-defining First Nations, Inuit and Métis communities in Canada
- Support and develop a Canadian arts landscape that is deeply ingrained with perspectives, voices, stories, struggles and aesthetics of the First Nations, Inuit and Métis Peoples of Canada
- Recognize a wide variety of artistic and cultural practitioners within First Nations, Inuit and Métis communities

### **{Re}conciliation<sup>14</sup>**

Developed by Canada Council, the J.W. McConnell Family Foundation and The Circle on Philanthropy and Aboriginal Peoples in Canada in anticipation of the Truth and Reconciliation Commission's final report and recommendations, the {Re}conciliation Initiative aimed to promote artistic collaborations between Indigenous and non-Indigenous artists, investing in the power of art and imagination to inspire dialogue, understanding and change.

### **Projects Supported by the {Re}conciliation Initiative<sup>15</sup>**

**Title:** Igalaq (Seing through)

**Creator:** Arnait collective

This project is one of communication between the North and the South, between Inuit and "Southerners". Relying on community involvement and participation, it will pull together processes of communication and artistic creation between the North and the South using Internet technologies. This will be documented and archived in galleries or public spaces in the North and in the South where the audiences will be invited to participate.

**Title:** The Makkuktuut Tussaviu Project

**Creator:** Artcirq Inuit Performance Collective

The Makkuktuut Tussaviu Project is an initiative intended to instigate an artistic movement of communication, collaboration, and creation as a remedial response to trauma amongst the youth of Nunavik and Nunavut communities. These circus and music artists will lead live creation events blending contemporary and traditional Inuit practices gathering professional, emerging, and aspiring artists in Igloolik, Iqaluit, Arviat, and Kujjuuaq, to stimulate meaningful conversations, partnerships, and performances about cultural resilience and identity. As a whole, the project aims to empower Inuit youth through their artistic expression to effectively respond to the issues of reconciliation in Canada and nurture a resilient culturally-rooted Inuit performing arts community.

**Project Title:** Places of the heart/Scars of Mother Earth

**Creator:** Centre d'amitié autochtone de Val d'Or

This project brings together artists from different nations in a meeting that is as much between the nations as with the land. Lieux de Cœur – Cicatrices de la Terre-Mère proposes the site-specific creation of ephemeral works in the vein of Land Art to (re)create and (re)present esthetically a selection of the significant geosymbols of the intangible heritage of the Algonquin communities of Témiscamingue and Abitibi, in northwestern Québec. The artistic productions presented in a travelling exhibition will portray these Land Art creations through large format photographs, art videos, installations, and a trilingual (Anicinabe, French and English) booklet and exhibition texts.

## **Additional Initiatives<sup>16</sup>**

### *Canadian Commission for UNESCO (CCUNESCO)*

The CCUNESCO promotes the implementation of the UN Declaration on the Rights of Indigenous Peoples, especially its principles pertaining to the protection of Indigenous languages and cultures. To mark the 2019 International Year of Indigenous Languages, the CCUNESCO produced a guide to inform Canadians about Canada's Indigenous languages. It has also produced the following document:

Bourgeois-Doyle, Dick. "Two-Eyed AI: A Reflection on Artificial Intelligence", the Canadian Commission for UNESCO's IdeaLab, March 2019.<sup>17</sup>

### Sources

<sup>1</sup> Canadian Council for the Arts. New emergency funding initiative: Community Cares announced to support the Indigenous arts community. June 30, 2020. <https://canadacouncil.ca/press/2020/07/community-cares>

<sup>2</sup> Canadian Council for the Arts. A Shared Future: Annual Report 2018-19. Ottawa: Canada Council for the Arts. p. 9. <https://canadacouncil.ca/-/media/Files/CCA/Corporate/Annual-Reports/en/2018-19-Annual-Report-December-13.pdf>

<sup>3</sup> Ibid. p.20.

<sup>4</sup> Ibid. p.24.

<sup>5</sup> Ibid. p.19.

<sup>6</sup> Ibid. p.25.

<sup>7</sup> Ibid. p.20.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid. p.14.

<sup>10</sup> Ibid. p.23.

<sup>11</sup> Ibid. p.26.

<sup>12</sup> Ibid. p.16.

<sup>13</sup> Canadian Council for the Arts. Creating, Knowing and Sharing: The Arts and Cultures of First Nations, Inuit and Métis Peoples. <https://canadacouncil.ca/funding/grants/creating-knowing-sharing>

<sup>14</sup> Canadian Council for the Arts. {Re}conciliation. <https://canadacouncil.ca/initiatives/reconciliation>

<sup>15</sup> Ibid.

<sup>16</sup> Canadian Council for the Arts. Canadian Commission for UNESCO. <https://canadacouncil.ca/about/canadian-commission-for-unesco>

<sup>17</sup> Bourgeois-Doyle, Dick. "Two-Eyed AI: A Reflection on Artificial Intelligence", the Canadian Commission for UNESCO's IdeaLab. Ottawa, Canada, March 2019. <https://en.ccunesco.ca/-/media/Files/Unesco/Resources/2019/03/TwoEyedArtificialIntelligence.pdf>





OCTOPUS/FIRE BAG

**05**

**INSTITUTIONS**

## Overview - Universities

The majority of universities across Canada have published a report or strategic plan in response to the TRC. With the exception of the University of British Columbia who initiated strategic plans regarding Indigenous people since 2009.<sup>1</sup> Other institutions, such as OCAD U, although not preparing a focused report based on a response to the TRC, included mention of it in their strategic plan and listed decolonization as a guiding principle.<sup>2</sup> Each university mentioned in this report is a member of Universities Canada and has referenced the adoption of the Universities Canada's 13 Principles on Indigenous Education.<sup>3</sup> Overall, each report varies in the degree of inclusion as well as in the types of university wide strategies implemented in response to the TRC.

The universities that issued a strategic plan or report in response to the TRC employed a different methodology when gathering their information. Some strategies that were implemented included online surveys, in-person engagement/working groups or committees, as well as individual meetings with deans and executives. However, most TRC strategic plans were led by a committee which included Indigenous and non-Indigenous faculty, Elders and students (both Indigenous and non-Indigenous).

An overarching theme presented in a number of reports was to improve/integrate a stronger Indigenous presence or visibility on campus. Some universities, such as the University of Toronto, have identified Indigenous placemaking was a crucial element in their report.<sup>4</sup> This includes providing culturally relevant spaces to conduct ceremony, gatherings, and provide services for Indigenous students. Other themes included providing supports for Indigenous students, including but not limited to, financial opportunities and pathways to further education such as bridge programs.<sup>5</sup> This also involve establishing summer programs for prospective students.<sup>6</sup> The goal of most initiatives is to increase the number of Indigenous students, staff and faculty. This includes increased retention and graduation rates.

Virtually every post-secondary institution in Canada offers specific supports and services for their Indigenous students. This support comes through Indigenous student centres, Indigenous student councils, peer networks, Elders in residence, and community liaisons.

Finally, although few architecture faculties have taken upon the responsibility to respond formally to the TRC Calls to Action, all faculties are responsible for responding to the recommendations made in their institution's strategic plans.

## **ALL** universities

- Adopted the Universities of Canada's 13 Principles on Indigenous Education
- Dedicated campus spaces and additional services ranging from cultural activities, and workshops
- Supported the production of landscape, planning or architectural/design theses that include Indigenous content

## A **MAJORITY** of universities

- Prepared a report in response to the TRC, which include:

Carleton University  
Dalhousie University  
Laurentian University  
McGill University  
University of British Columbia\*  
OCAD University  
Ryerson University  
University of Calgary  
University of Manitoba  
University of Toronto

- Convened an Indigenous Education/Advisory Council to provide direction and guidance in the ongoing development, maintenance and implementation of Indigenous-related initiatives and programming
- Provide opportunities, resources, and programs for all members of the university community to increase their understanding of Indigenous perspectives, history, culture and the interrelations between Indigenous peoples and Canada
- Developed or are in the process of developing Indigenous student learning outcomes (Increasing funding, graduation and retention rates)

\* UBC has been working to define what path the University should take on its reconciliation journey since 2008.

## Overview of Indigenization strategies implemented by Canadian Universities

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### MANY

#### universities

- Hired new Indigenous faculty or staff (some are working to increasing the number of Indigenous staff/faculty on key decision-making bodies)
- Formally identified placemaking as a crucial element to consider when developing their reconciliation strategies. These schools include:

Carleton University  
Laurentian University  
McGill University  
Ryerson University  
University of British Columbia  
University of Waterloo

### SOME

#### universities

- Created culturally relevant experiential learning opportunities, a similar number have or are developing, library and instructional resources that include Indigenous content
- Developed specific pathway options including college-to-university, or articulation agreements
- Made changes to their architectural curriculum (added courses or course content) to include Indigenous content or courses that include Indigenous 'ways of knowing'
- Hired, or are in the process of hiring Indigenous faculty within the department of architecture or architecture schools

### Sources

<sup>1</sup> University of British Columbia. The UBC Aboriginal Strategic Plan Development Working Group, Ubc Aboriginal Strategic Plan, 17 December 2008. Released in 2009. <https://indigenous.ubc.ca/files/2013/01/ASP-FinalComplete.pdf>

<sup>2</sup> OCAD University. OCAD University Academic Plan, Transforming Student Experience 2017-2022. 2020. p. 13. [https://www.ocadu.ca/sites/default/files/legacy\\_assets/content/governance/Academic-Plan-2017.pdf](https://www.ocadu.ca/sites/default/files/legacy_assets/content/governance/Academic-Plan-2017.pdf)

<sup>3</sup> Universities Canada/Universités Canada. Universities Canada principles on Indigenous Education. June, 2015. <https://www.univcan.ca/wp-content/uploads/2015/11/principles-on-indigenous-education-universities-canada-june-2015.pdf>

<sup>4</sup> University of Toronto. Answering the Call Wecheehetowin Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada. January, 2017. p. 7. <https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf>

<sup>5</sup> University of Waterloo. University of Waterloo Indigenization Strategy: Academic Programming Working Group Academic Support Recommendations (Draft). June, 2018. p.7. <https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/recommendations-academic-support.pdf>.

<sup>6</sup> Stoner, Jill. Letter from the Director and ASAU Justification for an Indigenous Faculty Position in the Azrieli School of Architecture and Urbanism at Carleton University. July, 2020. Azrieli School of Architecture and Urbanism. p. 9. Document sent by Email to Dani Kastelein on August 13, 2020.



## Carleton University

### University Wide Strategy

**Report Title:** KINÀMÀGAWIN INDIGENOUS RECONCILIATION STRATEGY, 2018 – MAY 2020<sup>1</sup>

**Date:** 2018 (18 months)

**Author:** Carleton University Strategic Indigenous Initiatives Committee (CUSIIC)

### Report Summary

This report summarizes the comments that CUSIIC received, which informed the work of the committee and the development of the Carleton-specific Calls to Action listed at the end of this report.

### Methodology<sup>2</sup>

600 Indigenous and non-Indigenous people from within the university and the broader Indigenous community participated in more than 40 engagement sessions. The report produced a series of qualitative data sets, which were categorized and ordered according to the themes identified by the Committee, to inform the Calls to Action outlined in the report. The themes were as follows:

1. Relationships
2. Student Support
3. Recruiting and Retaining Indigenous Students, Faculty and Staff
4. Indigenous Spaces
5. Indigenous Visibility
6. Teaching Methods and Ways of Knowing
7. New Positions
8. Knowledge Keepers
9. Research Ethics
10. Metrics: Qualitative and Quantitative



## Report Highlights : Suggestions

*Overall there were 41 Carleton-specific recommendations that are outlined in the report. Below are the Calls to Action which may be of interest to the OAA.*

### Support

#### *Community Engagement<sup>2</sup>*

1. Call for the development of an Indigenous Community Engagement Policy to guide in the areas of recruitment, research and partnerships with Indigenous communities
2. Call for resources to continue fostering mutually respectful relationships with local school boards for the purpose of supporting the transition of Indigenous students from secondary school into postsecondary

#### *Student Experience<sup>3</sup>*

10. Call for the development of an Indigenous Recruitment Strategy to include admission policies that ensure seats for First Nation, Métis and Inuit students into competitive programs

#### *Ways of Teaching and Learning<sup>4</sup>*

20. Call for the creation of specifically designed pathways for Indigenous students in science, technology, engineering, architecture, mathematics and linguistics

#### *Research and Innovation<sup>5</sup>*

33. Call for the continuous increase of the number of Indigenous employees at Carleton, supported by the development of Indigenous hiring policies for Indigenous specific faculty and staff positions

#### *Metrics<sup>6</sup>*

39. Call for annual reporting on the recruitment, retention and graduation of Indigenous students

## Placemaking

### *Indigenous Student Support*<sup>7</sup>

5. Call for targeted fundraising towards the creation of additional Indigenous focused space on campus, and towards the consolidation of Indigenous services for students, staff and faculty
6. Call for the identification of a designated space for all Indigenous programs and services within the university
7. Appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Initiatives, for the benefit of Indigenous students, faculty and staff

## Faculty of Architecture Initiatives

### STATEMENT of COMMITMENT + ACTION

June 17, 2020

### ASAU DIVERSITY WORKING GROUP (DWG)<sup>8</sup>

"The DWG is a student-led group within the Azrieli School of Architecture and Urbanism (ASAU), comprising BIPOC students and allies, and supported by members of the Faculty. The DWG was initiated by a student body endorsed email calling for the school to re-evaluate and re-address the racial inequalities present in the institution, to hold the Faculty and school accountable, and to move towards anti-racist and anti-colonial views."

### IMAGINE ARCHITECTURE (High School Summer Program)<sup>9</sup>

During the summer of 2018, the ASAU sponsored and fully funded two high school students from the hamlet of Iglulik to partake in the program. ASAU would like to offer several scholarships each summer for Indigenous students to participate in Imagine Architecture.

## JUSTIFICATION REQUEST FOR AN INDIGENOUS FACULTY MEMBER<sup>10</sup>

**Date:** July 21, 2020

**Author:** Jill Stoner, Director of the Azrieli School of Architecture and Urbanism

**Consulting Group:** Dr. David Fortin, Dr. Rick Colburne, Professor Wanda Dalla Costa, James Mountain, Professor Manuel Baez, Adjunct Professor Lyette Fortin, Jenan Ghazal, Émélie Desrochers-Turgeon and students of the Diversity Platforms Working Group at the ASAU.

### Report Summary

The report outlines the ways an Indigenous Faculty member will support the TRC's and the CSIIC's Calls to Action within the Azrieli School of Architecture and Urbanism. This Document also provides an overview of the practice of architecture in relation to the settler-colonial state. Specifically, it states 'how architecture was deployed to implement racist policies, casting literally 'in stone' agendas of cultural assimilation, racial segregation, land dispossession and displacement of traditional systems of Indigenous knowledge'.<sup>10</sup>

*Below are the calls to action outlined by Carleton's Indigenous Reconciliation Strategy, that ASAU is responding to, that are in line with those highlighted previously for the OAA working group.*

Call 1.<sup>11</sup>

"...the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research and partnerships with Indigenous communities..."

Call 2.<sup>12</sup>

"...foster "mutually respectful relationships with local school boards to support the transition of Indigenous students from secondary school into post-secondary..."

Imagine Architecture is a high school summer program that provides a path to undergraduate programs at ASAU.

Call 7.<sup>13</sup>

"...for the designation of appropriate spaces for ceremonies and cultural activities for the benefit of Indigenous students, faculty, and staff."

## Call 7. Cont.

"In 2016, Professor Manuel Baez and his students designed and constructed "Light Keeper," a ceiling installation of the Ojigkwanong Indigenous Student Centre. Designed in consultation with the center's architect Douglas Cardinal, the ceiling is based on the theme of light and the fact that Carleton is on traditional Algonquin land.

In 2017, Ph.D. student Émélie Desrochers-Turgeon and Professor Susan Ross volunteered on the design team for the "Indigenous Learning Place" on the campus, on the location of the existing outdoor amphitheater adjacent to Patterson Hall. The work included documentation of existing "Indigenous spaces" in North American educational institutions, the preparation of student consultations, and an overall promotion for stewardship of the existing outdoor amphitheater designated as the "Indigenous Place" on campus."<sup>14</sup>

Call 10.<sup>15</sup>

ASAU is committed to the "development of an Indigenous Recruitment Strategy to include admission policies that ensure seats for First Nation, Métis, and Inuit students into competitive programs"

Call 20.<sup>16</sup>

"...creating specifically designed pathways for Indigenous students in architecture."

ASAU is committed to offering a summer program of mentorship, introduction to design language, and STEM workshops, to fully prepare Indigenous students to succeed through the first year of their program and beyond.

Call 25.<sup>17</sup>

The ASAU commits to "professional development and educational opportunities for faculty, staff and administration towards obtaining core competencies in Indigenous and Canadian histories and experiences."

Below are additional **Carleton-specific recommendations** informed by the Carleton University Strategic Indigenous Initiatives Committee and called to attention in ASAU faculty recruitment document:

Call 13.<sup>18</sup>

"...for 'specifically reserved housing for first-year undergraduate Indigenous students.' An Indigenous faculty member with a background in design can lead our school's participation in the creation of welcoming spaces for the Indigenous students' well-being."

Call 17.<sup>19</sup>

"[the call] raises essential issues on how spaces reproduce hierarchical relationships and thus impede collaborative and sharing environments. The ASAU seconds the call for 'more teaching spaces with moveable furniture to better support various Indigenous teaching and learning models.' The spatial configuration of the architecture studio environments deserves careful consideration."

Call 21.<sup>20</sup>

..."the ASAU is working towards developing a strategy to ensure all students, including both Indigenous and non-Indigenous students, leave the ASAU with a basic understanding of Indigenous history(ies) and culture(s), as well as their spatial implication in the Canadian and global context..."

Call 24.<sup>21</sup>

"The ASAU would like to partner with the CUIIC to bring visibility to Indigenous students and Algonquin presence on the campus. Aware of the cost of housing in Ottawa and the importance of stable, safe, comfortable, and stimulating housing for students, the ASAU recognizes the inequities to access education."

Call 30.<sup>22</sup>

"Our [Carleton's] unique undergraduate major in Conservation and Sustainability will benefit from the integration of Indigenous worldviews. Most architectural projects participate actively in the extractive market economy – part of our educational mission is to teach students that conservation is an environmental practice as well as a cultural one. An Indigenous faculty member at the ASAU could be an important voice to emphasize on environmental stewardship."

*Below are the TRC Calls to Action that were called to attention in ASAU faculty recruitment document\*:*

Call 11.<sup>23</sup>

"...the ASAU is committed to providing accessibility to Indigenous students, both in terms of scholarship funding, and in academic enrichment programs that prepare them for success."

Call 21.

Call 35.

Call 45.

"...to 'repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and terra nullius.' In doing so, students, educators, architects and urbanists are compelled to radically change their attitudes toward land planning and place making."

Call 57.<sup>24</sup>

"...architects as public servants must be educated about 'the history of Indigenous people, the legacy of the Residential Schools, the United Nations Declaration on the Rights of Indigenous Peoples, the Treaties and Indigenous rights.' Architects should also receive skills-based training in intercultural competency, conflict resolution, human rights, and antiracism."

Call 79.

Call 81.

Call 82.

"With Indigenous faculty on board, the ASAU could host research, conversations, and design explorations for students, policymakers and communities concerned."

**\* Note:** It is the intention that hiring an Indigenous faculty member will help to support these Calls to Action within the ASAU<sup>25</sup>

## **Changes to the Curriculum<sup>26</sup>**

### *ARCC 3302, Conservation Studio II, Winter 2018*

Design for the adaptive reuse of the former American Embassy at 100 Wellington Street and adjacent sites into an Indigenous Centre

### *ARCC 3302, Conservation Studio II, Winter 2019*

Design for the adaptive reuse of the Muskowekwan Residential School and site in Lestock, Saskatchewan

### *ARCC 3302, Conservation Studio II, Winter 2020*

Design for the property at 24 Sussex Drive, Ottawa, the official residence of the Prime Minister

### *ARCC 4200: Crossing Interdisciplinary Research Workshop , 2013 - Present*

Hands-on investigative projects that explore intuitive learning and making that re-introduce the interrelationships between diverse cultural disciplines.

### *ARCS 5106, Master of Architecture Global Studio, Winter 2017-2021*

ARCH 4505, History and Theory of Architecture Seminar, (Un)Settling Architecture Colonialism And Imperialism In The Imagination Of Space, Winter 2020, [0.5 credit]

## **Professional Practice Course<sup>27</sup>**

- This year (2020), ASAU is rewriting the teaching model for the Professional Practice core course for Master of Architecture students.
- The class will be team-taught, and lead by Black and Indigenous practicing architects. Topics will address issues of equity and inclusion, not just in how to broaden access to opportunities within the profession, but also interrogating how the profession itself is complicit in constructing an unjust social landscape. Too often “resistance” and “activism” are relegated to the margins of sanctioned practice. The course will ask: How can activism instead operate upon the system itself from within, to more aggressively transform the rules of how we build, where we build, and for whom we build. In fall 2020, this required M.Arch course will also be open to fourth-year undergraduates, as a free elective.

**Note:** The TRC Calls to Action outlined by both the ASAU and the OAA TRC working group are as follows: Call 7, and 57.

## **Carleton University Reconciliation Journey Overview**

### **Educate**

- Creation of the Carleton University Collaborative Indigenous Learning Bundle, 2018.<sup>28</sup>
- Carleton continues to incorporate Indigenous content into its courses. As of the summer of 2018, Carleton had 72 courses that include Indigenous content and subject matter.<sup>29</sup>
- "architects as public servants must be educated about "the history of Indigenous people, the legacy of the Residential Schools, the United Nations Declaration on the Rights of Indigenous Peoples, the Treaties and Indigenous rights. Architects should also receive 'skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.'"(Referencing TRC Call 57)<sup>30</sup>

### **Support**

- (2018) provided core funding for five continuing positions in the Centre for Indigenous Initiatives.<sup>31</sup>
- By the end of 2016, Carleton had nine Indigenous faculty members across a variety of Faculties and departments.<sup>32</sup>
- The mini courses offered at Carleton are a potential avenue to bring young Indigenous students to campus, although the participation fees may need to be re-evaluated as they may be too high for some Indigenous families.<sup>33</sup>
- TRC Call 11. (ASAU scholarship funding, and academic enrichment programs).<sup>34</sup>

**Note:** The Carleton specific recommendations or Calls to Action provided by Carleton's Strategic Indigenous Initiatives Committee Report that are relevant to this section are as follows: Call 2, 10, 20, 33, and 39.

### **Placemaking**

- Calls to Action that reference 'Placemaking initiatives' provided by Carleton's Strategic Indigenous Initiatives Committee Report are as follows: Call 5, 6, and 7.



**Architecture Theses that focus on Indigenous Topics**

Desrochers-Turgeon, Émélie. PhD Student: "Ground Stories – Examining the Surveys' role in the Settler-Colonial Imagi(nations) of Space in Canada."

Jacobs, Chelsea. M.Arch. Student, 2019: "Drowned Landscape: An Architectural Reflection upon Indigenous Sensibilities in Curve Lake First Nation."

Kitley, Shannon. M.Arch. Student, 2020: "Habits of Habitation: A Case For Disorienting White Comfort In Thunder Bay."

McIntosh, Sarah. M.Arch. Student, 2018: "The Subtle Landscape: An Architecture of 3 Days."

McGowan, Patrick. M. Arch. Student, 2020: "Collective Navigation: Towards (RE)Conciliation Through Communal Experience."

Moar, Devon. MAS student: "Latitudes for Change: Aspects of Design for the Evolving Arctic Landscape."

St. Pierre, Monique. 2016. "An Architectural Toolkit for Complex Sites: Exploring Co-Creation with Community Stakeholders."

Taylor, Evan. M.Arch. Student, 2017: "More Stories About Ports and Polar Bears: A Future for Churchill, Manitoba."

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<sup>1</sup> Carleton University. Kinàmàgawin, {Learning Together}, Carleton University Strategic Indigenous Initiatives Committee, Final Report. Carleton.ca. 2020. <https://carleton.ca/indigenous/wp-content/uploads/Kinamagwin.pdf>. Accessed 17 Aug. 2020.

<sup>1</sup> Ibid. p. 13-15.

<sup>2</sup> Ibid. p. 38.

<sup>3</sup> Ibid. p. 40.

<sup>4</sup> Ibid. p. 42.

<sup>5</sup> Ibid. p. 46.

<sup>6</sup> Ibid. p. 48.

<sup>7</sup> Ibid. p. 39.

<sup>8</sup> Stoner, Jill. Letter from the Director and ASAU Justification for an Indigenous Faculty Position in the Azrieli School of Architecture and Urbanism at Carleton University. July, 2020. Azrieli School of Architecture and Urbanism. p. 13. Document sent by Email to Dani Kastelein on August 13, 2020.

<sup>9</sup> Ibid. p.9.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid. p.5.

<sup>12</sup> Ibid. p.12.

<sup>13</sup> Ibid. p.9.

<sup>14</sup> Ibid. p.10.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid. p.12.

<sup>19</sup> Ibid. p.10.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid. p.12.

<sup>22</sup> Ibid. p.10.

<sup>23</sup> Ibid. p.10 - 11.

<sup>24</sup> Ibid. p.8.

<sup>25</sup> Ibid. p.10.

<sup>26</sup> Ibid. p.15 - 19.

<sup>27</sup> Azrieli School of Architecture and Urbanism. STATEMENT of COMMITMENT + ACTION. Professional Practice Course. <https://architecture.carleton.ca/archives/10970>

<sup>28</sup> Carleton University. Kinàmàgawin, {Learning Together}, Carleton University Strategic Indigenous Initiatives Committee, Final Report. Carleton.ca. 2020. <https://carleton.ca/indigenous/wp-content/uploads/Kinamagwin.pdf>. Accessed 17 Aug. 2020. p. 11.

<sup>29</sup> Ibid.

<sup>30</sup> Azrieli School of Architecture and Urbanism. Letter from the Director and ASAU Justification for an Indigenous Faculty Position in the Azrieli School of Architecture and Urbanism at Carleton University. July, 2020. p. 8.

<sup>31</sup> Carleton University. Kinàmàgawin, {Learning Together}, Carleton University Strategic Indigenous Initiatives Committee, Final Report. Carleton.ca. 2020. <https://carleton.ca/indigenous/wp-content/uploads/Kinamagwin.pdf>. Accessed 17 Aug. 2020. p. 11.

<sup>32</sup> Ibid. p.10.

<sup>33</sup> Ibid. p.18.

<sup>34</sup> Azrieli School of Architecture and Urbanism. Letter from the Director and ASAU Justification for an Indigenous Faculty Position in the Azrieli School of Architecture and Urbanism at Carleton University. July, 2020. p. 8.

## Dalhousie University

### University Wide Strategy

**Report Title:** DALHOUSIE UNIVERSITY, STRATEGIC DIRECTION 2014–2018, YEAR 5  
PROGRESS REPORT<sup>1</sup>

**Date:** 2019

**Author:** Dalhousie University

### Report Summary

This document is a final progress report that outlines twenty-five strategic priorities that were to be implemented over a five year period. These were organized under five themes which are as follows:<sup>2</sup>

1. Teaching and Learning
2. Research
3. Service
4. Partnerships and Reputation
5. People, Infrastructure and Support

**Note:** Dalhousie University has issued annual progress reports to review their successes and the progress made towards their goals outlined in their initial strategic plans. The university has not prepared a separate strategic plan in response to the TRC Calls to Action. However, their law school, Schulich School of Law, has formally recognized its role and responsibilities regarding its response to the TRC Calls to Action and has issued a statement in response to its commitments.

### Report Highlights

#### Educate

- Curriculum changes and ongoing partnerships and relationship building with Indigenous peoples on campus and in the broader community.<sup>3</sup>

#### Support

- Student Success Strategy framework established to develop and renew institutional plans to optimize recruitment, retention and graduation of highly capable and diverse learners, including historically underrepresented students.<sup>4</sup>

- Dalhousie reconfirms its commitment to the Equity, Diversity and Inclusion Action Plan set out for the Canada Research Chairs Program by the Federal Government and has implemented approaches to ensure all hiring competitions are attracting a diverse group of candidates.<sup>5</sup>
- Targeted outreach to African Nova Scotian and Indigenous students and communities with facilitated followup processes designed to remove barriers to access implemented.<sup>6</sup>

## **University Wide Initiatives**

### **Educate**

- Offering new minor programs in Black and African Diaspora Studies and Indigenous Studies.<sup>7</sup>
- First-year course in the Schulich School of Law on Aboriginal and Indigenous Law in Context.<sup>8</sup>

### **Support**

- 2018, Dalhousie Libraries hired an Indigenous services librarian Morning Star Padilla.<sup>9</sup>
- 2018, Indigenous Student Access Pathway launched for first students.<sup>10</sup> The Indigenous Student Access Pathway is designed and delivered as a one-year program exclusively for First Nations, Métis and Inuit students who would not otherwise be eligible for admissions under Dalhousie's current minimum high school prerequisites, and who would benefit from dedicated supports while transitioning to a university environment.<sup>11</sup>
- Dalhousie has developed an EDI Action Plan to monitor and track progress towards meeting its EDI targets. The university is committed to attracting, recruiting, and retaining members from traditionally under-represented groups, including Indigenous people, persons with a disability, racially visible persons, and women.<sup>12</sup>
- Expanded Human Rights and Equity Services offerings and staffing, including development of Respectful Workplace Toolkit; new outreach/liaison roles added for the Indigenous Student Centre and Black Student Advising Centre.<sup>13</sup>
- The Indigenous Blacks & Mi'kmaq (IB&M) Initiative at the Schulich School of Law was established in 1989 to increase representation of Indigenous Blacks and Mi'kmaq in the legal profession in order to reduce discrimination.<sup>14</sup>

### Dalhousie Scholarships

*In addition to Dalhousie's regular merit-based entrance scholarships, some are specifically for Indigenous students.<sup>15</sup>*

*First Nations & Indigenous Black Students Scholarships (Undergraduate)*

\$3,000 renewable entrance scholarships available to First Nations and Indigenous Black students from the Maritime provinces

*Nova Scotia Black & First Nations Graduate Entrance Scholarships (Master's/Doctoral level)*

\$15,000 renewable scholarships available to Nova Scotia Black and First Nations graduate students (master's or doctoral level)

*Morris Saffron Award*

Available to Status or Non-Status Indigenous graduates of Dalhousie's Transition Year Program

*The University of King's College scholarships*

Available specifically for Indigenous students studying at the University of King's College, including the Dr. Carrie Best Scholarship, the Alumni Media Scholarship, and the ATV Media Scholarship

### Engage

- February 5, 2019, Dalhousie launches partnership with the National Centre for Truth & Reconciliation<sup>16</sup>

#### *Talks & Conferences*

- Belong Forum series; Senator Murray Sinclair challenged the Dalhousie community to "change the way we think, talk and act" in relation to Indigenous peoples.<sup>17</sup>

### University Libraries Interim Strategic Plan<sup>18</sup>

#### *Highlighted Information:*

- Review and implement changes related to the Indigenous and African Canadian Student Access and Retention Strategy.<sup>19</sup>

- Develop a model for Indigenous Services:<sup>20</sup>
  - a) Work collaboratively with the University and local Indigenous community to develop Indigenous library services.
  - b) Conduct an assessment study of Indigenous student and researcher needs.
- Provide and promote opportunities for staff learning on Indigenous topics.<sup>21</sup>

## **Faculty of Architecture and Planning Initiatives**

### **Indigenous Faculty**

Elisa Dainese, Assistant Professor (Currently on leave)<sup>22</sup>

### **Coastal Studio**

**Unit leader:** Dr. Ted Cavanagh, School of Architecture

The Coastal Studio is an innovative program of education, training and community development focused on design-build activities, rural entrepreneurship, and knowledge mobilization and transfer to local communities. It has become an invaluable component of the architecture program, integrating social science research with design teaching and providing Dalhousie students with an exceptional opportunity to be involved in design-build research and practice with communities across the Maritime Provinces, working with national and international partners. Established 2008, the Coastal Studio is supported by the Social Sciences and Humanities Research Council, ACOA, the Province of Nova Scotia, the Association of Collegiate Schools of Architecture, and industrial and community partners.<sup>23</sup>

## Cities and Environment Unit

**Founded in:** 1993

**Unit leader:** Prof. Frank Palermo, School of Planning

The Cities and Environment Unit (CEU) is dedicated to community planning and applied research. It helps urban and rural communities develop physical, social and economic strategies to respond to their challenges and act on their opportunities. While the CEU's research is applied and specific to local contexts, it is informed by a global perspective. Projects include community plans for economic development, housing, environment, health, education, culture, governance and settlement patterns; and the generation of new knowledge, approaches and tools for community design. A research institute in the Faculty since 1993, the CEU links planning education to practice, directly involving Dalhousie students through work terms, internships, and supervision of research projects.<sup>24</sup>

*Below are a list of First Nation Communities that the CEU has worked with on community planning projects, community plans were prepared for the following First Nations:<sup>25</sup>*

- |                                  |   |
|----------------------------------|---|
| - Cowessess                      | - Atikameksheng Anishnawbek                 |
| - Flying Dust First Nation       | - Wagmatcook First Nation                   |
| - George Gordon First Nation     | - Thessalon First Nation                    |
| - Kahkewistahaw First Nation     | - Serpent River First Nation                |
| - Mikisew Cree First Nation      | - Batchewana First Nation                   |
| - Standing Buffalo Dakota Nation | - Ketegaunseebee, Garden River First Nation |
| - Pasqua First Nation            | - Oujé-Bougoumou Cree Nation                |
| - Shoal Lake Cree Nation         | - Mississauga First Nation                  |
| - Kinistin Saulteaux             | - Sagamok Anishnawbek                       |
| - Muskoday First Nation          |   |

## Architecture Theses on Indigenous Topics

McCashin, Tara. (SB, NS). (2016). Re-Settling Dawson Park: An Expanded Idea of the Friendship Centre in Edmonton, Alberta (How can a friendship centre establish a middle ground between the city and indigenous culture?)



Plaxton, Fraser. (CV, RK). (2016). Confronting Hegemony: Architectural Dialogues in Northern Ontario (How can architecture mediate the social, physical, and economic space of the indigenous reserve of northern Ontario?)

Shobbar, Mahsa. (TS, DB). (2017). Vancouver's Indigenous Identity: Representing a Narrative (How can an urban landscape interpret Vancouver's First Nations culture and colonial history?)

Wychreschuk, Liane (BL, RK). (2008). Inspired Indigenous Housing (In Winnipeg, how can a housing strategy help Aboriginal communities become physically and culturally sustainable?)

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<sup>1</sup> Dalhousie University. *Dalhousie University Strategic Direction 2014-2019, Year 5 Progress Report*. 2019. <https://cdn.dal.ca/content/dam/dalhousie/pdf/about/Strategic-Planning/ProgressReport-June2015-Online.pdf>

<sup>2</sup> Ibid. p. ii.

<sup>3</sup> Dalhousie University. *Dalhousie University Strategic Direction 2014-2019 - Five-Year Report Highlights*. July 11, 2019. p. 24. <https://issuu.com/dalhousieuniversity/docs/highlights-five-year-strategic-repo>

<sup>4</sup> Ibid. p. 1.

<sup>5</sup> Dalhousie University. *Dalhousie University Strategic Direction 2014-2019, Year 5 Progress Report*. 2019. p. 5. <https://cdn.dal.ca/content/dam/dalhousie/pdf/about/Strategic-Planning/ProgressReport-June2015-Online.pdf>

<sup>6</sup> Ibid. p. 15.

<sup>7</sup> Dalhousie University. *Dalhousie University Strategic Direction 2014-2019 - Five-Year Report Highlights*. July 11, 2019. p. 9. <https://issuu.com/dalhousieuniversity/docs/highlights-five-year-strategic-repo>

<sup>8</sup> Ibid.

<sup>9</sup> Dalhousie University. Welcome Morning Star Padilla, the new Indigenous Services Librarian. The Libvine: Halifax. November 20, 2018. Accessed August 10, 2020. <https://blogs.dal.ca/libraries/2018/11/welcome-morning-star-padilla-the-new-indigenous-services-librarian/>

<sup>10</sup> Dalhousie University. *Dalhousie University Strategic Direction 2014-2019, Year 5 Progress Report*. 2019. p. 15. <https://cdn.dal.ca/content/dam/dalhousie/pdf/about/Strategic-Planning/ProgressReport-June2015-Online.pdf>

<sup>11</sup> Dalhousie University. Indigenous Student Access Pathway. Accessed August 10, 2020. <https://www.dal.ca/faculty/agriculture/extended-learning/Courses/ISAP.html>

<sup>12</sup> Dalhousie University. Institutional Equity, Diversity, Inclusion Action Plan, Canada Research Chairs. September 2019. <https://cdn.dal.ca/content/dam/dalhousie/pdf/research-services/CRCArchived-postings/Dalhousie%20CRC%20IEDIAP%202019%20FINAL.pdf>

<sup>13</sup> Dalhousie University. *Dalhousie University Strategic Direction 2014-2019 - Five-Year Report Highlights*. July 11, 2019. p. 24. <https://issuu.com/dalhousieuniversity/docs/highlights-five-year-strategic-repo>

<sup>14</sup> Dalhousie University. Indigenous Blacks & Mi'kmaq Initiative. Accessed August 2, 2020. <https://www.dal.ca/faculty/law/indigenous-blacks-mi-kmaq-initiative.html>

<sup>15</sup> Dalhousie University. Financial Awards. Information about financial assistance for Indigenous students: Dalhousie Scholarships. [https://www.dal.ca/campus\\_life/communities/indigenous/Financial\\_ISC.html](https://www.dal.ca/campus_life/communities/indigenous/Financial_ISC.html)

<sup>16</sup> Dalhousie University. Dalhousie Launches Partnership with the National Centre for Truth and Reconciliation. February 8, 2019. Accessed August 16, 2020. <https://www.dal.ca/news/2019/02/08/dalhousie-launches-partnership-with-the-national-centre-for-trut.html>

<sup>17</sup> Benjamin, Chris. Belong Forum: Senator Murray Sinclair Urges Canada to Think, Talk, Act Differently. Dalhousie University: Halifax. September 6, 2018. Accessed August 10, 2020. <https://www.dal.ca/news/2018/09/06/belong-forum--senator-murray-sinclair-urges-canada-to-think--tal.html>

<sup>18</sup> Dalhousie University. Dalhousie University Libraries Interim Strategic Plan, 2019-2020. Accessed August 10, 2020. [https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Library\\_Administration/DalhousieLibrariesStrategicBridgePlan%202019%202020.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Library_Administration/DalhousieLibrariesStrategicBridgePlan%202019%202020.pdf).

<sup>19</sup> Ibid. p. 5.

<sup>20</sup> Ibid. p. 7.

<sup>21</sup> Ibid. p. 10.

<sup>22</sup> Dalhousie University. Faculty and Staff. Elisa Dainese. Accessed August 13, 2020. <https://www.dal.ca/faculty/architecture-planning/school-of-architecture/faculty-staff/faculty/elisa-dainese.html>

<sup>23</sup> Dalhousie University. Research Centres and Labs. Current research centres and labs. Accessed August 13, 2020. <https://www.dal.ca/faculty/architecture-planning/research/research-centres.html>

<sup>24</sup> Ibid.

<sup>25</sup> Dalhousie University. Cities and Environment Unit. Accessed August 13, 2020. <https://ceunit.ca/Gallery>

## Laurentian University

### University Wide Strategy

**Report Title:** ENSEMBLE/ TOGETHER/ MAAMWI: LAURENTIAN UNIVERSITY STRATEGIC PLAN, 2018–2023<sup>1</sup>

**Date:** 2018

**Author:** Laurentian University

### Report Summary

This document is a 5 year strategic plan developed by the university that outlines twenty-five outcomes. The goals which support the TRC Calls to Action are included in the next section of this document.

### Current University Wide Initiatives

#### Support

- Laurentian has employed 25 full-time Indigenous faculty members in various disciplines, departments, and faculties. More Indigenous colleagues are teaching at Laurentian University than any other university in Ontario.<sup>2</sup>
- Campus Elders provide support to students through the ISLC.<sup>3</sup>
- The Faculty of Health, NOSM, and the Health Sciences North Research Institute (HSNRI) are designing and implementing initiatives that advance knowledge and meet the needs of Indigenous peoples.<sup>4</sup>

#### Other

- Laurentian University has developed an Indigenous Social Work Program.<sup>5</sup>
- Laurentian University's Maamwizing Indigenous Research Institute is emerging as a key site for advancing research of Indigenous peoples, Indigenous worldviews, traditional teachings, theories, practices, knowledges, histories, and their relationships to Canadian society.<sup>6</sup>

## **Placemaking**

- The Indigenous Sharing and Learning Centre (ISLC), which opened on National Aboriginal Day 2017, features the spectacular round-room, inspired by the wigwam, with four entry points facing each of the cardinal directions, and provides state-of-the-art facilities in a variety of spaces, indoors and outdoors.<sup>7</sup>

## **Report Highlights: “by 2023 goals”**

### **Educate**

- Offer cultural safety training and opportunities to learn the Anishnaabemowin language to faculty, staff, and students.<sup>8</sup>
- Equip graduates to practice, teach, and contribute as employees of choice in Indigenous contexts, throughout the North and beyond.<sup>9</sup>
- Laurentian students will become more familiar with Indigenous ways of being and principles of reconciliation through various aspects of campus culture.<sup>10</sup>
- Be a national leader in Indigenous education because of expanded Indigenous curriculum offerings across all faculties.<sup>11</sup>
- Ensure that appropriate resources are in place to promote and foster inclusion, acceptance, and respect for the diversity that exists within our campus community.<sup>12</sup>

### **Engage**

- Support the Truth and Reconciliation Commission Calls to Action and will respond by creating a task force to identify priority actions.<sup>13</sup>





# INDIGENOUS SHARING A

*Laurentian University / Diamond Schmitt*





# ND LEARNING CENTRE

fig. 8





# INDIGENOUS SHARING AN

*Laurentian University / Diamond Schmitt*





# D LEARNING CENTRE

Left fig.9  
Right fig.10

### Other

- Influence global audiences with our research and expertise in environmental stewardship of water and land.<sup>14</sup>
- Undertake culturally appropriate research that enhances *mino-bimaadiziwin* and wellness among Indigenous peoples and other northern populations.<sup>15</sup>

### Architecture Faculty Initiatives - Steps Already Taken<sup>16</sup>

- Highlights design and culture for Northern Ontario with an emphasis in developing expertise in wood and sustainable materials
- Application of practical building solutions for northern climates, taking into account cultural sensitivities, diverse histories and community profiles
- Students develop an appreciation for the integration of Indigenous and natural materials in building and site design, as well as cultivate an understanding of the importance of collaboration and interaction with other students, faculty, and community groups
- Inclusion of diverse cultural backgrounds, including Franco-Ontarian, First Nation, Métis, and Inuit course content
- Access to Elders and/or Knowledge Carriers in Residence (Studio, 2 times a week)

### Further Steps - MSoA Strategic Plan Goals, 2018-22 (5 year plan).<sup>17</sup>

*Building upon our existing pillars of RESPECT, INCLUSION and COMMUNITY, by 2022 the McEwen School of Architecture (MSoA) aspires to:*

- Create an internationally recognized architectural “Hub” as an umbrella for teaching, research and community engagement

- Establish leadership in Design-Build culture, hands-on active learning, and collaborative research-creation
- Strengthen our capacity for “Community responsiveness” in northern and remote environments through community partnerships
- Become the leading architecture school in Canada for Indigenous design
- Become the leading architecture school in Canada in new wood technologies in the boreal forest region
- Enrich Francophone culture by remaining the only School of Architecture outside of Québec to offer design studios, electives and co-operative placements in French

### **Architecture/Landscape Theses on Indigenous Topics**

Clark, Krystel. 2019, “kitche migawap âcimowin = Tipi tectonics: building as medicine”. <https://zone.biblio.laurentian.ca/handle/10219/3252>.

Harvey, Jennifer. 2019, “Landscapes of conversion: the evolution of the residential school sites at Wiikwemkoong and Spanish, Ontario”. <https://zone.biblio.laurentian.ca/handle/10219/3229>

Schumacher, Haley. 2019, “An architectural response to multi-generational housing inspired by Haudenosaunee culture”. <https://zone.biblio.laurentian.ca/handle/10219/3270>

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<sup>2</sup> Ibid. p. 4.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid. p. 8.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid. p.4.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid. p.19.

<sup>9</sup> Ibid. p.11.

<sup>10</sup> Ibid. p.13.

<sup>11</sup> Ibid. p.15.

<sup>12</sup> Ibid. p.19.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid. p.17.

<sup>15</sup> Ibid.

<sup>16</sup> Fortin, David. OAA Environmental Scan - McEwen. Items actioned by the McEwen School of Architecture in the spirit of reconciliation. Email sent to Dani Kastelein, August 13, 2020.

<sup>17</sup> Ibid.



## McGill University

### University Wide Strategy

**Report Title:** PROVOST'S TASK FORCE ON INDIGENOUS STUDIES AND INDIGENOUS EDUCATION, FINAL REPORT, 2017<sup>1</sup>

**Date:** 2017

**Author:** Provost's Task Force on Indigenous Studies and Indigenous Education

### Report Summary

This document was prepared in direct response to the TRC Calls to Action. The report includes a set of recommendations made by the Task Force and are tied to requisite time frames. These are organized into 3 separate categories and are as follows:

- "immediate term" 1-2 years
- "medium term" within 5 years
- "long term" more than 5 years
- 

*In addition the recommendations made by the Provost's Task Force are split into five separate categories and are as follows:*

1. Student Recruitment and Retention
2. Physical Representation and Symbolic Recognition
3. Academic Programs and Curriculum
4. Research and the Academic Complement
5. Building Capacity and Human Resources

### Report Highlights: Calls to Action

#### Educate

##### Academic Programs and Curriculum Calls to Action

- Introduce Indigenous content and engage with Indigenous pedagogies, epistemologies, values and worldviews in their academic curriculum and programs. (immediate term)<sup>2</sup>

**Note:** There are already mandatory course modules in other faculties the task force calls on other faculties to introduce Indigenous content into their curriculum.

## Support

### Student Recruitment and Retention Calls to Action

- 1,000 Indigenous students enrolled at McGill by 2022 is an aspirational target.(immediate term)<sup>3</sup>
- Identify and apply for more sources of external funding (federal, foundations, provincial) to fund more extensive support services for Indigenous students. (medium term)<sup>4</sup>
- Fund a second Indigenous Recruitment Officer position to promote McGill University in a broader range of Indigenous communities and to support recruitment from any future pathway partnerships. (immediate)<sup>5</sup>
- Collaborate with external services available to Indigenous students in Montreal to support recruitment and retention (e.g., Cree School Board office in Montreal). (medium term)<sup>6</sup>
- Finalize this bridging program to complement the existing undergraduate Indigenous admission protocol. This includes direct admission to the degree program, Journey McGill/ Parours McGill. (medium term)<sup>7</sup>
- Establish explicit transition pathways between specific high schools specific CEGEPs and McGill. (long term)<sup>8</sup>
- Award transfer credit or advanced standing toward McGill degree programs for appropriate studies completed at Ontario colleges. (immediate)<sup>9</sup>
- Change McGill's current admission practices to include Ontario colleges explicitly (in relevant academic programs, such as General Arts and Science) as a potential pathway to McGill for Indigenous students. Discussions with the Cree School Board suggest that many of Quebec's Indigenous students are studying outside Quebec, often at Ontario colleges. (term unspecified)<sup>10</sup>
- Identify appropriate Ontario college studies as a clear basis of admission to undergraduate programs at McGill. (medium term)<sup>11</sup>
- Extend the outreach to Indigenous communities to raise awareness about McGill opportunities by dedicating additional resources in order to recruit in a broader range of First Nation and Inuit communities throughout Quebec, Nunavik, Nunavut, and Ontario. (medium term)<sup>12</sup>

- Open pathways to graduate studies (inspired by McMaster's Indigenous Summer Research Scholars Program, IUSRS). (medium term)<sup>13</sup>
- Establish growth targets for specific faculties at the undergraduate and graduate levels; and establishing faculty-specific admission pathway and retention programs to complement the support offered by First Peoples' House. (medium term)<sup>14</sup>
- Establish a Proactive Accompaniment program: It is essential to provide academic, social, financial, and cultural support to the increasing number of Indigenous students who are recruited to McGill, retain them and support them through to graduation. (medium term)<sup>15</sup>
- Adjust cost structures for Indigenous students, for example, by allocating automatic awards for new and returning students, while establishing a clear and equitable self identification model to support these measures. (medium term)<sup>16</sup>
- Create a fund to award scholarships for special opportunities, e.g. summer undergraduate research in labs (including STEM programs) with flexible eligibility criteria (immediate term)<sup>17</sup>
- Create new undergraduate and graduate funding opportunities (medium term)<sup>18</sup>
- Expand services to Indigenous students, including those within STEM programs (medium term)<sup>19</sup>
- Create a mentoring program that could include Indigenous alumni or faculty mentoring current Indigenous students one on one (medium term)<sup>20</sup>
- Respond to the need for greater funding opportunities to be made available to Indigenous students seeking to pursue graduate education, accompanied by transparent and clear information about eligibility about that funding and how to access it (medium term)<sup>21</sup>

#### Physical Representation and Symbolic Recognition Calls to Action

- Provide financial support for programs that bring Indigenous elders and traditional knowledge-holders to campus. (immediate term)<sup>22</sup>



### Research and the Academic Complement Calls to Action

- The Task Force calls upon our University to set a target of at least 35 Indigenous tenure track or tenured professors for appointment by 2032 (approximately 2% representation within 15 years).<sup>23 \*</sup>
- The Task Force calls upon our University to establish and support active, innovative and equitable recruitment strategies that respect and support Indigenous peoples. (immediate term)<sup>24</sup>
- The Task Force calls upon our University to support the retention of Indigenous faculty. (medium term)<sup>25</sup>
- The Task Force calls upon the University to recognize explicitly that many Indigenous academics will hold a life long commitment to their communities. These colleagues will thrive, and the University will thrive, if they are not made to choose between their duties to their communities and the requirements of an academic career. Academic appointments, and standards for assessing academic performance (e.g., for merit, renewal, tenure and promotion), must be flexible enough to cultivate the success of Indigenous scholars pursuing community based research. (medium term)<sup>26</sup>

### Building Capacity and Human Resources Calls to Action

- Develop and communicate a strategy to boost Indigenous representation and success within McGill's workforce.<sup>27</sup>

**\* Note:** Since the Provost's Task Force report was published, McGill has issued 6 licenses for tenure track positions for the 2018-2019 Academic Year in the area of Indigenous Education, languages, governance, and health. Indigenous colleagues have been hired in the following disciplines: Human Nutrition, Education, Law, Biology, Anthropology, History, Continuing Studies, Art History and Communication Studies. In the current year, Indigenous studies positions are open in other fields.<sup>28</sup>

## Engage

- "The Task Force calls on our University to commission a critical self-study of the historical relationship of McGill with Indigenous communities and peoples by supporting an examination of this history led by a group of historians and archivists, including representation from Indigenous peoples and respecting Indigenous oral traditions."<sup>29</sup> (immediate term)

### Building Capacity and Human Resources Calls to Action

- The Task Force calls upon the University "to create an Office of Indigenous Strategy which would monitor the progress of the university's response to the Task Force's Calls to Action, facilitating cross campus coordination and collaborations, and ensuring annual reporting to Senate."<sup>30</sup> (immediate term)
- Enhance reporting on Key Performance Indicators (KPIs) which would improve data collection, monitoring, analyses and reporting; and formal reporting to Senate and the Board of Governors on KPIs related to Indigenous representation.<sup>31</sup> (immediate to medium term)
- Establish new partnerships, and strengthen existing partnerships, with Indigenous communities which would include creating a formal Indigenous Advisory Board or Indigenous Education Council with a defined mandate.<sup>32</sup> (immediate term)

### Academic Programs and Curriculum Calls to Action

- Emerging Leaders Program: The Institute for the Study of International Development (ISID), in partnership with Emerging Leaders' Dialogues Canada, is offering an innovative program that promotes relationship building between Indigenous and non-Indigenous communities. The program will bring together 40 emerging Canadian leaders for a six-day program of classroom and community activity on Vancouver Island, and will be held for the first time in June 2017. McGill's partner in this program is Vancouver Island University. The Task Force calls on our University to provide support that will allow ISID to make this an annual event that will create a network of Indigenous leaders over time. (immediate term)<sup>33</sup>

## Conferences or Talks

"As part of the Indigenous Awareness Week, Architect Douglas Cardinal, renowned Blackfoot architect and activist, delivered a lecture on September 17, 2019 at the McGill School of Architecture. Cardinal rejects the settler-colonial worldview, its patriarchal structure, and its disregard for life. He emphasizes the importance of life, temporality, and responsibility to others, both past, present, and future."<sup>34</sup>

## Placemaking

### Physical Representation and Symbolic Recognition Calls to Action

"**The Hochelaga Rock** is an enduring historical marker of Indigenous history and settler-Indigenous people's interactions on the island of Montreal and its hinterland. The Rock marks the historical ties and use of the land by Indigenous peoples. It was moved to a more prominent site on the lower campus of McGill in the summer of 2016.

- The Task Force calls on our University to complete the relocation of the Hochelaga Rock on the lower campus by developing a plan for the landscaping of the new site, which will be developed in consultation with local Indigenous communities. (immediate term)
- Provide suitable cultural space for Indigenous students, staff and faculty, and suitable living and study space for Indigenous students (immediate and medium term)"<sup>35</sup>

### **Report Title: McGill University: Equity, Diversity & Inclusion (EDI) Strategic Plan 2020-2025**<sup>36</sup>

#### Summary

This report maps the university's objectives onto five themes. Each theme in the plan sets out goals, measures, and modes of oversight. It also references and builds on existing McGill priorities, plans, and reports that already had embedded EDI goals. The report's themes are as follows:

1. Student experience
2. Research and knowledge
3. Outreach
4. Workforce
5. Physical Space

#### Report Highlights

- Deliver training to academic leaders and members of the research community on EDI in connection with research activities.<sup>37</sup> (Educate)
- Ensure academic leaders and members of the research community understand time and other resource implications for non-traditional research (e.g., community-engaged, land-based, participatory action).<sup>38</sup> (Educate & Support)
- Review nominations for research prizes and awards to ensure nominations include fair representation of researchers whose work has clear connections to EDI.<sup>39</sup> (Support)

## Current University Initiatives

### Indigenous Education Program<sup>39</sup>

The school of architecture's Indigenous Education Advisor Janelle Kasperski runs the Indigenous Education Program. Janelle is currently on leave for an undetermined amount of time. Janelle is also counted among McGill's Equity Education Advisors.

As part of the program, the school offers:

- Training workshops on Indigenous Perspectives for clubs and faculty associations (including education on the Indian Residential Schools and legacy today).
- Advice on the development of Indigenous-focused programs and events.
- A connection to Indigenous organizations/groups at McGill and in Montréal.
- The opportunity to tutor and mentor youth from the Kahnawake Survival School.

### Indigenous Research Centres

"McGill is home to many research centres that are engaged in innovative and culturally safe projects. There are a number of exciting Indigenous research projects happening at McGill. These projects include language revitalization, historical investigations into McGill and Canada's past, and the revitalization of Indigenous law. Research has an important role to play in the reconciliation process, and McGill is committed to facilitating respectful and mutually beneficial partnerships with communities. Research in collaboration with Indigenous communities is a crucial step towards building trust and lasting relationships."<sup>40</sup>

## Faculty of Architecture Initiatives

### Hiring Indigenous Faculty

The Provost's office declined the faculty hiring proposal submitted last year (2019). There were limited funds available. The school competed with dozens of other applicants from units across the university.<sup>41</sup>

## Educate

"The [School of Architecture] SoA offers a graduate seminar ARCH 653 on 'Knowledge Institutions,' ; which has a session, one out of 13, on the residential school system and architecture's role in the forced assimilation of Indigenous people. The representation of Indigenous peoples in World Fairs is also discussed in ARCH 355 history survey.

PhD student Christopher Clarke (Dene, Taltsonot'ine (Yellowknife Chipewyan), Miq Maq, Scottish and Irish decent) has just joined [the] program and plans to undertake a dissertation on Indigenous health ways. Medical spaces were included in the design of Indian Residential Schools."<sup>42</sup>

### Decolonizing Curriculum Content

"The School of Architecture is currently setting up a task force to de-colonize the curriculum. It will be conducted through a series of consultation meetings in the course of the Fall term with faculty/staff/students/alumni, facilitated by Sheila Brown (President-Emeritus of Mount Saint Vincent University). It will produce an overall action plan to be implemented in the course of the year."<sup>43</sup>

The school "currently offer courses that bring a global perspective to architectural history, most notably ARCH 355 Architecture History 4 which deals with the study of cities and world architecture from 1900 to the present. In [their] revised M.Arch. curriculum (starting in the year 2021-22), we will be offering a core course ARCH 675 'Architecture in a Global perspective'. Both ARCH 251 Architectural History 2 and ARCH 354 Architectural History 3 have integrated post-colonial perspectives in their teaching. ARCH 251 includes two lectures that focus on race (1) on the Chicago World's Fair as the 'white city' and later on (2) material on IRS and related architecture, such as the depiction of Indigenous design traditions at Expo 67. Throughout the years, students have worked on the so-called Indians of Canada pavilion. ARCH 354 includes lectures on (i) 'American colonial houses in the Philippines and the rise of an urban Pilipino elite,' (ii) 'Classicism, Representation and Slavery in Latin America, with an emphasis on plantation landscape,' and (iii) 'Italian Colonial Architecture around the Mediterranean in 1920s- and 1940s.'"<sup>44</sup>

"A special elective is offered this Fall term, ARCH 540 Race + Space, a reading seminar on race which includes material on anti-indigenous racism and architecture. This is a continuation of a student-led, independent reading group over summer 2020."<sup>45</sup>

## Engage

### Projects with First Nations, Métis or Inuit communities

"Bringing together an interdisciplinary design team lead by McGill's Minimum Cost Housing group within the School of Architecture, comprising more than 60 residents, the Kuujjuaq Hackathon, a five-day event in September 2017, capitalized on local building expertise and leadership to reimagine key public spaces. The unique initiative won the 2018 National Design Urban Award in the Small and Medium Scale Urban Fragments category.

'The Hackathon provides a unique precedent that challenges governments, schools, and architectural practices to adopt a more collaborative approach to policymaking and design leadership in northern Canada,' according to the project organizers at the McGill Minimum Cost Housing Group. 'It has been instrumental in valorizing the rich design / build culture that already exists in Nunavik.'

Organized by the Minimum Cost Housing / Hackathon Group and the northern village of Kuujjuaq, the event repurposed found materials from the village dump to enhance a variety of public spaces including construction of an all season, outdoor sports pavilion. Hacks are a response to institutionalized inadequacy and are found in every culture. They advance the notion that the reuse and recycling of defunct parts and existing technologies can radically transform everyday life."<sup>46</sup>

## Support

"The School of Architecture relies on scholarship available at the Faculty of Engineering and University level. Christopher Clarke, First Nation PhD student in the school, is partly financed from special funds from the Provost's office."<sup>47</sup>

### **Architecture Theses Centered on Indigenous Topics<sup>48</sup>**

PHD student Magda Miłosz has a SSHRC-funded dissertation on the architecture of Indian Residential Schools. She has published from it and has gleaned a few awards (most recently CCA doctoral residency).

Susane Havelka has completed a PhD dissertation in 2018 on "Building with IQ (Inuit Qaujimajatuqangit): The rise of a hybrid design tradition in Canada's Eastern Arctic."

Alexandre Trudeau had completed in 2017 a Master's memoir on the wigwam titled: "A Material Study of the Wigwam."



# FEATHER

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<sup>22</sup> Ibid. p.11.

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<sup>24</sup> Ibid. p.19.

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<sup>26</sup> Ibid. p.21

<sup>27</sup> Ibid. p.10.

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<sup>34</sup> Bressani, Martin. "Re: Truth and Reconciliation OAA Scan." McGill University's plans, policies, and activities for reconciliation with Indigenous people of Canada. Peter Guo-hua Fu School of Architecture. p.27. Document sent by email September 9, 2020 to Dani Kastelein.

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<sup>43</sup> Ibid. p. 3.

<sup>44</sup> Ibid. p. 12.

<sup>45</sup> Ibid.

<sup>46</sup> Ibid.

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## OCAD University

### University Wide Strategy

**Report Title:** OCAD University Academic Plan Transforming Student Experience 2017-2022<sup>1</sup>

**Author:** Carleton University Strategic Indigenous Initiatives Committee (CUSIIC)

### Report Summary

Although not prepared in direct response to the TRC, this report is prepared with reconciliation in mind. OCAD U understands that ‘transformative education...requires that we critically transform the settler social relations that underpin knowledge production and what constitutes knowledge within the university context and beyond.’<sup>2</sup>

### Methodology

OCAD U has Identified 6 guiding principles to underwrite the 15 priorities identified in the report. It should be noted that although this document is not in direct response to the TRC Calls to Action, Decolonization has been adopted as the first principle. The priorities which would be of interest for the OAA are as follows:

Priority 1: Indigenous Learning: Nothing About Us Without Us

Priority 2: Advancing Equity, Diversity, and Inclusive Design

Priority 3: Sustainable Futures

Priority 10: Student Mobility

### Report Highlights : Suggestions

#### Educate

Priority 1: Indigenous Learning: Nothing About Us Without Us

- Create opportunities for all members of the university community to increase their understanding of Indigenous history, arts and culture and the interrelations between Indigenous peoples and historic and contemporary Canada in order to recognize what changes might be needed.<sup>3</sup>

- Do a formal review of Indigenous content in all courses at the University.<sup>4</sup> \*(Can also fall under the theme of Engage)

Priority 2: Advancing Equity, Diversity, and Inclusive Design

- Provide learning opportunities in Inclusive Design and methods of making drawn from the experience of people who encounter marginalization.<sup>5</sup>

Priority 3: Sustainable Futures

- Develop new course and program options and integrate relevant content into existing courses to teach and promote socially and ecologically responsible art and design approaches that reflect the United Nations Sustainable Development Goals and the Earth Charter, and the United Nations Declaration on the Rights of Indigenous People.<sup>6</sup> \*(Can also fall under the theme of Engage)

## Support

Priority 1: Indigenous Learning: Nothing About Us Without Us<sup>7</sup>

- Increase the number of Indigenous faculty members in all Faculties.
- Engage in institutional and environmental research to identify barriers and thereby increase access to art and design degree programs for Indigenous students.
- Enhance support services for Indigenous students.
- Continue to develop partnerships, shared and joint programming and credit transfer and articulation agreements with Indigenous supported/focused organizations, secondary/post-secondary institutions and Indigenous communities.

Priority 2: Advancing Equity, Diversity, and Inclusive Design<sup>8</sup>

- Improve the representation of equity-seeking communities in staff, faculty, and leadership positions, with a particular focus on racialized and Indigenous Peoples
- Set specific, measurable goals for promoting change and removing barriers in OCAD U's employment equity plans
- Identify barriers to faculty success and advancement, such as access to professional development and support for research and pedagogy, and set goals to eliminate barriers

- Identify and implement training, processes and resources to build capacity across programs and faculties to develop critical and decolonizing pedagogy, non- western paradigms, methods and methodologies.

## Engage

### Priority 1: Indigenous Learning: Nothing About Us Without Us<sup>9</sup>

- Adopt and realize Universities Canada's 13 Principles on Indigenous Education, including resources for Indigenous students, Indigenization of the curriculum and Indigenous education leadership.
- After study and review, implement a requirement for undergraduate students to complete a minimum of one Indigenous Visual Culture course as part of their degree program.  
\*(Can also fall under the theme of Educate)
- Strike a Provost's Task Force.
- Establish an Indigenous subcommittee of Senate.
- Implement Call to Action #79 of the Truth and Reconciliation, Commission which calls on commemorative bodies in Canada to commit to a process of honouring Indigenous histories and contributions while devising processes of reconciliation in public spaces into the Creative City Campus. The Call states: "We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration."
- Educate and embed land acknowledgement significance and community protocols at OCAD University – governance, public presentation, etc.

### Priority 3: Sustainable Futures<sup>10</sup>

- The university is committed to collaborative actions on local, regional, and global sustainability imperatives that develop more reciprocal relationships with people and land including equitable social relations, well-being, and Indigenous knowledge.
- Systematically assess how sustainability is currently addressed within the curriculum and recommend a plan to enhance and further integrate this priority into the curriculum.
- Establish a sustainability research cluster or lab bringing together faculty and students from across all Faculties to investigate and innovate art and design practices that enhance and promote sustainable and ecologically focused research.

## Other

### Priority 3: Sustainable Futures<sup>11</sup>

- Create new student field placements and internships that will include opportunities across a range of sectors and OCAD U partner organizations that focus on sustainability as a fundamental value of their operations.
- Provide professional development resources for faculty to integrate sustainability into curriculum as well as actionable means for faculty and students to apply regenerative practices that ultimately produce ecological benefits, rather than simply reduce harm.

## Steps Already Taken - University Wide Initiatives

### OCAD University's Indigenous Education Council (IEC), 2019

(formerly Aboriginal Education Council, 2008)

Convened in 2008, the IEC makes recommendations and share strategies that will provide direction and guidance in the ongoing development, maintenance and implementation of Indigenous-related initiatives and programming.<sup>12</sup>

### Wapatah: Centre for Indigenous Visual Knowledge, launched in June 21, 2019

The Wapatah Centre is a future-oriented institution. Its research aims to empower new generations of Indigenous and non-Indigenous artists, scholars and curators, and to promote Indigenous voice in academic, institutional and artistic spaces and contexts. It envisions sustainability as a product of sound research, meaningful and relevant relationships, and the mentorship and creation of opportunities for new generations.<sup>13</sup>

### Provost's Task Force<sup>14</sup>

Convened in the fall of 2018, as per the recommendations of the Academic Plan (Priority #1, Goal #3) to make recommendations on the establishment of a Senate Indigenous Education Advisory Committee and the development of an Indigenous Strategic Plan that will guide the adoption of best practices for providing support and ensuring cultural safety for Indigenous faculty, staff and students, including recommendations on curricular reform.

The task force will provide recommendations from 5 key areas:

1. Student Supports, 2. Governance, 3. Professional Development to Support Integration of Indigenous Ways of Knowing at the University, 4. Recruitment and Retention, and 5. Integrating Indigenous Knowledges and Research Practice

### **Salient Suggestions of the Provost Task Force<sup>15</sup>**

- Develop an Indigenous faculty/student mentorship program.
- Develop a targeted recruitment campaign for prospective Indigenous students.
- Develop a bibliography on Indigenous learning, decolonization, settler/Indigenous reconciliation.
- Provide professional development for faculty to address Indigenous copyright and cultural appropriation.
- Make cultural competency training a requirement for all faculty and staff.

### **Conferences and Talks**

February 8, 2020, Indigenous Students Pathways Symposium

December 6-7, 2019, Reparative Frames Conference

November 22, 2019, The Faculty & Curriculum Development Centre: Indigenous Education Speaker Series

September 26, 2019, Dr. Marie Battiste, O.C., Cognitive Justice And Transsystemic Change: Indigenization In The Academy

September 19-20, 2019, Arctic / Amazon Symposium

February 2019, The Entangled Gaze: Knowledge Exchange Workshop

October 19, 2018, Subtle Technologies: We ++Decolonizing (≠ Reconciling) Science, Tech, Indigenous Relations

March 31, 2016, K. Jake Chakasim, wapimisow: a boreal approach to art, architecture + identity

June 22, 2010, Portage: A symposium on Aboriginal Visual Culture

### **Exhibitions**

June 21-July 2, 2010, Passages: First Peoples at OCAD

## **Faculty of Design Initiatives**

### Indigenous Faculty<sup>16</sup>

June 20, 2018, OCAD University (OCAD U) announced the hiring of five new tenured/tenure-track faculty members who self-identify as Indigenous Peoples of North America or Peoples of Turtle Island. Three of these faculty members are now a part of the Faculty of Design.

James Miller, Faculty of Design  
Howard Munroe, Faculty of Design  
Melanie Printup, Faculty of Design

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1

2

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# ANISHINAABE CLANS

## Ryerson University

### University Wide Strategy

**Report Title:** TRUTH AND RECONCILIATION AT RYERSON UNIVERSITY: BUILDING A NEW FOUNDATION FOR GENERATIONS TO COME, COMMUNITY CONSULTATION SUMMARY REPORT<sup>1</sup>

**Date:** 2018

**Authors:** Dr. Denise O’Neil Green is the Vice-President, Equity and Community Inclusion Joanne Dallaire, Elder of the Aboriginal Education Council, traditional counsellor for Ryerson Aboriginal Student Services and recognized Elder for Ryerson.

### Report Summary

This report was produced in direct response to the TRC Calls to Action. It summarizes the Ryerson community’s aspirations that were voiced in the talking circles, consultation meetings, events and course projects held at Ryerson (including an ad-hoc group of students, Indigenous and non-Indigenous Staff). Suggestions include the possible barriers and opportunities presented with each initiative. The report also addresses its namesake (Egerton Ryerson). In 2010, Ryerson’s Aboriginal Education Council conducted research on Egerton Ryerson’s role in what became the residential school system.<sup>2</sup>

### Methodology

The authors have undertaken extensive consultations, which began in 2016 on how best to move toward implementing the TRC Calls to Action. During these consultations, six major themes emerged.<sup>3</sup> They are as follows:

1. Develop and implement a strategic vision to Indigenize Ryerson University.
2. Improve and expand support for Indigenous learners.
3. Indigenize teaching and learning practices.
4. Increase Indigenous staff and faculty, and recognize other ways of knowing for faculty and students.
5. Deepen engagement and establish partnerships with the local community, Indigenous communities and other post-secondary institutions.
6. Increase the Indigenous visibility at Ryerson and honour the Indigenous history and cultures through symbolic gestures such as offering a formal statement of apology and expressions of reconciliation.

## **Report Highlights: Suggested Recommendations**

### **Educate**

- Build on the Aboriginal Education Council work and the Community Development Fund and inform the academic programs by hiring Indigenous curriculum consultants.<sup>4</sup>
- Commit to constructively address colonialism and its present-day legacy and Indigenous worldviews and their potential for positive impacts in all fields as part of required curriculum for students and professional development sessions for faculty, administrators and staff.<sup>5</sup>
- Establish a specific Truth and Reconciliation website that provides information and resources for and between departments, students, to administration and outwards into the broader community.<sup>6</sup>
- Establish Indigenous cultural competency amongst academic counsellors and recruitment staff.<sup>7</sup>
- There could be more cultural awareness and sensitivity initiatives such as a handbook, workshops and retreats for non-Indigenous faculty and staff.<sup>8</sup>
- Increase the celebration of and education about Indigenous issues, culture, and history [throughout the entire campus].<sup>9</sup>
- Increase resources for the infusion of Indigenous content into courses and programs. This should include an emphasis on areas such as science and engineering where there is the opportunity for Ryerson to initiate significant curricular innovations.<sup>10</sup>

### **Support**

- Set targets for faculty and staff hires and retention, along with recruitment and retention targets for students. This includes establishing an Indigenous Student Recruitment Plan along with culturally appropriate, relevant and meaningful resources.<sup>11</sup>
- Provide support services to Indigenous students to bridge the gap from high school and reserve high schools to postsecondary institutions.<sup>12</sup>

- Establish an Indigenous Teaching Chair in each faculty, to increase the Indigenous presence within the university wide administrative structure, build cultural awareness and information sharing between the units and departments and champion the development of the work that has already been done.<sup>13</sup>
- Build on the Aboriginal Foundations Program's success to create a strong outreach effort for bridging and/or access related programs and courses.<sup>14</sup>
- Deepen engagement and establish partnerships with the local community, Indigenous communities, and [other] post-secondary institutions to expand Indigenous awareness, cross-cultural experiences.<sup>15</sup>
- Develop a multi-pronged recruitment and professional development strategy [for staff and faculty] that includes a process to recruit, retain and promote Indigenous employees with specific yearly targets to increase the numbers to a level that is representative of the provincial population and implement [university-wide] equivalency statements for both external and internal hires.<sup>16</sup>
- Increase resources for access programs for Indigenous students to participate in science, technology, engineering and mathematics (STEM) programs; create an Indigenous adult education access program; and establish a partnership with the Toronto District School Board to create outreach and retention programming in the middle schools.<sup>17</sup>

## Engage

- Increase Indigenous visibility [at Ryerson] and honour the Indigenous history and cultures through symbolic gestures such as offering a formal statement of apology and expressions of reconciliation.<sup>18</sup>
- Promote partnership development by creating annual events such as forums and symposiums on topics such as water, housing and State of the Land which engages the Indigenous community, participants in pertinent [Ryerson] Zones and external stakeholders such as social enterprises and NGOs. Such forums should bring Indigenous community leaders, entrepreneurs, scholars, and students together to discuss research and projects. This will allow them to assist one another in capacity building in environmental protection, green energy, traditional food sources and models of sustainability.<sup>19</sup>
- Make land acknowledgement, including an explanation of its importance, compulsory at the start of signature [Ryerson] events and meetings.<sup>20</sup>

## **Steps Already Taken/Underway - University Wide Initiatives<sup>21</sup>**

### **Educate**

- Since May 2016, the Learning and Teaching Office has collaborated with Aboriginal Initiatives to offer training and educational sessions to the annual Ryerson Teaching and Learning Conference.
- Provide resources for faculty to Indigenize the curriculum.

### **Support**

- A full-time EDI/Aboriginal curriculum development consultant position has been funded to develop Aboriginal curriculum resources and content for faculties across campus.
- Double the number of Indigenous faculty at Ryerson.
- Increase the number of Indigenous staff.
- Create more pathways for Indigenous students to study at Ryerson.
- Provide more award and scholarship funding for Indigenous students.

### **Engage**

- Artwork and sculptures will be installed around the university to enhance the Indigenous campus presence and provide increased educational awareness of the Indigenous presence and history on campus.
- Signage is being improved to increase the visibility of the Indigenous presence on campus.
- A plaque for the statue of Egerton Ryerson was unveiled in 2018, outlining Ryerson's participation in the establishment of the residential schools system in Canada and the harm that was caused by the system that robbed many Indigenous Peoples of their culture and left them with psychological, emotional and physical damage.
- An annual TRC Check-In during Social Justice Week has been included as a permanent annual feature in the program line-up. The Check-In provides an update on the progress of the commitments made in the prior year on implementing the various Ryerson TRC initiatives
- Commit to raise external funding to create a Ryerson Chair in Reconciliation.

## Placemaking

- Designate outdoor space for Indigenous ceremonies.<sup>22</sup>
- Create an Indigenous-only space within the Student Campus Centre that is student-run and student-operated.<sup>23</sup>

## Architecture/Planning Theses Centered on Indigenous Topics

Abu-Bakare, Farida, "Modern Vernacular: Translating First Nations Traditions Towards a Model of Contemporary Sustainable Architecture" (2012). Theses and dissertations. Paper 978.

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<sup>1</sup> Ryerson University. *Truth and Reconciliation at Ryerson University, Building a New Foundation for Generations to Come: Community Consultation Summary Report*. January, 2018. <https://www.ryerson.ca/content/dam/aboriginal-news/Truth-and-Reconciliation-Community-Consultation-Report-AODA.pdf>.

<sup>2</sup> Ryerson University's Aboriginal Education Council. " Egerton Ryerson, the Residential School System and Truth and Reconciliation." August 2010. [https://docs.google.com/document/d/1\\_Qw5WLAZZb-DU7OXXWKFoKHmwKWp\\_\\_BoW1o3-l6xMjnE/edit](https://docs.google.com/document/d/1_Qw5WLAZZb-DU7OXXWKFoKHmwKWp__BoW1o3-l6xMjnE/edit)

<sup>3</sup> Ryerson University. *Truth and Reconciliation at Ryerson University, Building a New Foundation for Generations to Come: Community Consultation Summary Report*. January, 2018. p.5. <https://www.ryerson.ca/content/dam/aboriginal-news/Truth-and-Reconciliation-Community-Consultation-Report-AODA.pdf>.

<sup>4</sup> Ibid. p.17.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid. p.12.

<sup>9</sup> Ibid. p.19.

<sup>10</sup> Ibid. p.14.

<sup>11</sup> Ibid. p.17.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid. p.5.

<sup>16</sup> Ibid. p.11.

<sup>17</sup> Ibid. p.14.

<sup>18</sup> Ibid. p.19.

<sup>19</sup> Ibid. p.15.

<sup>20</sup> Ibid. p.19.

<sup>21</sup> Ibid. p.6.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid. p.17.

## University of British Columbia

### University Wide Strategy

**Report Title:** UBC INDIGENOUS STRATEGIC PLAN<sup>1</sup>

**Date:** 2020

#### **Report Summary**

Since 2009, UBC has been working to define what path the University should take on its reconciliation journey. The development of the first Aboriginal Strategic Plan occurred in 2008. This Plan started with a working group, who completed a consultation and revisions process, and put together a comprehensive framework that defined 10 areas in which meaningful actions to address Indigenous peoples' concerns should occur. Subsequent implementation reports were published in 2010, 2012, and 2014. The need for an updated Indigenous Strategic Plan was first identified by the Indigenous Strategic Plan Implementation Committee and the First Nations House of Learning. Under their guidance and leadership, the process to begin updating the Plan began in late 2017.

#### **Methodology**

Overall, there were five key recommendations received from the Aboriginal Committee and accepted by the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation (developed during the 2017-2018 academic year)<sup>2</sup>, they are as follows:

1. Develop and deliver an Indigenous culture orientation program for all faculty and staff at UBC Okanagan
2. Create a Senior Advisor role on Indigenous Affairs for UBC Okanagan
3. Develop and implement activities that support the revitalization of language fluency
4. Advance Indigenous teaching and research through positive incentives and strategies that support: Faculty hires, Curriculum development support, and Land-based learning and teaching spaces, such as an outdoor classroom and nature interpretation in the Okanagan language
5. Expand health and wellness services to better support Aboriginal students



These recommendations were in direct response to the TRC Calls to Action. This led to the development of UBC's most recent strategic plan. The engagement process was centred on three themes which included: Research, Learning and Teaching, and Service. These were shaped by the 8 goals outlined in the plan.<sup>3</sup> They are as follows:

**Goal 1.** Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

**Goal 2.** Advocating for the truth: Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

**Goal 3.** Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

**Goal 4.** Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

**Goal 5.** Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.

**Goal 6.** Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

**Goal 7.** Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.

**Goal 8.** Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.

Each of these goals are supported by a guiding framework of actions for Faculties and programs to develop their own plans for implementation.

## Report Highlights: Action Items

### Educate

- Develop a communications strategy to ensure that every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.<sup>4</sup> (Action 7)
- Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.<sup>5</sup> (Action 16)
- Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge.<sup>6</sup> (Action 31)
- Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.<sup>7</sup> (Action 33)
- Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.<sup>8</sup> (Action 34)

### Support

- Provide support for senior administrators and faculty members whose leadership advances the goals and objectives of this Plan in Faculty and operational plans.<sup>9</sup> (Action 4)
- Engage with Musqueam, the Okanagan Nation and other Indigenous host nations, as appropriate, regarding the design and development of UBC facilities.<sup>10</sup> (Action 19)
- Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.<sup>11</sup> (Action 21) \*This initiative could also be placed in the **Placemaking** section.
- Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations.<sup>12</sup> (Action 24)
- Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses.<sup>13</sup> (Action 25)

- Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing.<sup>14</sup> (Goal 6)
- Increase needs-based access to child-care services and affordable housing options for Indigenous faculty and staff.<sup>15</sup> (Goal 6)
- Work with Musqueam and the Okanagan Nation to understand their members' desires for tuition assistance and explore what the University's role might be in addressing these desires.<sup>16</sup> (Goal 6)
- Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.<sup>17</sup> (Action 38)
- Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.<sup>18</sup> (Action 39)
- Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition support services to interested community members.<sup>19</sup> (Action 40)
- Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.<sup>20</sup> (Action 41)

## Engage

- Work with other research universities in British Columbia, the province, Musqueam, the Okanagan Nation and other Indigenous partners to strategically review the University Act, 1996 and prepare to address any inconsistencies with the principles set out in the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples.<sup>21</sup> (Action 5)
- Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's participation in the implementation of Crown colonial policies.<sup>22</sup> (Action 6)

- Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.<sup>23</sup> (Action 15) \*This initiative could also be placed in the **Educate** section.
- In consultation with Indigenous knowledge-experts, establish an International Indigenous Higher Education Advocacy Group to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.<sup>24</sup> (Action 37)

#### Additional Pertinent Actions

- Identify apprenticeships and new employment opportunities for members of, and in partnership with, Musqueam, the Okanagan Nation and other Indigenous communities.<sup>25</sup> (Action 26)

## Faculty of Architecture Initiatives

### INDIGENOUS RESEARCH SUPPORT INITIATIVE

*Projects:*

#### **Tiny Homes Project - Heiltsuk Nation<sup>26</sup>**

**Project Team:** Community partner: Heiltsuk Nation, UBC partners: Indigenous Research Support Initiative (Lerato Chondoma, Associate Director), Faculty of Forestry, School of Architecture and Landscape Architecture, Research team: Builders without Borders

**Project Background:** The community faces the joint problems of too little housing and a building stock that falls into premature disrepair. When new construction does take place, labour and materials are typically imported from outside the community, resulting in a lost opportunity to create needed employment within the community. To meet housing demand over the next 10 years, the community will need 150 mold remediations, 160 home renovations, 100 new homes and 120 new lots. Future phases of this project will address home designs for larger families using the established community engagement process. The Nation intends to continue to build partnerships with external networks.

The tiny homes project represents an important opportunity for the Heiltsuk Nation, which is currently in reconciliation agreement negotiations with the federal and provincial governments. Given the government's increased attention to housing as a priority, this demonstrates the Nation's ability to design, construct and maintain culturally and environmentally appropriate housing.

#### **Wildfire Housing Project - Yunešit'in (Tsilhqot'in National Government)<sup>27</sup>**

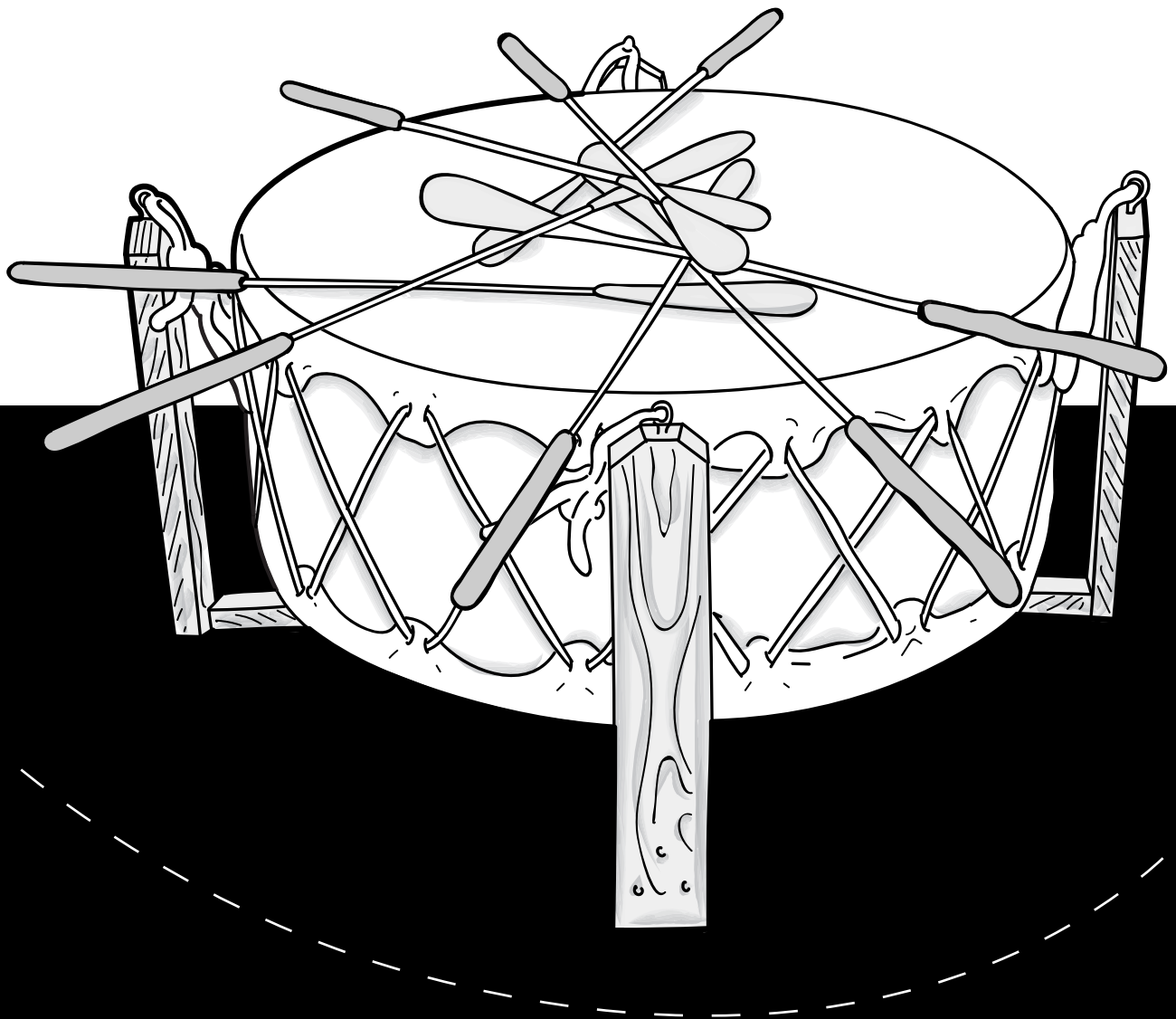
**Project team:** Chief Russell Myers Ross (Yunešit'in); John Bass, Marion Gelin, Greg Johnson, Fionn Byrne, Zack Morris, and Adam Rysanek (UBC SALA); Pamela Perrault and Anthony Persaud (Ecotrust Canada); Gordon Richards (AIBC); Shawn Wiebe (Tsilhqot'in National Government); Stefania Pizzirani (University of the Fraser Valley); Gordon Richards (Jensen Hughes); Konrad Laffer (Leading Edge Wood Products); Caitlin Thompson (Rainforest Consulting and Tides Canada); Lerato Chondoma and Marliese Dawson (UBC IRSI).

**Project Background:** "In 2017, an unprecedented wildfire season in B.C. burned 1.2 million hectares—63 percent of which were in Tsilhqot'in territory. In response the Tsilhqot'in Nation Government prepared an Action Plan for the emergency preparedness and management of Tsilhqot'in communities during wildfire season." <sup>28</sup>

"The report includes more than 30 calls-to-action, one of which is to develop fire-resistant housing and infrastructure.

Since 2014 Chief Ross and the Yuneŝit'in government had been exploring the concept of developing forest-to-frame housing entirely within and by the community. This would include harvesting local trees, milling them onsite, and designing and building homes by and for the community. The intention with this initiative is to create housing that adapts to a variety of lifestyles, is relevant to the culture, and addresses recurring indoor air quality issues, including mold, caused by the poor ventilation and circulation systems of existing reserve housing."<sup>29</sup>

Engagement: "In 2019, Professor Bass received two grants to support his work with Yuneŝit'in: the Community-University Engagement Support (CUES) fund and the IC-IM-PACTS grant from the Canada-India Research Centre of Excellence. This funding enabled the collaboration to move to an 'engagement' stage and an official kick-off meeting was held via zoom on March 31, 2020."<sup>30</sup>



# BIG DRUM

### Architecture Related Theses on Indigenous Topics

Carr, Geoffrey Paul. (2011) "'House of no spirit' : an architectural history of the Indian Residential School in British Columbia." <https://dx.doi.org/10.14288/1.0071770>

Fellner, Karlee Dawn. (2016) "Returning to our medicines : decolonizing and indigenizing mental health services to better serve Indigenous communities in urban spaces". <https://dx.doi.org/10.14288/1.0228859>

Gagnon-Creeley, Michelle. (2019) "Lost Wor(l)ds : The role of landscape architecture in Indigenous language revitalization". <http://hdl.handle.net/2429/70097>

Legault, Gabrielle Monique. (2012) "Changing in place : a generational study of a mixed indigenous family in the Okanagan". <http://hdl.handle.net/2429/41974>

Mackin, Nancy Patricia. (2004) "Nisga'a architecture and landscapes : ecological wisdom and community-led design". <https://dx.doi.org/10.14288/1.0076909>

Pendl, Sylvia T. 2006. "The two-eyed seeing garden". <http://hdl.handle.net/2429/18622>

Rossing, David William. (2003) "Towards an 'epistemology of invention' for landscape architectural design". <http://hdl.handle.net/2429/15079>

Stewart, Patrick Robert Reid. (2015) "Indigenous architecture through indigenous knowledge : dim sagalts'apkw nisirín [together we will build a village]". <http://hdl.handle.net/2429/5299>

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<sup>1</sup> University of British Columbia. UBC Indigenous Strategic Plan 2020. 2020. [https://aboriginal-2018.sites.olt.ubc.ca/files/2020/09/UBC.ISP\\_C2V13.1\\_Spreads\\_Sept1.pdf](https://aboriginal-2018.sites.olt.ubc.ca/files/2020/09/UBC.ISP_C2V13.1_Spreads_Sept1.pdf).

<sup>2</sup> University of British Columbia. Report to the Board of Governors. UBC Okanagan Commitments to TRC Calls to Action. May 1, 2019. p.4. [https://bog3.sites.olt.ubc.ca/files/2019/06/6.2\\_2019.05\\_UBCO-TRC-Calls-to-Action-Response.pdf](https://bog3.sites.olt.ubc.ca/files/2019/06/6.2_2019.05_UBCO-TRC-Calls-to-Action-Response.pdf)

<sup>3</sup> University of British Columbia. UBC Indigenous Strategic Plan 2020. 2020. [https://aboriginal-2018.sites.olt.ubc.ca/files/2020/09/UBC.ISP\\_C2V13.1\\_Spreads\\_Sept1.pdf](https://aboriginal-2018.sites.olt.ubc.ca/files/2020/09/UBC.ISP_C2V13.1_Spreads_Sept1.pdf). p.24-25.

<sup>4</sup> Ibid. p.27.

<sup>5</sup> Ibid. p.29.

<sup>6</sup> Ibid. p.32.

<sup>7</sup> Ibid.



<sup>8</sup> Ibid.

<sup>9</sup> Ibid. p.26.

<sup>10</sup> Ibid. p.30.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid. p.31.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid. p.33.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid. p.26.

<sup>22</sup> Ibid. p.27.

<sup>23</sup> Ibid. p.29.

<sup>24</sup> Ibid. p.32.

<sup>25</sup> Ibid. p.31.

<sup>26</sup> University of British Columbia. Tiny Homes Project. Heiltsuk Nation. <https://irsi.ubc.ca/tiny-homes-project>

<sup>27</sup> University of British Columbia. Wildfire Housing Project. Yunešit'in (Tšilhqot'in National Government). Accessed July 14, 2020. <https://irsi.ubc.ca/wildfire-housing-project>

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

## University of Calgary

### University Wide Strategy

**Report Title:** II' TAA'POH'TO'P (A PLACE TO REJUVENATE AND RE-ENERGIZE DURING A JOURNEY)

Together in a Good Way: A Journey of Transformation and Renewal (Indigenous Strategy)

**Date:** 2019

#### Purpose

The Indigenous Strategy's intention is to guide the University of Calgary on its path of transformation and communicate its commitment and responsibility for truth and reconciliation.<sup>1</sup> The University of Calgary views this Report as a living document within the institution, whereby progress will be monitored and content and direction will be renewed through a process of evaluation and evolution.<sup>2</sup>

#### Methodology

In March 2016, the University of Calgary, under the leadership of the Provost's office, embarked on a journey towards the development of an Indigenous Strategy. This journey began with the creation of an Indigenous Task Force, comprised of a Steering Committee, an Elder Advisory Group, and a Working Group representing the diverse faculties and services of the university. Each group had documented Terms of Reference, outlining key roles and responsibilities.<sup>3</sup>

### Report Highlights: Recommendations

#### Educate

- Develop and implement additional professional learning opportunities, training, and mentorship in Indigenous ways of knowing, including methodologies and pedagogies, ceremony, and cultural protocols.<sup>4</sup>
- Resource opportunities to routinely include Indigenous Traditional Knowledge Keepers in the university's learning processes. Ensure that appropriate cultural protocols are understood and practiced during these teaching processes.<sup>5</sup>

## Report Highlights: Statement of Commitments

- Expand educational opportunities for Indigenous and non-Indigenous students through innovative programming such as Indigenous exchange programs within Canada and land-based learning.<sup>6</sup>
- There is a need for the inclusion of more Traditional Knowledge Keepers, Indigenous faculty, students, and community representation in research processes. This is best accomplished in three ways. The first is to recruit, support and retain more Indigenous faculty and graduate students to the University of Calgary. The second is to involve Traditional Knowledge Keepers and community members to help guide research. Finally, there is a need for all members of the campus community to learn more about Indigenous knowledges, methodologies, pedagogies and practices.<sup>7</sup>
- Decolonization, Indigenization, and cultural revitalization through education are direct calls to action in the Final Report on Truth and Reconciliation. The incorporation of Indigenous epistemologies, pedagogies, methodologies are critical to both the truth and reconciliation processes. Programs and integrated curricula that include Indigenous perspectives and histories will be an important part of transformative education at the University of Calgary.<sup>8</sup>
- Increase inter-cultural capacity, competency, and knowledge at the University of Calgary, with respect to Indigenous peoples' histories, cultures, and ways of knowing (integrated professional development for the Board of Governors, Senate, senior university leaders, faculty, and staff/integrated curricula).<sup>9</sup>

## Support

- Strategically identify, recruit, hire, and support emerging Indigenous scholars at the University of Calgary.<sup>10</sup>
- Review and update criteria for merit and promotion for researchers involved in community-driven research to better support Indigenous ways of sharing and transferring knowledge, recognizing the time and trust it takes to engage in community-based research, and the effect that this has on annual performance reviews.<sup>11</sup>
- Hiring processes must be reviewed and changed to ensure that the university is actively recruiting Indigenous peoples to faculty and staff positions, and working to retain them.<sup>12</sup>
- Create a more inclusive campus by increasing Indigenous representation in teaching, learning, and leadership through recruitment and retention of students, staff and academic staff.<sup>13</sup>

- There is a need to initiate an institutional review of business practices, policies and procedures to ensure that barriers to the Indigenous community and student engagement are minimized.<sup>14</sup>
- To recruit and retain greater numbers of Indigenous students, the university must review its student-related services. This process must identify and address current challenges and barriers, and ensure that student-related processes are responsive, supportive, and inclusive. Wise practices for recruitment, admission, enrolment, retention, success, and engagement of Indigenous students must be created, implemented and evaluated.<sup>15</sup>
- Work with Indigenous communities, governments and external partners to strengthen financial supports available to Indigenous students.<sup>16</sup>

## Engage

- Develop policies and procedures that incorporate guidance from Traditional Knowledge Keepers and Indigenous ethics organizations for research ethics approval involving Indigenous communities to ensure appropriate application of protocols.<sup>17</sup>
- Create a Centre for Oral Traditions and Languages as a platform for research and learning, and to ensure that all students have opportunities to preserve traditional Indigenous languages.<sup>18</sup>
- For graduate degrees, broaden thesis procedures and guidelines to better incorporate Indigenous languages, oral traditions, pedagogies and research methodologies and methods.<sup>19</sup>
- Cultural protocol guidelines should be further developed and implemented to ensure that there are consistent approaches for inclusion and respectful engagement with Indigenous peoples and Traditional Knowledge Keepers in teaching, research, and event planning.<sup>20</sup>
- Additional and original mechanisms to help preserve Indigenous cultures, languages and ways of knowing need to be developed, particularly in research and teaching processes.<sup>21</sup>

- Develop physical acknowledgements and recognition of Indigenous people's history and relationship to the land, such as plaques that tell the history of Treaty 7 and Métis peoples, **inclusion of Indigenous art and architecture, outdoor ceremonial spaces, and landscaping / traditional gardens.**<sup>22</sup>
- Examine student appeals processes and determine ways to incorporate Indigenous perspectives.<sup>23</sup>
- Develop procedures and standards to appropriately reflect Indigenous inclusion and representation in University of Calgary communications and marketing materials.<sup>24</sup>
- Review Convocation procedures to ensure we are inclusive of Indigenous perspectives.<sup>25</sup>
- The concept of reconciliation speaks to our need to acknowledge the impacts of colonization on Indigenous and non-Indigenous people, and to meaningfully work together for redress, to right the wrongs of the past by developing a strategic response to the TRC's 94 Calls to Action and what they mean for the University of Calgary. The university must respond to these calls to action and develop a lexicon and "ways of being" for reconciliation that is embedded in the Strategy, which will be alive and evident across campus and beyond.<sup>26</sup>
- Engage with Indigenous communities and post-secondary institutions as key partners in the development of strong Indigenous educational programs and pathways to further education.<sup>27</sup>
- Continue the Gathering Stories community dialogues series and further develop a sustainable and ongoing plan for community engagement, an important aspect to the mark progress, set and check direction, and monitor the evolution of the Strategy.<sup>28</sup>
- Engage Indigenous alumni and develop a specific alumni mentorship program for Indigenous students.<sup>29</sup> \*(Can also fall under the theme of Support)
- An openness and active support of community relationships and engagement reflects a commitment to reconciliation, and confidence in the University of Calgary's evolving identity. This engagement will be characterized by ongoing dialogue, reciprocal learning and mutual respect and recognition for existing protocols and traditions in campus and Indigenous communities.<sup>30</sup>

- Create a Traditional Knowledge Keepers' Advisory Circle that brings Indigenous spiritual and cultural leaders together with senior university leadership in an ethical space that allows for ongoing dialogue about decolonization and Indigenization at the University of Calgary.<sup>31</sup>
- Create an Indigenous Student Advisory Circle to provide advice, input, and insight into improving the overall student experience at the University of Calgary.<sup>32</sup>

### **Placemaking**

- Increasing the visibility of Indigenous people and their cultures throughout the campus, and expanding recognition and the traditional acknowledgement of territory in which the university campus is situated. There should be additional space(s) and place(s) on campus dedicated to ceremony, so that spirituality can be practiced and celebrated.<sup>33</sup>
- Design and construct a new building dedicated to Indigenous peoples' knowledges and education. This space would house Indigenous programs, promote Indigenous knowledges in learning, teaching and research, and provide ceremonial space that welcomes Indigenous and non-Indigenous academic staff, staff, students and guests; and, house the Centre for Indigenous Oral Traditions and Languages, promoting this work across disciplines.<sup>34</sup>

### **General Recommendations**

- For relevant professional schools (i.e., Education, Business, Social Work, Medicine, Nursing, Environmental Design, Engineering and Law), complete specific responses to the calls to action articulated by the Truth and Reconciliation Commission.<sup>35</sup>
- Pursue Indigenous Research Chairs, post-doctoral positions and graduate student opportunities for the University of Calgary.<sup>36</sup>
- Commit to a full-circle community dialogue at least once every four years to assess the progress on the recommendations of the Indigenous Strategy.<sup>37</sup>

## List of School Initiatives

Territorial Acknowledgements

Aboriginal Health program, Cumming School of Medicine

Indigenous Access Admissions policy, Faculty of Veterinary Medicine

Indigenous Primary Care initiative, Cumming School of Medicine

Vice-Provost for Indigenous Engagement

Cultural protocol guidelines

Group for Research with Aboriginal People for Health (GRAPH), Cumming School of Medicine

Canada Research Chair in Indigenous Education, Werklund School of Education

Arctic Institute of North America

Indigenous Law in Canada course, Faculty of Law

Tsuut'ina Gunaha Institute

Old Sun Community College (Siksika) Bachelor of Education program

Poo'miikapii program, Werklund School of Education

Werklund School of Education and Faculty of Arts cluster hires

Faculty-based Indigenous Strategies: Werklund School of Education and the Faculty of Arts

Native Canada portal, Libraries and Cultural Resources

Indigenous Studies program, Faculty of Arts

Haskayne School of Business, Wilderness Retreats

BSW Learning Circles

Canada Research Chair in Integrating Indigenous Knowledge into Sustainable Engineering, Schulich School of Engineering

Dedicated Indigenous recruiter, Student and Enrolment Services

Aboriginal Student Access program, Native Centre

Aboriginal Student Admissions policy

LYNX Aboriginal Career and Employment program, Native Centre

Access to spaces that allow for smudge and pipe ceremonies

Aboriginal Student Success, Empowerment and Re-engagement Training

Native Ambassador Post-Secondary (NAPI)

Dare to Dream Aboriginal Youth Outreach initiative, Native Centre program, Faculty of Law

Werklund School of Education: Learning from the UCalgary Cares: Service Learning Land Through Elders program and Community Engagement, Kluane Lake, Yukon

Minds in Motion, Schulich School of Engineering

Crowsnest Hall student residence

Faculty of Social Work/Blue Quills First Nations, University MOU

Indigenous Relations Leadership training program  
Indigenous Awareness Week (Indigenous Student Council)  
Mandatory First Nations, Métis and Inuit History, Leadership and Education course, Werklund School of Education  
Graduation Banquet and Pow-Wow, Native Centre  
Blackfoot Youth Language project, Faculty of Arts  
Native Canada portal, Libraries and Cultural Resources  
Spo'pi Cenovus Solar House  
Office of Diversity, Equity and Protected Disclosure  
Annual Campfire Chats, National Indigenous Peoples Day, June 21

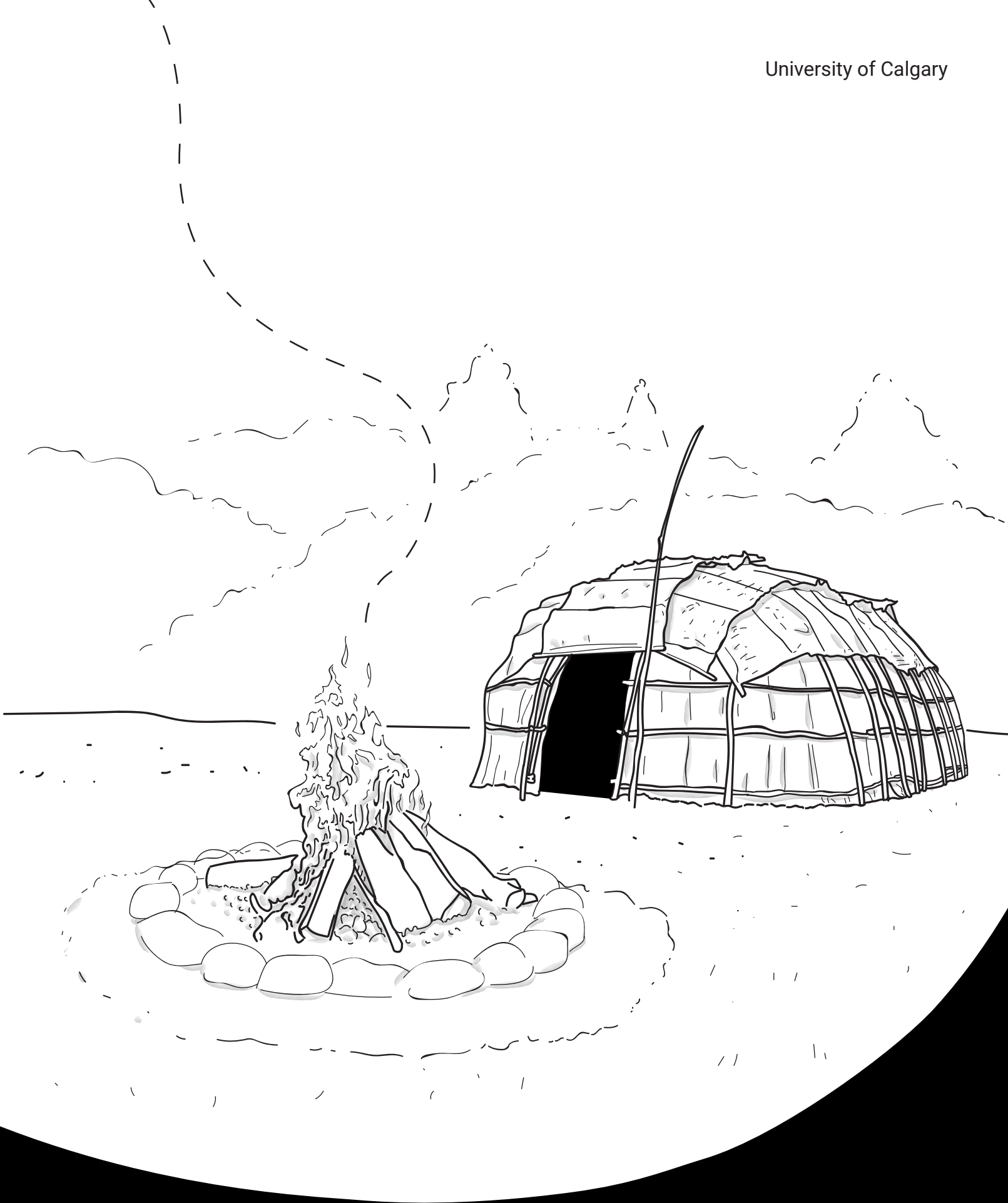
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Pulido, J. S. 2017. "What Are The Economics, Environmental And Social Benefits Of The Implementation Of A Solar Photovoltaic (pv) System Through The Alberta Indigenous Solar Program (aisp) Within Peavine Metis Settlement? (Unpublished report)." University of Calgary, Calgary, AB. <http://hdl.handle.net/1880/109757>





# SWEAT LODGE

**Sources**

<sup>1</sup> University of Calgary. *ii' taa'poh'to'p (a place to rejuvenate and re-energize during a journey). Together in a Good Way: A Journey of Transformation and Renewal, Indigenous Strategy*. September, 2019. [https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/136/Indigenous%20Strategy\\_Publication\\_digital\\_Sep2019.pdf](https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf). p.4.

<sup>2</sup> Ibid. p.5.

<sup>3</sup> Ibid. p.4.

<sup>4</sup> Ibid. p.18.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid. p.17.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid. p.29.

<sup>10</sup> Ibid. p.18.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid. p.20.

<sup>13</sup> Ibid. p.29.

<sup>14</sup> Ibid. p.21.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid. p.22.

<sup>17</sup> Ibid. p.18.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

<sup>20</sup> Ibid. p.21.

<sup>21</sup> Ibid. p.17.

<sup>22</sup> Ibid. p.22.

<sup>23</sup> Ibid

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Ibid. p.25.

<sup>27</sup> Ibid.p.26

<sup>29</sup> Ibid.

<sup>30</sup> Ibid. p.28.

<sup>31</sup> Ibid. p.29.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid. p.25.

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### **Additional Resources**

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University of Calgary, Academic Plan 2018-23. 2018. <https://live-ucalgary.ucalgary.ca/sites/default/files/Academic%20Plan.pdf>

## University of Manitoba

### University Wide Strategy

**Report Title:** TAKING OUR PLACE: UNIVERSITY OF MANITOBA, 2015 – 2020<sup>1</sup>  
**Date:** 2015  
**Author:** University of Manitoba

### Report Summary

Many discussions took place at Indigenous-focused consultation sessions, for the creation of this report, about the need to decolonize the University to better support Indigenous students and faculty by offering more Indigenous-based curricula, supporting more community-based research, and increasing awareness about the contributions of Indigenous peoples. Another suggestion was that the University can play an important role in enhancing early Indigenous student success by greater engagement with the pre-university student population through K-12 outreach and mentoring programs. Indigenous students in particular, spoke about the need for more Indigenous academics and staff on campus. Equally important was the need for engaged and active Indigenous alumni who can serve as rolemodels and mentors.

### Report Highlights: Calls to Action

#### Educate

- Ensure every student graduates with a basic understanding of the importance and contributions of Indigenous peoples in Manitoba and Canada.<sup>2</sup>
- Identify options to ensure that Indigenous content is included in academic programs.<sup>3</sup>
- Provide educational opportunities for academic staff members to ensure they can incorporate Indigenous knowledge in their areas.<sup>4</sup>
- Foster a greater understanding of Indigenous knowledge, cultures and traditions among students, faculty and staff.<sup>5</sup>
- Widen opportunities for students, faculty and staff to learn about Indigenous perspectives (e.g. through courses/new curricula, service-learning, research projects, workshops, lectures, events, etc.).<sup>6</sup>

## **Support**

- Increase the number of Indigenous faculty and staff as a percentage of the total employee population.<sup>7</sup>
- Increase the number of articulation agreements and transfer-credit agreements, including with Indigenous educational organizations.<sup>8</sup>
- Establish university-level policy and support for the recognition of prior learning, with specific attention to the prior learning of Indigenous peoples.<sup>9</sup>
- Build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed.<sup>10</sup>
- Increase community outreach and engagement activities that build Indigenous student interest in and preparedness for post-secondary studies.<sup>11</sup>
- Increase undergraduate and graduate Indigenous enrolment as a percentage of the total student population.<sup>12</sup>
- Increase first to second year retention rates and graduation rates for Indigenous students.<sup>13</sup>
- Close the gap between Indigenous and non-Indigenous students in retention and graduation rates.<sup>14</sup>
- Increase the number of Indigenous faculty and staff as a percentage of the University's employee population.<sup>15</sup>
- Increase the number of Indigenous students, staff and faculty.<sup>16</sup>

## **Engage**

- Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities.<sup>17</sup>
- Increase the University's research capacity on Métis rights and Treaty and Aboriginal rights, including the right of self-determination for Indigenous peoples.<sup>18</sup>

- Foster the inclusion of Indigenous perspectives in research, scholarly work and other creative activities.<sup>19</sup>
- Advance Indigenous research and scholarship.<sup>20</sup>
- Celebrate achievements by Indigenous faculty, staff, students, alumni and community partners.<sup>21</sup>
- Make Indigenous culture, language and symbols visible throughout our campuses.<sup>22</sup>
- Develop and execute a comprehensive campaign to advance the University, that engages students, faculty, staff, Board of Governors' members, alumni, friends, and governments and raises \$500 million for Indigenous achievement, graduate student support, research excellence, an outstanding student experience and *enhanced places and spaces*.<sup>23</sup>

## Funding

### *Indigenous Initiatives Fund 2019-2020*

#### Engineering – Seeing Through an Indigenous Lens: Enhanced Engineering Education with Indigenous Cultures, Pedagogies, Knowledges, Perspectives, and Design Principles: Part 2<sup>24</sup>

The Faculty of Engineering will build on and expand their 2018 IIF project, “Seeing Through an Indigenous Lens: Enhancing Engineering Education with Indigenous Cultures, Pedagogies, Knowledges, Perspectives, and Design Principles,” using a multi-pronged approach to increase Indigenous partnership, achievement, representation and belonging in the Faculties of Engineering, Architecture and Agricultural and Food Sciences, and support the enhancement of engineering education in significant and culturally sensitive ways by becoming a more intentional student-facing initiative, and expanding our Faculty audience. We will continue to support a part-time Elder-in-Residence position in the Faculty of Engineering, and the cultural and spiritual guidance and cultural teachings the Elder offers to Indigenous and non-Indigenous students, staff, and faculty. We also plan to design and implement a new Complementary Studies (CS) elective course focusing on “Practicing Engineering and Allied Professions with Indigenous Community Members in Manitoba” for undergraduate students in the Faculties of Engineering, Architecture, and Agricultural and Food Sciences.

#### Engineering – An Engineering – Architecture – Shoal Lake 40 Community Summer Design & Build Studio Course: Developing Curriculum Integration & Project Sustainability<sup>25</sup>

This project will develop and implement the second offering of an interdisciplinary design-build studio course, in which undergraduate students from the Faculties of Architecture and Engineering will work together with faculty members and community members of Shoal

Lake 40 First Nation to design and build gardening structures on the Pow Wow grounds on the shore of Shoal Lake, tied to discussion of food sovereignty in Indigenous communities. The course's inaugural offering was a uniquely rewarding learning experience for the student, faculty, and community, and it planted seeds of a longer-term relationship with the Shoal Lake community. This second offering will take advantage of the lessons learned in the first offering, deepen the relationships, offer students an integrated design experience with Indigenous perspectives which is unique in their curricula, and offer a tangible outcome to the Shoal Lake community. The experience will engage students and faculty with Indigenous Knowledge and design principles and foster awareness among non-Indigenous students toward their future architectural and engineering practice in Manitoba & Canada.

2018-19

Development and First Implementation of an Engineering–Architecture–Shoal Lake Community Summer Design & Build Studio Course<sup>26</sup>

This initiative will develop and implement an interdisciplinary summer design & build studio course, in which undergraduate students from the Faculties of Architecture and Engineering will work together with faculty members and with community members of Shoal Lake 40 First Nation to design and build a pavilion at Shoal Lake 40 to be used for community feasts. The shelter will be integrated as part of future Pow Wow grounds situated along the northern shore of Shoal Lake within the Manitoba border.

2016-2017

A Collaborative Learning Network for First Nation Land Use Planning<sup>27</sup>

This project builds on over five years of service-learning partnerships between several Manitoba First Nations, City Planning faculty and students. Students involved in this work have prepared land use planning case studies and factsheets that could be used by other Indigenous groups. This work will now be curated into an online resource. Funding received from the Indigenous Initiative Fund will also expand the geographic scope of this collaborative learning network by supporting a partnership with a northern First Nation.

## Faculty of Architecture Initiatives

### Indigenous Design and Planning Student Association (IDPSA)<sup>28</sup>

Fall 2019, the Indigenous Design and Planning Student Association (IDPSA) was founded in the Faculty of Architecture. This initiative was met with support from the Faculty of Architecture Student Association (FASA) and the Office of the Dean.

### Conferences and Talks

February 28, 2020, Café Prairie: Nation-to-Nation Conversation

A Conversation on Indigenous Principles, Perspectives and Practices in Shaping Canada's Architecture. Led by the Indigenous Design and Planning Student Association (IDPSA), with generous support from the Manitoba Association of Architects (MAA)<sup>29</sup>

January 17, 2020, Designing Pathways: Informing Indigenous Planning and Design within the University of Manitoba's Faculty of Architecture and beyond.<sup>30</sup>

May 4, 2017, Indigenous Leadership Roundtable<sup>31</sup>





# SACRED MEDICINES

**Architecture Theses on Indigenous Topics**

Hildebrand, Jonathan. 2012. "Our place, our home': Indigenous planning, urban space, and decolonization in Winnipeg, Manitoba". <http://hdl.handle.net/1993/35035>

Surkan, Jason. 2018. "Kihokêwin Kumik". Design Thesis Projects 2017 - 2018.

Theriault, Desiree. 2020. "Red river women: A memorial for Missing and Murdered Indigenous Women and Girls (MMIWG2S) alongside Winnipeg's Red River". <http://hdl.handle.net/1993/8478>

Yuzicapi, Stephanie. 2013. "Framing the circle: an interior exploration in Indigenous restorative justice and ceremony". <http://hdl.handle.net/1993/14409>



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<sup>1</sup> University of Manitoba. *Taking Our Place, University of Manitoba Strategic Plan 2015-2020, Final Report*. 2015. <http://umanitoba.ca/sites/default/files/2020-06/um-strategic-plan-2015-2020.pdf>.

<sup>2</sup> Ibid. p.13.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid. p.16.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid. p.17.

<sup>8</sup> Ibid. p.13.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid. p.16.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid. p.17.

<sup>16</sup> Ibid. p.18.

<sup>17</sup> Ibid. p.15.

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<sup>19</sup> Ibid. p.15.

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<sup>21</sup> Ibid. p.17.

<sup>22</sup> Ibid. p.19.

<sup>23</sup> Ibid. p.21.

<sup>24</sup> University of Manitoba. Indigenous Initiatives Fund. Engineering – Seeing Through an Indigenous Lens: Enhanced Engineering Education with Indigenous Cultures, Pedagogies, Knowledges, Perspectives, and Design Principles: Part 2. <https://umanitoba.ca/indigenous/reconciliation/indigenous-initiatives-fund>

<sup>25</sup> Ibid.

<sup>26</sup> University of Manitoba. Engineering – An Engineering – Architecture – Shoal Lake 40 Community Summer Design & Build Studio Course: Developing Curriculum Integration & Project Sustainability. <https://umanitoba.ca/indigenous/reconciliation/indigenous-initiatives-fund>.

<sup>27</sup> University of Manitoba. A Collaborative Learning Network for First Nation Land Use Planning. <https://umanitoba.ca/indigenous/reconciliation/indigenous-initiatives-fund>

<sup>28</sup> University of Manitoba. Faculty of Architecture. Designing Pathways: Informing Indigenous Planning and Design within the University of Manitoba's Faculty of Architecture and beyond. <https://umanitoba.ca/faculties/architecture/events/2019-2020events/designingpathways.html>.

<sup>29</sup> University of Manitoba. Architecture Students Lead Conversation on Indigenous Perspectives, Principles and Practices in Shaping Canada's Architecture. March 24, 2020. UM Today News: Manitoba. <https://news.umanitoba.ca/architecture-students-lead-conversation-on-indigenous-perspectives-principles-and-practices-in-shaping-canadas-architecture/>

<sup>30</sup> University of Manitoba. Faculty of Architecture. Designing Pathways: Informing Indigenous Planning and Design within the University of Manitoba's Faculty of Architecture and beyond. <https://umanitoba.ca/faculties/architecture/events/2019-2020events/designingpathways.html>.

<sup>31</sup> University of Manitoba. Indigenous Connect. Indigenous Leadership Roundtable 2017. May 4, 2017. [https://umanitoba.ca/admin/indigenous\\_connect/Indigenous-Leadership-Roundtable-2017.html](https://umanitoba.ca/admin/indigenous_connect/Indigenous-Leadership-Roundtable-2017.html)

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University of Manitoba. Qualico Bridge to Success Program. April, 2020. <http://www.umanitoba.ca/community/indigenous-community/qualico-bridge-to-success>. Accessed September 4th, 2020.

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University of Manitoba. University of Manitoba Strategic Enrolment Management Plan 2018-2023. Umanitoba.Ca. [https://umanitoba.ca/admin/vp\\_academic/media/SEM\\_Plan\\_2018-23\\_-\\_v.9.2\\_\(June\\_12-2019\)Senate.pdf](https://umanitoba.ca/admin/vp_academic/media/SEM_Plan_2018-23_-_v.9.2_(June_12-2019)Senate.pdf)

## University of Montreal

### University Wide Strategies

2020 \_\_\_\_\_ 'PLACE AUX PREMIERS PEUPLES' ACTION PLAN  
 2018 \_\_\_\_\_ DECLARATION OF RECOGNITION OF INDIGENOUS TERRITORIES  
 2016 \_\_\_\_\_ TRC WORKING GROUP  
 SINCE 2015 \_\_\_\_\_ MITIG INDIGENOUS WEEK

### Founding Values of the Action Plan<sup>1</sup>

**RESPECT:** To understand, recognize, value and celebrate the contribution of members of Indigenous Peoples as agents of change and enrichment for human, natural, cultural and intangible environments.

**AFFIRMATION:** To create the conditions for the recognition and fulfillment of members of Indigenous Peoples at Université de Montréal and within Indigenous communities in interventions and research by its representatives.

**OPENNESS:** To support initiatives that promote dialogue with members of Indigenous Peoples and the inclusion of their knowledge, cultures, beliefs and practices.

**RECIPROCITY:** To introduce and cultivate collaborations at all levels with members of Indigenous Peoples based on exchanges and reciprocal sharing rooted in trust that aim for equity, emulation and mutual enrichment.

### Key Principles<sup>2</sup>

**APPRECIATION:** Know and recognize Indigenous knowledge, cultures and practices, and integrate them into teaching and research programs in a spirit of enrichment.

**ACCESSIBILITY:** Increase the accessibility of First Peoples' members to the University by offering them stimulating, welcoming and respectful learning and work environments.

**VISIBILITY:** Foster the multiple expressions of Indigenous identities and cultures by First Peoples within the University.

**REPRESENTATIVENESS:** Increase the representation of members of First Peoples in the various spheres of activity of the University of Montreal.

**FLEXIBILITY:** Provide an institutional environment that takes into account the specific needs of students and indigenous staff.

## **Action Items from the 2016 Action Plan<sup>3</sup>**

### Student Recruitment

Implement a concerted plan with all the faculties to welcome more Aboriginal students to the University, in partnership with Aboriginal organizations active in education.

### Support for Success

Contribute to the educational success of young people from Aboriginal communities and encourage them to pursue higher education, among other things through activities to support success developed in partnerships with the communities.

### Diversity Training

Enrich training programs and the offer of awareness-raising activities on Indigenous realities, knowledge and cultures, in collaboration with indigenous communities and experts, in order to prepare students from all disciplines to interact and work in contexts of diversity.

### Human Resources

Develop innovative approaches to recruiting Indigenous employees supported by appropriate retention measures, in partnership with Indigenous organizations with expertise in human resources development.

### Living Together and Governance

Make the University a welcoming environment, free from discrimination and representative of Indigenous communities.

### Knowledge Production

Promote Indigenous knowledge in research and knowledge mobilization on Indigenous issues, while promoting collaborative research with, by and for Indigenous communities.

### Citizen Engagement

Support collaborative initiatives aimed at responding to various issues of interest to Indigenous communities and supporting their cultural and socio-economic dynamism.

**Declaration of Recognition of Indigenous Territories, March 26, 2018<sup>4</sup>**

During its meeting of March 26, 2018, the Council of the University of Montreal adopted a declaration of recognition of the Indigenous territories on which the various U of M campuses are built, a declaration which will be read at the opening of meetings and activities.

**TRC Working Group, Fall 2016.<sup>5</sup>**

In 2016, the Vice-Rectorate for Student Affairs and Studies formed a working group made up of professors, staff and students, including members of Indigenous communities. It was formed in response to the TRC Calls to Action with the goal to submit recommendations for improving the experience of First Nations, Métis and Inuit students at the University of Montreal.

Its mandate was to examine the issue of Indigenous students at U of M and to designate support and awareness measures and activities. The idea was to submit recommendations that work together to increase the number of Aboriginal people admitted to the University of Montreal, ensure that they feel more welcome, and that they are retained. The group thus consulted professors from different disciplines and members of Indigenous communities outside the University.

One of the first recommendations of the working group was to prepare a statement for the recognition of Indigenous territories for U of M, after an internal and external consultation of recognized non-Indigenous and Indigenous experts in the fields of archeology and history, and people from politics, culture and education.

The statement was formulated by Jean Leclair and Michel Morin, of the Faculty of Law of U of M, as well as by Marie-Pierre Bousquet, Director of Programs in Native Studies and Professor in the Department of Anthropology of the Faculty of Arts and of University Sciences.

**Mitig Indigenous Week<sup>6</sup>**

The word Mitig refers to a tree and all of its roots. The Mitig week at U of M has been taking place since 2015 and takes place at the end of September. The main objective of this week of activities, organized by Salon Uatik and in collaboration with Ok8api, is to sensitize the university community to Indigenous cultures.



## Faculty of Architecture Initiatives

### Mohawks and architectural students unite to create something unique<sup>7</sup>

As part of a workshop offered at the University of Montreal in winter 2020, under the responsibility of Éric Moutquin and Alain Fournier from the architecture firm EVOQ, twelve 3rd year students of the bachelor's degree in architecture produced plans and models for a new multicultural center which should be erected on the Mohawk territory of Kahnawake by 2023.

It is with the approval of the band council that the project, which will house a museum, a theater company and a cultural and linguistic center, will be built in the heart of one of the historic woodlands of the Mohawk community of Kahnawake by minimizing land use and tree cutting.

The students went to meet the Mohawk community to understand their culture, their history, to identify their needs, and their connections with their environment.

### TAPISKWAN<sup>8</sup>

Anne Marchand, a professor of Industrial Design at the Montreal School of Design, is responsible for the Design and Material Cultures research group at the University of Montreal, affiliated with the University of Quebec at Chicoutimi.

She conducts research-creation and participatory action-research with members of the Atikamekw Nehirosiwok Nation, one of the First Nations of Quebec, through the multicultural and multidisciplinary project TAPISKWAN.<sup>9</sup> The purpose of this project is to support the flourish of culture and socio-economic development of Atikamekw communities by relying on the rich heritage of the Nation and the great creativity of its members. This initiative was born from a partnership between the Council of the Atikamekw Nation, the Coop Nitaskinan and the School of Design of the University of Montreal.

## Architecture Theses Centered on Indigenous Topics

Guillaume Desjardins-Dutil, 2016-2017, *Les habits neufs du colonialisme : aménagement urbain des communautés autochtones et persistance des politiques coloniales : le cas de Wendake*. <http://hdl.handle.net/1866/18395>

(The New Clothes of Colonialism: Urban Planning of Indigenous Communities and the Persistence of Colonial Policies: The Case of Wendake)

### Sources

- <sup>1</sup> University of Montreal. Founding Values. Accessed August 8, 2020. <https://www.umontreal.ca/en/indigenouspeoples/#c117190>
- <sup>2</sup> University of Montreal. Major Principles. Accessed August 8, 2020. <https://www.umontreal.ca/en/indigenouspeoples/#c117190>
- <sup>3</sup> University of Montreal. Areas of Activity. Accessed August 8, 2020. <https://www.umontreal.ca/en/indigenouspeoples/#c117190>
- <sup>4</sup> University of Montreal. A Collaborative Effort. Accessed August 8, 2020. <https://www.umontreal.ca/en/indigenouspeoples/#c117190>
- <sup>5</sup> University of Montreal. L'UdeM reconnaît les territoires autochtones sur lesquels elle est érigée. March 28, 2018. <https://nouvelles.umontreal.ca/article/2018/03/28/l-udem-reconnait-les-territoires-autochtones-sur-lesquels-elle-est-erigee/>
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- <sup>8</sup> University of Montreal. Anne Marchand. TAPISKWAN. <https://amenagement.umontreal.ca/professeurs/fiche/in/in14952/sg/Anne%20Marchand/>
- <sup>9</sup> Collectif Tapiskwan. 2017. Tapiskwan Art Atikamekw. Accessed August 28th. <http://www.tapiskwan.com/>

### Additional Resource

Université de Montreal. Symbiosis, a cultural center for Kahnawake. Exposition des Finissants de la Faculté de l'Aménagement. 2020. <https://effa.umontreal.ca/2020/projet/architecture/Symbiosis%2C+a+cultural+center+for+Kahnawake>. Accessed August 28, 2020



## University of Toronto

### University Wide Strategy

**Report Title:** ANSWERING THE CALL : WECHEEHETOWIN (WORKING TOGETHER)

**Date:** Interim Report by June 30, 2016 / Final Report by December 31, 2016.

**Author:** TRC Steering Committee for the University of Toronto, est. Jan 15, 2016

### Purpose

The title of this report reflects two of its key elements: the report's Calls to Action, and the necessity of building a new relationship with Indigenous communities. The University of Toronto TRC Steering Committee's Report is the University's response to the national Truth and Reconciliation Commission, hence the title Answering the Call. Wecheehetowin is a Cree word that means "Working Together", highlighting that the work to be done at the University will be a collective journey.<sup>1</sup>

### Methodology

The committee was separated into 5 different working groups and are as follows:<sup>2</sup>

- Indigenous Faculty and Staff
- Indigenous Students
- Indigenous Curriculum
- Indigenous Co-Curricular Education
- Indigenous Research Ethics and Community Relationships

### Report Highlights: Recommendations

#### Educate

- Increased use of opportunities to learn on the land.<sup>3</sup> \*(Can also fit under the theme **Support**)

#### Engage

- The University provide greater acknowledgement of its underground waterways, such as the Taddle Creek marker outside the Rosebrugh Building at 164 College Street on the St. George campus.<sup>4</sup>

- More visible public art that recognizes the history and legacy of residential schools, but also the contributions of Indigenous peoples to Canadian culture and society.<sup>5</sup>
- Call for significant, dedicated Indigenous gathering spaces on all three campuses.<sup>6</sup>
- Call for a strategy for the funding and placement of more Indigenous public art across all three campuses should be developed, in close consultation with local Indigenous communities.<sup>7</sup>
- Create a welcome sign on campus in local Indigenous languages: The inclusion of Indigenous languages in university signage and architecture responds to the Calls to Action around principles for education (10.iv. protecting the right to Aboriginal languages) and principles for language and culture (14.i)...<sup>8</sup>
- The University should launch a process to identify and name appropriate spaces on the three campuses using Indigenous languages.<sup>9</sup>

### Placemaking

- That there is a lack of a recognized Indigenous space with a connection to the land.<sup>10</sup>
- “First Nation House (FNH), located in Borden Building North, is not a native place.”<sup>11</sup>
- Shortage of space in the building and restricted in terms of capacity.<sup>12</sup>
- FNH should be larger, more prominent, and visible to all members of U of T community.<sup>13</sup>
- The current Front Campus redesign exercise was noted as a potential opportunity for the designation of such a space.<sup>14</sup>
- Lack of space for spiritual practice.<sup>15</sup>
- The University should actively explore the creation of significant dedicated Indigenous space on the St. George campus and include Indigenous stakeholders in all discussions on this issue. This space could include a First Nations House that is sensitively designed to express Indigenous values and aesthetics. It could also include outdoor space appropriate for Indigenous spiritual needs.<sup>16</sup>
- Indigenize existing spaces.<sup>17</sup>

**Note:** The importance of Indigenous spaces was a unifying theme in the working groups’ final reports. Each of the groups emphasized that space was central to the Indigenous experience at the University, and that the current spaces dedicated to Indigenous experience were lacking in both number and features.<sup>18</sup>

### **Indigenous Landscape project at Taddle Creek<sup>19</sup>**

"A new University of Toronto (U of T) landscape project looks to pay tribute to the Indigenous nations that lived alongside Taddle Creek, while providing the university's current Indigenous students, staff and faculty with a place to gather, commemorate and celebrate Indigenous history and culture.

The Indigenous Landscape project, which will be installed on 4,500 square metres of Hart House Green, came out of U of T's response to the Truth and Reconciliation Commission (TRC) of Canada's 2015 Calls to Action. U of T's TRC steering committee report called for a "prominent, visible space at the very centre of the St. George campus be dedicated as an Indigenous space," based on consultations with Indigenous stakeholders at the university."<sup>20</sup>

"The Indigenous Landscape initiative is part of U of T's Landmark Project – a large-scale revitalization of the St. George campus's historic core. Landmark goes to Governing Council in October for final approval and plans for the Indigenous Landscape Project will be approved through the Capital Project and Space Allocation Committee.

U of T is working with Toronto's Brook McIlroy Indigenous Design Studio, engagement consultant Laurie Hermiston of the Kwewok Nakii Collective and Indigenous plant educator Joseph Pitawanakwat of Creator's Garden. There is also an advisory committee of Indigenous students, faculty and staff, including Lee Maracle, a poet and author who is a member of Stó:lō Nation and a U of T sessional lecturer. Maracle is also a member of U of T's Elders Circle, which has provided input on the Indigenous Landscape project."<sup>21</sup>

### **Design Theses Centered on Indigenous Topics**

Mendel, Emma Dina Cheung Mantsing. 2016. "Fluent Reciprocity". Daniels Faculty Thesis Reviews for the Master of Landscape Architecture and Master of Urban Design.

### **Additional Reading**

Indigenous Design Studio/Brook McIlroy. Indigenous Landscape at Taddle Creek, 50% Design Development Presentation. June 17, 2020. [https://indigenouslandscape.utoronto.ca/wp-content/uploads/2020/08/U-of-T-Indigenous-Landscape-BMI-DRC-2020-06-17\\_sm.pdf](https://indigenouslandscape.utoronto.ca/wp-content/uploads/2020/08/U-of-T-Indigenous-Landscape-BMI-DRC-2020-06-17_sm.pdf)

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<sup>4</sup> Ibid.

<sup>5</sup> Ibid. p.9.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.p.10.

<sup>10</sup> Ibid.p.46.

<sup>11</sup> Ibid.

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<sup>19</sup> Indigenous Design Studio/Brook McIlroy, Indigenous Landscape at Taddle Creek, Advisory Committee Schematic Design Review. March 6th, 2020. [https://indigenouslandscape.utoronto.ca/wp-content/uploads/2020/03/Taddle-Creek\\_Advisory-Committee\\_-2020-03-06-r.1-sm.pdf](https://indigenouslandscape.utoronto.ca/wp-content/uploads/2020/03/Taddle-Creek_Advisory-Committee_-2020-03-06-r.1-sm.pdf)

<sup>20</sup> University of Toronto. Indigenous Landscape project at U of T's St. George campus to bring history, culture and learning to Hart House Green. October 7, 2020. <https://www.utoronto.ca/news/indigenous-landscape-project-u-t-s-st-george-campus-bring-history-culture-and-learning-hart>

<sup>21</sup>Ibid. Learn more about Indigenous Landscape.





# INDIGENOUS LANDSCAPE AT TADDLE CREEK

*University of Toronto / Brook McIlroy*





Left      fig.16  
Right    fig. 17

## University of Waterloo

### University Wide Strategies

2020\_\_\_\_\_CONNECTING IMAGINATION WITH IMPACT, STRATEGIC PLAN, 2020-2025

2018\_\_\_\_\_UW INDIGENIZATION STRATEGY    Community Engagement Working Group  
    Research Working Group  
    Policies and Procedures Working Group  
    Academic Programming Working Group  
    Student Experience Working Group

### CONNECTING IMAGINATION WITH IMPACT, STRATEGIC PLAN, 2020-2025<sup>1</sup>

#### Summary

This report does not go into detail about how it will address the TRC Calls to Action or provide recommendations in direct response to the TRC. Its goals and objectives regarding changes at the university to support its Indigenous community and the TRC are quite broad and un-specific.

#### Highlights from the Report

##### Goals

Promote and support Indigenous initiatives and a culture of equity, diversity and inclusivity for all.<sup>2</sup>

- Embrace and act upon the Truth and Reconciliation Commission's recommendations and calls to action and build stronger relationships with our local Indigenous community.
- Improve the representation, participation and engagement of equity-seeking groups within our community.
- Advance programs, policies and processes that foster equity, diversity and inclusivity.

## **UW INDIGENIZATION STRATEGY**

### **Recommendations from Community Engagement Working Group**

#### **Communication and University Policies<sup>3</sup>**

- a) An annual Report on Community Engagement presented to Senate in the regular agenda as part of the Vice-President and Provost's report to Senate.
- b) Recruitment to ensure Indigenous representation on Senate.
- c) Create and implement specific university policies to ensure university faculty, department, and unit actions and opportunities are supported to meet educational and engagement objectives and recommendations.

Rationale: The university has a responsibility to provide the resources and opportunities for staff, faculty and students to advance their learning and this means having Indigenous peoples represented at all levels of the university, including university governance.

### **Support**

#### **Structure, Human Resources, and Funding**

- a) That the University engage Elders on a paid regular full- or part-time basis to support Indigenous students, faculty, and staff on campus.<sup>4</sup>
- b) Promote and support the placement of non-Indigenous faculty and staff across university departments who have a demonstrated knowledge base and collaborative working experience with Indigenous communities to teach across disciplines the histories of colonialism and colonization and its impact on education and social conditions in order to address current issues and create new opportunities for community engagement, social practices, and educational reform.<sup>5</sup>
- c) Establish and support networking opportunities for Indigenous and non-Indigenous faculty and staff with an interdisciplinary knowledge-base about Indigenous histories in Canada (but not exclusively) in each department to support instruction, research, and programming.<sup>6</sup>

## Engage

- a) Appoint an Associate Vice President, Indigenous Relations who will broadly oversee the implementation of the Indigenization Strategy and sustain the University's commitment to Indigenization and decolonization.<sup>7</sup>
- b) Appoint Indigenous Community Connections Officers at the Faculty level who will work closely with Indigenous communities to support relationship-building, teaching and research collaborations, student recruitment and implementation of the University's Indigenization Strategy.<sup>8</sup>
- c) Establish an Advisory Council on Indigenous Relations comprised of First Nations, Métis, and Inuit community representatives, the Senior Advisor on Indigenous Relations, faculty Indigenous Community Connections Officers, and Indigenous University of Waterloo Faculty and student representatives to plan and prioritize goals and objectives related to the University's Indigenous Strategy.<sup>9</sup>

## Placemaking

- a) Open, operate, and budget for two Office of Indigenous Engagement spaces (St. Paul's campus and the University of Waterloo campus) to integrate the inclusion of Indigenous community scholarship, research, programming, presence, visibility, and access at multiple locations.<sup>10</sup>

## Engagement<sup>11</sup> (External)

- Identify current Memoranda of Understanding concerning "engagement" held between the University and Indigenous communities and examine the discontinuities in the agreements. Why and how are these agreements (not) sustainable? What can we learn?
- Re-evaluate the process of developing "memos of understanding" with Indigenous communities to ensure that any future model is built on genuine and sustainable relationships that acknowledge sovereignties and are reciprocal, respectful, and equitable.
- Undertake a process of engagement with Indigenous communities and organizations to explore culturally appropriate approaches to relationship building, collaboration and decolonization with the University of Waterloo.
- Appoint and fund an external advisor from Six Nations of the Grand River to be a member of Advisory Committee initiatives.

## **Recommendations from the Research Working Group**

### **Support**

- Vice President Academic, Indigenous Affairs – create the position and hire an experienced Indigenous scholar and/or administrator at a senior level in the university's academic structures to lead the agenda.<sup>12</sup>
- Appoint Indigenous faculty to positions in all of the facilities at the university. A Tier 2 Canada Research Chair in Indigenous Research has been green-lighted by the University and a search will be undertaken in the near future.<sup>13</sup>
- Provide adequate financial support for start-up research, and adequate funding for research assistantships to support Indigenous faculty.<sup>14</sup>
- Establish financial opportunities that support Indigenous students and their research.<sup>15</sup>
- Establish a staff position in the Office of Research partially dedicated to assisting Indigenous scholars to apply for Tri Council grants and a similar position in the Office of Research Ethics to support that research.<sup>16</sup>

### **Engage**

- Over a period of two to four years, work in partnership with Elders/Knowledge Keepers, Indigenous community members and representatives of higher education institutions in Indigenous communities (e.g. Six Nations Polytechnic) to build a community-based participatory research centre for the next decade.<sup>17</sup>

### **Placemaking**

- Build a new physical space – a building – (with Indigenous consultation) on campus that features Haudenosaunee, Anishanabeg and Neutral knowledge, supports Indigenous researchers, includes space for Indigenous ceremonies and events, and allows for meaningful engagement with and hosting opportunities for Indigenous communities. This will help to make Indigenous researchers feel more comfortable at the University and provide a valuable meeting space.<sup>18</sup>
- Collaboratively develop a Community-based Participatory Research Innovation Centre.<sup>19</sup>

**Recommendations from the Academic Programming Working Group****Educate**

- Staff should be informed of the historical atrocities that factor into the academic experience of Indigenous students.<sup>20</sup>
- Indigenous and non-Indigenous students to be given more opportunities in experiential learning and made aware of the possible experiential learning opportunities relating to Indigenous issues, faculties and departments should develop Indigenous learning possibilities in their existing experiential learning courses and promote and encourage student participation.<sup>21</sup>
- Explore ways to impact teacher training and preparation with a particular focus on the STEM disciplines.<sup>22</sup>

**Support**

- Ensuring there are academic advisors to help Indigenous students choose courses, fulfill degree requirements, secure supports and accommodations, obtain relief available through policy, and access services such as counselling.<sup>23</sup>
- Increase support for programming for Indigenous students through the Student Success Office, including but not limited to peer mentorships, study skills workshops, and leadership training, and develops programming for student groups with distinct needs (such as international students).<sup>24</sup>
- Hiring of Indigenous Faculty.<sup>25</sup>
- Funding for Indigenous post docs.<sup>26</sup>
- Increasing opportunities for Indigenous students and for engagement with Indigenous businesses and other organizations (co-ops).<sup>27</sup>
- That the University of Waterloo create an entrance model for mature Indigenous students entering post-secondary studies.<sup>28</sup>
- Explore online course development to allow Indigenous students opportunities to complete bridging programs or even a significant portion of their studies within their own communities.<sup>29</sup>

- Indigenous Graduate Student Recruitment and Retention (Need for More Indigenous Staff and Faculty and reducing the burden of administrative duties on existing Indigenous staff ).<sup>30</sup>

## **Engage**

- In full and ongoing consultation with the Waterloo Indigenous Students' Centre at St. Paul's, establish a main campus companion to WISC, to be physically central to campus and to be staffed with positions defined by the Centre as appropriate to its mandate.<sup>31</sup>
- Hire Elders in Residence and Indigenous Curriculum and Research Advisors with the relevant areas of expertise in every faculty.<sup>32</sup>
- Expanding Outreach to build Bridges between the University of Waterloo and Indigenous communities.<sup>33</sup>
- Building relationships with Indigenous communities and establishing support systems for their teachers.<sup>34</sup>

## **Funding**

- In order to support current and future Indigenous students the University of Waterloo should implement funding targeting the unique needs of Indigenous students. Funding should target day care costs, housing, relocation, as well as normal costs associated with education.<sup>35</sup>
- Targeted funding for Indigenous students. Partnerships / Agreements with other Universities and Companies with leadership in working with Indigenous peoples.<sup>36</sup>
- Many Indigenous graduate students, especially mature female students, must support their families and children while pursuing their education. Difficulty finding the financial resources to pay for books, housing, and childcare is an additional deterrent to pursuing graduate studies.<sup>37</sup>
- Currently, the University of Waterloo does not offer any specific scholarships for Indigenous graduate students, although they are eligible to for the Ontario Graduate Scholarship awards. Also, childcare is available on campus for students with children, and bursaries for childcare for University of Waterloo students with children are available.<sup>38</sup>

**Next Steps<sup>39</sup>**

- (i) Design and launch of new courses with Indigenous focus and content
- (ii) Design and launch of new degrees, certificates, majors and minors with Indigenous focus and content
- (iii) Decisions about whether courses with Indigenous content are made mandatory university-wide or whether courses with indigenous content relevant to specific degrees and programmes are made mandatory
- (iv) Implementation in STEM – certificates in cultural competence and in community-government-industry mediation; Indigenous language milestones/ requisites; recognition of Indigenous science and knowledge in new courses and/ or as part of existing courses; application of Indigenous pedagogical methods (learning circles; story-telling, for example), particularly for mathematics and physics; land-based learning; outreach and recruitment of students from Indigenous communities
- (v) Design and implementation of policies around the teaching of Indigenous languages and whether students can write and defend their theses in an Indigenous language

**Recommendations from the Policies and Procedures Working Group****Educate**

- Explore ways to provide greater educational and professional development opportunities, anchored in the report and recommendations for the TRC, for all staff and faculty members.<sup>40</sup>
- Ensure that an iterative glossary is created. This would for example clarification of the definition of “Indigenous”, what we mean by consensus and consultation, as well as what we understand by “Expert” or “Knowledge Keeper”. The terminology should be comprehensive and accessible to all members of our community.<sup>41</sup>

**Support**

Examine procedures and standards to remove barriers and create opportunities to ensure greater participation by and for Indigenous persons within the wider university.<sup>42</sup>



- Review current policies and consider introducing alternatives that are better adapted to meeting the lived experiences and values of FNMI students (e.g., UW policies 70, 71 & 72). For example, we could consider alternative dispute resolution practices.<sup>43</sup>
- Review employment practices and policies governing research and teaching partnerships so as to remove barriers to engaging Elders or Knowledge Keepers in teaching and scholarship.<sup>44</sup>
- Establish a clear locus of authority/leadership for Indigenization and ensure that this office has the authority, resources, and the legitimacy to engage with the diverse communities on campus.<sup>45</sup>

## **Engage**

- Engage Indigenous post-secondary leadership, as well as experts from elementary and secondary schools, in the development of any Indigenization Plan.<sup>46</sup>
- Consider implementing overarching “institutional guidelines” which could be part of the suite of guidelines hosted on the Secretariat’s website. Guidelines offer increased flexibility than an “institutional policy” and offer a basis that current and future policies can draw from.<sup>47</sup>
- Review policies and practices for openings where we could embed more opportunities for consultative approaches, which is critical when seeking to bridge two very distinct systems. Moreover, ensure that such consultations are designed to be ongoing and truly collaborative.<sup>48</sup>
- Review existing policies to identify and remove barriers to the use of Indigenous practices/knowledge in teaching and scholarship.<sup>49</sup>
- Ensure that we [the University of Waterloo] align Indigenization with other values, principles, and objectives of the University of Waterloo.<sup>50</sup>
- Ensure sustainable and central funding for indigenization as a means of both effecting change and demonstrating the university’s commitment.<sup>51</sup>

## **General Recommendation**

- Establish an Indigenous advisory committee – which draws both upon University representatives and community members, and which has a clear mandate.<sup>52</sup>

### Placemaking

- Create a *new space* such as an Office of Indigenous Initiatives that will serve as a hub or unit to meet the university's Indigenous needs and activities and collaborate with Indigenous community partnerships.<sup>53</sup>

### Recommendations from Student Experience Working Group

#### Educate

- Provide ally training and resources to Orientation Leaders, Staff and Faculty to understand how to be an ally to Indigenous Peoples at the University of Waterloo.<sup>54</sup>

#### Support

- Create a Council of Care, which has trained Indigenous Knowledge Keepers as facilitators (possibly 2-3) available for students. Conduct Circles within the University for Indigenous and non-Indigenous students to create an environment of support for student wellbeing that is preventative; providing a foundation for mental wellness for the University of Waterloo that is able to support and react to student mental health.<sup>55</sup>
- Create an Indigenous Peer Mentor program for incoming, self-identifying Indigenous students.<sup>56</sup>
- Create an Indigenous Student Transition Handbook or online guide to help Indigenous students, and their families, with transition to the University of Waterloo.<sup>57</sup>

#### Engage

- Provide funding and resources to support a Knowledge Keeper in Residence Program that brings Knowledge Keepers to campus on a regular and predictable basis.<sup>58</sup>
- Integrate territorial acknowledgement, cultural learning opportunities, and Indigenous ceremony into existing transition programs.<sup>59</sup>
- Develop a clear territorial acknowledgement statement in consultation with the local Indigenous community.<sup>60</sup>

### Placemaking

- Create a community garden focused on Indigenous practices and encourage wellbeing for Indigenous students and non-Indigenous students.<sup>61</sup>

## Faculty of Architecture Initiatives

### Summary<sup>62</sup>

The architecture faculty have made changes at the level of program structure (curriculum) and course content.

The architecture faculty has hired Andrew Judge, who is Irish-Anishinaabe, to teach an elective this Spring 2020. Decolonizing curriculum content is present at the graduate M1 and M2 courses, Bill Woodworth's Twelve Architecture Elective, John McMinn's Design Build Elective, and changes made in the 3rd year urbanism course.

There are many courses that have expanded to either challenge the traditional Western bias or integrate teachings on our relationship to traditional lands. For example, the 2A studio has had a component on traditional land over the past two years; and the ARCH120 course has included guest lecturers in the past years to bring in a range of voices and perspectives, as well as a much expanded list of readings that moved beyond the traditional Western canon. The intention is to gather information on these small and larger changes across the curriculum.

### Decolonizing Curricula<sup>63</sup>

ARCH 120 - An Introduction to Architectural Ideas and Communication  
Instructor: Anne Bordeleau

ARCH 285/ARCH 520/ENVS 274 - Pre-contact land sustainability in the Carolinian Zone: Practical knowledge for a changing climate. - Spring 2020  
Course Instructor - Dr. Andrew Judge

### Racial Equity and Environmental Justice Task Force<sup>64</sup>

The Task Force has been formed to identify areas of concerns around equity and environmental justice within the University of Waterloo School of Architecture, as a means to create a concrete plan of action. The project of equity doesn't end at producing a level playing field, but must also examine the systemic disadvantages that underlie formal equality, working to change these as well, by offering specific supports for marginalized students, staff and faculty. As this is a significant effort to transform the School and the School has heard sustained activism from students around issues of systemic racism, environmental justice and decolonization, this Task Force is mandated to act intersectionally to address equity and sustainability issues, while centering these efforts in the project of racial equity. Damage to the health of people and land caused by climate change and environmental degradation is disproportionately borne by Black, Indigenous, people of colour, low-income people, women,

2SLGBTQ+, and persons with disabilities. Only by addressing climate justice in our School, can we meaningfully address equity. The Task Force is mandated to consider these issues specifically within the School, and more broadly in the relation to the university, profession and wider society.

**Current Task Force Members:** Tara Bissett, Adrian Blackwell (Administrative Coordinator), Anne Bordeleau, Simone Delaney, Jane Hutton, Fiona Lim Tung, Vic Mantha-Blythe, Poorna Patange, Salman Rauf, Emily Stafford (Communications Coordinator).

### **Architecture Theses Centered on Indigenous Topics**

Breg, Justin. 2014. Ab Condita. UWSpace. <http://hdl.handle.net/10012/8160>

Gignac, Danielle. 2014. Bush Garden. UWSpace. <http://hdl.handle.net/10012/8913>

Kastelein, Dani. 2020. We Belong With the Water: Mobility, temporal habitation, rituals, and other 'incidental' elements surrounding fish harvesting traditions of Indigenous communities in Southern Georgian Bay - A Graphic Novel. UWSpace. <http://hdl.handle.net/10012/16014>

Kovalcik, Katherine. 2018. An Index of Groundworks and Bearings: Architectural lessons on foundation building in Vuntut Gwitchin traditional territory. UWSpace. <http://hdl.handle.net/10012/13197>

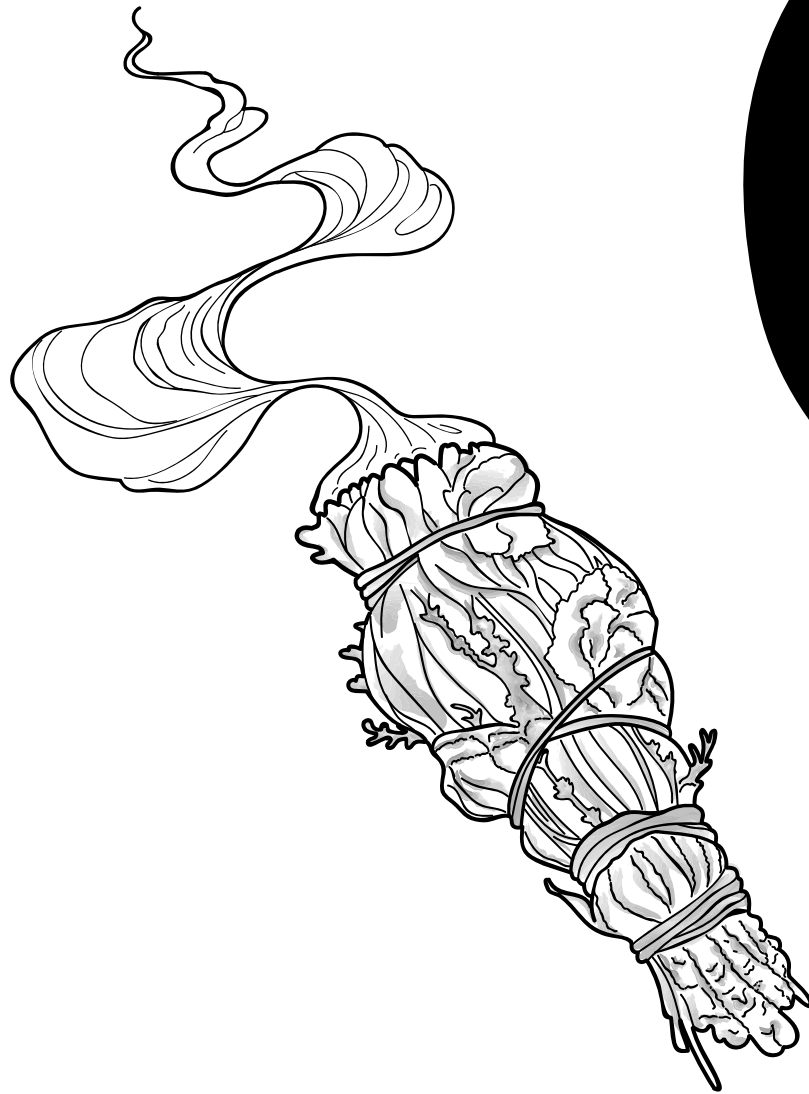
Kogan, Anton. 2020. (Post)Colonial Tectonics: reflections on relations in Indigenous spatial practice between the Beautiful Waters and Willow River. UWSpace. <http://hdl.handle.net/10012/15961>

Lalor, Amina. 2020. in a good way: (Re)grounding Contextual Narratives on Turtle Island. UWSpace. <http://hdl.handle.net/10012/16066>

McMillan, Jason. 2019. Unsettling Ground: Studies on Building and Fluid Geology in Arviat, Nunavut. UWSpace. <http://hdl.handle.net/10012/14570>

Miłosz, Magdalena 2015. "Don't Let Fear Take Over": The Space and Memory of Indian Residential Schools. UWSpace. <http://hdl.handle.net/10012/9066>

Phull, Amrit. 2014. Hunting For: Lessons on Architecture in Cree Territory. UWSpace. <http://hdl.handle.net/10012/9009>



# SMUDGE

**Sources**

<sup>1</sup> University of Waterloo. University of Waterloo Strategic Plan / 2020-2025: Connecting Imagination with Impact. [https://uwaterloo.ca/strategic-plan/sites/ca.strategic-plan/files/uploads/files/c017209-stratplan2019-simple-oct316\\_accessible-ua\\_59906.pdf](https://uwaterloo.ca/strategic-plan/sites/ca.strategic-plan/files/uploads/files/c017209-stratplan2019-simple-oct316_accessible-ua_59906.pdf)

<sup>2</sup> Ibid. p.21.

<sup>3</sup> University of Waterloo Indigenous Strategy Working Group: Community Engagement Recommendations. June 4, 2018. [https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/community\\_engagement\\_indigenous\\_strategy\\_working\\_group\\_recommendations\\_-\\_final.pdf](https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/community_engagement_indigenous_strategy_working_group_recommendations_-_final.pdf). p.3.

<sup>4</sup> Ibid. p.3

<sup>5</sup> Ibid. p.4

<sup>6</sup> Ibid.

<sup>7</sup> Ibid. p.3

<sup>8</sup> Ibid.

<sup>9</sup> Ibid. p.3-4

<sup>10</sup> Ibid. p.4

<sup>11</sup> Ibid.

<sup>12</sup> University of Waterloo. University of Waterloo Indigenization Strategy: Research Working Group Draft Research Recommendations. p. 3. [https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/irsp\\_research\\_working\\_group\\_recommendations.pdf](https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/irsp_research_working_group_recommendations.pdf).

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid. p.6

<sup>16</sup> Ibid. p.7

<sup>17</sup> Ibid. p.4

<sup>18</sup> Ibid. p.3

<sup>19</sup> Ibid. p.4

<sup>20</sup> University of Waterloo. University of Waterloo Indigenization Strategy: Academic Programming Working Group Academic Support Recommendations (Draft). June, 2018. p.1. <https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/recommendations-academic-support.pdf>.

<sup>21</sup> Ibid. p.5

<sup>22</sup> Ibid. p.6

<sup>23</sup> Ibid. p.2

<sup>24</sup> Ibid.

<sup>25</sup> Ibid. p.4

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid. p.7

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid. p.2

<sup>32</sup> Ibid. p.3

<sup>33</sup> Ibid. p.6

<sup>34</sup> Ibid. p.7

<sup>35</sup> Ibid. p.3

<sup>36</sup> Ibid.

<sup>37</sup> Ibid. p.8

<sup>38</sup> Ibid.

<sup>39</sup> Ibid. p.4

<sup>40</sup> University of Waterloo. University of Waterloo Indigenization Strategy: Policies and Procedures Working Group Draft Recommendations. p.5. [https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/policies\\_and\\_procedures\\_working\\_group\\_recommendations.pdf](https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/policies_and_procedures_working_group_recommendations.pdf).

<sup>41</sup> Ibid.p.7.

<sup>42</sup> Ibid.p.3.

<sup>43</sup> Ibid.p.5.

<sup>44</sup> Ibid.p.6.

<sup>45</sup> Ibid.p.9.

<sup>46</sup> Ibid.p.3.

<sup>47</sup> Ibid.p.4.

<sup>48</sup> Ibid.p.7.

<sup>49</sup> Ibid.p.6.

<sup>50</sup> Ibid.p.8.

<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

<sup>53</sup> Ibid.p.5.

<sup>54</sup> University of Waterloo. University of Waterloo Indigenization Strategy: Student Experience Working Group Draft Recommendations. p.5. [https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/student\\_experience\\_working\\_group\\_recommendations\\_final.pdf](https://uwaterloo.ca/indigenization-strategy/sites/ca.indigenization-strategy/files/uploads/files/student_experience_working_group_recommendations_final.pdf).

<sup>55</sup> Ibid.p.4.

<sup>56</sup> Ibid.

<sup>57</sup> Ibid.

<sup>58</sup> Ibid. p.2.

<sup>59</sup> Ibid. p.5

<sup>60</sup> Ibid.

<sup>61</sup> Ibid. p.1

<sup>62</sup> Bordeleau, Anne. Truth and Reconciliation OAA Scan. Items actioned by the University of Waterloo School of Architecture in the spirit of reconciliation. Email sent to Dani Kastelein, August 8, 2020.

<sup>63</sup> Ibid.

<sup>64</sup> University of Waterloo. Racial Equity and Environmental Justice Task Force. WA Connect. Accessed August 12, 2020. <https://www.waconnect.ca/groups/racial-equity-and-environmental-justice-task-force>

### **Additional Resource**

University of Waterloo School of Architecture. University of Waterloo School of Architecture Racial Equity and Environmental Justice Task Force Advisory Board Meeting Transcript. June 25, 2020. [https://www.waconnect.ca/sites/default/files/2020-07/200625\\_REEJAdvisoryBoardMeeting\\_TranscriptBy-Topic.pdf](https://www.waconnect.ca/sites/default/files/2020-07/200625_REEJAdvisoryBoardMeeting_TranscriptBy-Topic.pdf)





**INSTITUTIONS CONT.**

## Overview - Colleges

All colleges have convened an Indigenous Education Council (IEC) with representatives from Indigenous communities, and organizations.<sup>1</sup> In addition, all colleges provide a dedicated campus space or spaces for Indigenous students. These spaces exist to provide a number of resources and services. These include counselling/financial assistance services, workshops, coordinate events, as well as cultural activities. Some have even provided access to Indigenous Elders.

The majority of colleges have prepared a report in response to the TRC or have made mention of how they are implementing strategies to improve retention and graduation rates for their Indigenous learners. Many are also in the early stages of reviewing and revising curriculum content to include the history/contemporary interrelations of Indigenous people and Canada wherever relevant. Nearly all institutions have provided professional development opportunities to increase the faculty's and administration's knowledge concerning Indigenous culture and issues across campuses.

Half of the colleges have developed partnerships with other postsecondary institutions that include transition programs with Indigenous communities. Approximately half have hired new Indigenous faculty or staff.

A few colleges are well into the process of providing ameliorated facilities, Indigenous learning outcomes, and access to more resources for Indigenous learners. These include specific pathway options from college-to-college, college-to-university, as well as articulation agreements with Indigenous Institutes. Some colleges have created culturally relevant experiential learning opportunities. Others have or are developing library resources that include Indigenous content.

## **ALL** colleges

- Convened an IEC (Indigenous Education Council) with representatives from Indigenous communities, and organizations
- Dedicated campus spaces and additional services ranging from cultural activities, and workshops
- Invested in supporting the success of Indigenous learners
- Hired a counsellor dedicated to Indigenous students

## The **MAJORITY**, or a significant number of colleges

- Developed and implemented new educational processes to improve outcomes for Indigenous Learners
- Are in the early stages of reviewing and revising curriculum
- Are reporting on other ways they are working with local groups or Nations including delivering programs on reserve, community engagement sessions, working with Indigenous workforce development boards, and promoting post-secondary pathways
- Provide additional supports such as access to Elders, peer tutoring, financial assistance, craft and cultural workshops, traditional medicines, sharing circles, and employment services
- Are working to provide dedicated and welcoming environments through investments in Indigenous student centres and lounges
- Are working to increase knowledge of Indigenous culture and issues across their campuses and nearly all institutions have developed professional development opportunities for faculty and staff
- Are working with their Indigenous communities and partners to update their governing documents
- Implemented courses and learning modules specifically devoted to Indigenous issues

<sup>1</sup> Ontario Colleges. Addressing Truth and Reconciliation, Summary report of Ontario's colleges. March, 2018. <https://cdn.agilitycms.com/colleges-ontario/documents-library/document-files/2018%20-%20Addressing%20Truth%20and%20Reconciliation.pdf>

## Overview of Indigenization Strategies Implemented by Ontario Colleges<sup>1</sup>

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### HALF

#### of colleges

- Developed partnerships with other post-secondary institutions that involve transfer pathways or regional strategies to improve Indigenous education, these include transition programs that involve partnerships with Indigenous communities and local school boards, including camps and summer orientation programs, campus visits, and designated admissions into highly competitive college programs
- Hired new Indigenous faculty or staff (some are working to increasing the number of Indigenous staff/faculty on key decision-making bodies)
- Are covering some or all of the cost of Indigenous faculty, administrators, managers or student advisors

### A THIRD

#### of colleges

- Developed standalone educational frameworks or strategies that tie into their academic plans
- Are developing or already have Indigenous learning outcomes
- Added Indigenous content, learning outcomes or new courses
- Created culturally relevant experiential learning opportunities, a similar number have or are developing library and instructional resources that include Indigenous content
- Developed specific pathway options including college-to-college and college-to-university, or articulation agreements with Aboriginal institutes
- Referenced Indigenous education in their strategic plans, while other colleges include it in their academic and student success plans
- Placed an IEC member on their Board of Governors

## Algonquin College

### College Wide Strategies

2017 - 2022	ALGONQUIN COLLEGE STRATEGIC PLAN
2020	DARE6 INITIATIVE
2019	DARE DISTRICT
2019	MANDATE LETTER
2019	OFFICE OF TRUTH, RECONCILIATION AND INDIGENIZATION
2012	INDIGENOUS EDUCATION COUNCIL

### ALGONQUIN COLLEGE STRATEGIC PLAN

#### Pertinent Quotes:

- Letter from the Chair of the Board and the President and CEO:  
  

"At Algonquin College, we freely acknowledge that we live and work on the traditional territory of the Algonquin people. As Canada moves along a path of truth and reconciliation, we will do our part to ensure that Indigenous ideas, knowledge, and culture are an integral part of everything we do."<sup>1</sup>
- With growth rates between five and 10 per cent per year, the largest increase in potential learners will be among those 55 years and over, new Canadians, immigrants, and Indigenous learners.<sup>2</sup>
- To deliver on our commitment to be more socially responsible, the college will expand its outreach into the communities we serve and support Canada's journey toward truth and reconciliation with Indigenous Peoples, recognizing that we are all responsible for the success of this vital initiative.<sup>3</sup>

### DARE6 INITIATIVE<sup>4</sup>

This initiative is a new-style collaborative partnership Algonquin is offering to select corporate stakeholders to help further the College's commitment to Truth and Reconciliation.

The DARE6 concept is based on an Indigenous governance model derived from the Iroquois, or Haudenosaunee, Confederacy dating back a thousand years.

The Confederacy, sometimes described as one of the world's oldest participatory democracies, included the Seneca, Cayuga, Oneida, Onondaga, Mohawk, and Tuscarora. Occupying what is now upper New York state and southeastern Quebec and Ontario, these six tribes united under the Great Law of Peace. The Great Law, with its emphasis on living in peace, harmony, and respect is considered both a political constitution and a cultural description of Haudenosaunee society.

### **DARE DISTRICT<sup>5</sup> (2019)**

The DARE (Discovery, Applied Research, and Entrepreneurship) District includes the College's new library and learning centre, an Indigenous Commons, makerspaces that will allow students to get their hands on the latest technology, a Cybersecurity Centre, and more. It will be home to new training and test facilities for high-demand job sectors, a multimedia production facility, expanded Applied Research and Innovation programs, and an Institute for Indigenization, which will focus on how to include and embed Indigenous knowledge throughout the College organization, including areas like entrepreneurship.

The building has four zones, the courtyard, first floor Showcase Zone, second floor Discover Zone, third floor Learning/Library Centre Zone.

- The Ishkodewan courtyard was completed in late fall 2018, it has over 100 different species of flowering plants, shrubs, and trees – common yarrow, white baneberry, wild geranium, sweetgrass, milkweed, swamp rose, dogwood, witch-hazel, and fir, to name a few. The centrepiece draws upon traditional crafts practiced by the Algonquin people of the region, the fire vessel will provide an opportunity for sacred ceremonies, and terraced seating and a continuous plaza will allow for gatherings and events.
- The first-floor Showcase Zone is designed to provide central spaces for gathering and teamwork; it includes a Student Collaboration Space, Employee Innovation Hub, and the Indigenous Commons.
- Second-floor Discovery Zone highlights include a Digital Literacy Lab, a Presentation Studio, and the DARE Innovation Centre, a business incubation space that includes a Maker Zone and Studio.
- The third-floor Learning/Library Centre Zone is wired for the latest in high-tech learning – everything from digital-literacy labs and student learning centres to studios for multimedia presentations.

### Additional Placemaking Initiative<sup>6</sup>

Algonquin College renews commitment to Truth and Reconciliation with official opening and naming of new Indigenous spaces. During the official opening of the DARE District building, a ceremony was held for the naming of several new spaces. This event was attended by several hundred students, employees and community members. The spaces are as follows:

- **Ishkodewan:** A former courtyard, now an Indigenous gathering circle and outdoor classroom.
- **Nawapon:** The Indigenous Learning Commons on the first floor of the DARE District.
- **The Lodge:** A circular space within Nawapon that can be used for smaller gatherings.
- **Pìdàban:** Located on the second floor of DARE District, this will be the Institute of Indigenization.
- **Kejeyàdizidjigwogamig:** A smaller space on the third floor (library) of the DARE District that will serve as a showcase for Indigenous oration and storytelling.

## **MANDATE LETTER 2019**

### Actionable Items

#### **Educate**

- Continue to support the development of the Learner Driven Plan to ensure it takes into account our shared history and territory such that Indigenous ways of knowing are represented respectfully and with pride.<sup>7</sup>

#### **Support**

- In partnership with the Co-Op department, ensure that the Mamidosewin Centre Team is aware of, and contributing to, the creation of potential co-op employment opportunities (internal and external).<sup>8</sup>



- Ensure that the Mamidosewin Centre offers the maximum amount of possible student employment opportunities and pairs them with an applicable mentor/coach.<sup>9</sup>
- Ensure that Burnt Water Enterprise creates and offers Indigenous experiential learning opportunities tied to either in class credit or co-curricular record such as the planting of the Ishkodewan courtyard.<sup>10</sup>
- Ensure that the Algonquin College Indigenous Education Council membership consists of community leaders and students / alumni, representing the diversity of Indigenous stakeholders and that appointments are culturally appropriate.<sup>11</sup>
- Create and market programs intended to connect Indigenous learners with potential employers on and off territory.<sup>12</sup>
- Work closely with the Alumni Office to ensure data collection on Indigenous alumni to strengthen data capture and successful student promotion.<sup>13</sup>

## Engage

- Operationalize a new Strategic Plan and refreshed Terms of Reference for the Algonquin College Indigenous Education Council.<sup>14</sup>
- Enable every member of the Algonquin College community to embrace a personalized and individual response to Truth and Reconciliation.<sup>15</sup>
- Continue to build upon positive working relationships with Deans, Chairs and Faculty to ensure that Indigenous history, perspectives and ways-of-knowing are part of the student academic experience.<sup>16</sup> \*(Can also fall under the theme of Educate)
- Work with Deans, Chairs and Faculty to implement an innovative and practical solution to operationalizing the hiring of the Indigenous Pedagogy and Curriculum Consultant role that is reflective and supportive of the Burnt Water enterprise. Burnt Water will leverage modular curriculum units to support the development of a Post Graduate Certificate or Masters in Indigenous Leadership.<sup>17</sup> \*(Can also fall under the theme of Educate)



SHKODEWAN

*Algonquin College / Brook McIlroy*





Left fig.19  
Middle fig. 20  
Right fig. 21

- Host a gathering of the local Indigenous Education Councils from the organizations comprising Education City to share promising practices and explore opportunities for partnership and collaboration.<sup>18</sup>
- Locate and foster ongoing meaningful relationships with Indigenous alumni and employment agencies.<sup>19</sup>
- Enhance strong partnerships and relationships with Indigenous communities and organizations to demonstrate the support the Mamidosewin Centre provides to Indigenous students.<sup>20</sup>
- Host an Indigenous Knowledge event to acknowledge the \$1 Million investment of the Algonquin College Students Association that enabled the construction of the Indigenous Gathering Circle and DARE District mural.<sup>21</sup>

## OFFICE OF TRUTH, RECONCILIATION AND INDIGENIZATION

### Purpose

The Office of TRI will lead the development and oversight of new and enhanced governance policies, procedures and quality standards to support divisions across the college ensure that the approaches are valid, authentic and grounded in Indigenous Knowledge.<sup>22</sup>

### Calls to Action

- Improve access to education for Indigenous students, as well as incorporating Indigenous knowledge and teaching methods into the curriculum for all students.<sup>23</sup>

Work collaboratively across the areas of the College and with our partners, including students, employees, our union partners, other postsecondary institutions, Colleges Ontario, and our community to uphold the actionable items in the 2018 and 2019 Mandate letter from Algonquin College's President Cheryl Jensen.<sup>24</sup>

## INDIGENOUS EDUCATION COUNCIL

### Background

Ontario's Indigenous Education Strategy and was launched in January 2007 with the release of the First Nation, Métis and Inuit Education Policy Framework . Its purpose is to help close the educational gap between Aboriginal and non-Aboriginal students and to increase knowledge and awareness about Aboriginal histories, cultures and perspectives among all students. The Aboriginal Education Councils (AEC) were established to assist individual Colleges and Universities in implementing this strategy. The AEC was renamed in 2018 to the Indigenous Education Council.<sup>25</sup>

### Purpose

"It is the intention of this partnership between Algonquin College and the Indigenous communities to serve the needs of the Indigenous communities by identifying and articulating priorities for programs and services intended to enhance the successful recruitment, admission, retention, graduation and employability of Indigenous students."<sup>26</sup>

The Indigenous Education Council is established to work in partnership with the President, Management and Faculty of Algonquin College on educational issues affecting the Indigenous student population and the relationship between the College and the Indigenous community at large. The Council shall serve as a resource on all subjects relating to the education and support needs of the College's Indigenous learner population, both in Indigenous -specific and mainstream programming and services. The IEC shall work in partnership with the college, from a consensus based approach, to serve as a resource on all subjects relating to the education and support needs of the Indigenous learner population." <sup>26</sup>

### Responsibilities<sup>24</sup>

1. Promote the educational needs and interests of Indigenous students and communities at all times and put forward policies for adoption by the IEC, the President, and ultimately the Board of Governors.
2. Provide advice and support to the Indigenous student body, as necessary.
3. Promote Indigenous representation on governing bodies at Algonquin College.
4. Review data and statistics on the recruitment and retention of Indigenous students to better meet the needs of Indigenous students. The IEC shall assist the College in gathering the appropriate data so as to identify Indigenous priorities.

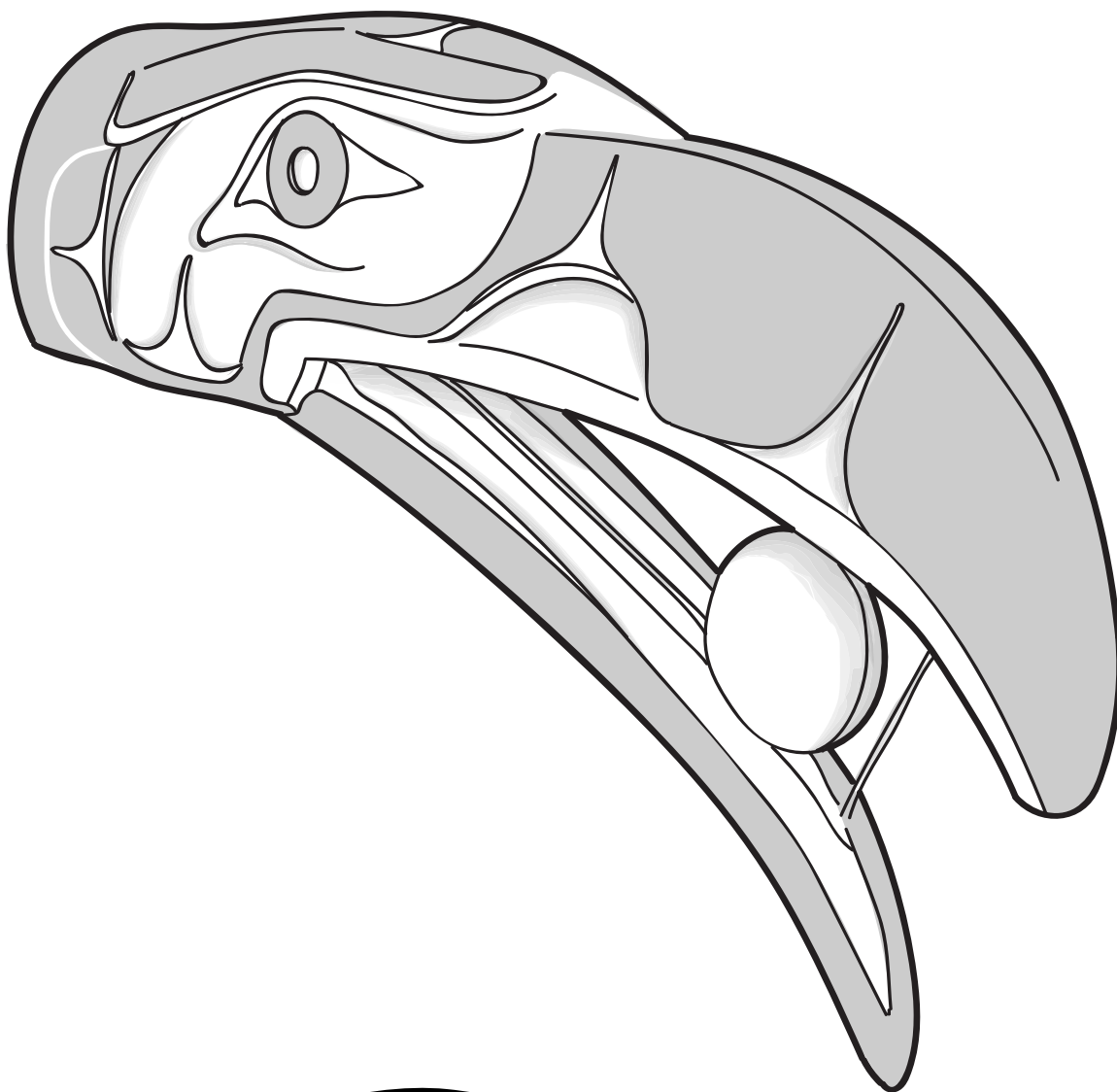
5. Receive and exchange information on new and existing programs and services provided by the College that have particular relevance for Indigenous students.
6. Promote the College programs and services in the Indigenous organizations and communities.
7. Develop a three-year plan of action to implement the IEC's mandate, and review/revise the Action Plan of action on an annual basis.
8. Maintain a liaison with Indigenous communities and their educational organizations.
9. Be informed of financial planning with regards to all externally-generated funds designated for Indigenous education, research, programs and services throughout the College.
10. Periodically review and revise the Terms of Reference in order to better meet its needs and mandate.

## Events

Algonquin College, in partnership with the Indigenous Peoples' Education Circle (IPEC), is launching a knowledge-sharing and storytelling initiative, Lighting the Fire, that will connect college students and leaders from across Ontario over the next four weeks (June 24-August 12). The sessions are being produced through the Burnt Water initiative, an Algonquin project devoted to providing a vision and curriculum for Indigenous leadership and entrepreneurship.<sup>25</sup>

## Faculty of Architecture Initiatives<sup>26</sup>

Earlier last academic year the faculty discussed moving forward with ideas concerning reconciliation for the program. But unfortunately, due to the pandemic, they have not been able to implement any project yet as part of their curriculum. It is their plan to discuss such opportunities for the upcoming academic years. This was communicated by Marjan Ghannad who is the Coordinator of the Architectural Tech/Technology Programs and also teaches at the college.



**NAKA'WAKW RAVEN MASK**

**Sources**

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<sup>2</sup> Ibid. p.20.

<sup>3</sup> Ibid. p.67.

<sup>4</sup> Algonquin College. Algonquin College launches DARE6 Initiative. March 2nd, 2020. <https://www.algonquincollege.com/news/2020/03/02/algonquin-college-launches-dare6-initiative/>

<sup>5</sup> Algonquin College. About. <https://www.algonquincollege.com/dare/about-2/>

<sup>6</sup> Feathers of Hope. Algonquin College Renews Commitment to Truth and Reconciliation with Official Opening and Naming of New Indigenous Spaces. December 10, 2018. <https://www.feathersofhope.ca/algonquin-college-renews-commitment-to-truth-and-reconciliation-with-official-opening-and-naming-of-new-indigenous-spaces/>

<sup>7</sup> Jensen, Cheryl. Mandate Letter 2019 – Academic - Algonquin College. Algonquin College .2019. p. 2. <https://www.algonquincollege.com/president/files/2019/05/mandate-letter-2019-Truth-and-Reconciliation-McLester-4.19.2019-v2.pdf>

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.p.3.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

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<sup>17</sup>

<sup>18</sup> Ibid.p.3

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.p.4.

<sup>22</sup> Ibid.



<sup>23</sup> Laucius, Joanne. Algonquin College names executive director of truth, reconciliation and indigenization. January 10, 2018. Ottawa Citizen. <https://ottawacitizen.com/news/local-news/algonquin-college-names-executive-director-of-truth-reconciliation-and-indigenization>

<sup>24</sup> Algonquin College. Mandate Letter 2019 – Academic - Algonquin College. 2019. <https://www.algonquincollege.com/president/files/2019/05/Mandate-Letter-Academic-2019-cb-tm-v4.pdf>. p. 2.

<sup>25</sup> Algonquin College. Indigenous Education Council. Accessed July 04, 2020. <https://www.algonquincollege.com/mamidosewin/programs-initiatives/iec/>

<sup>26</sup> Algonquin College. Terms of Reference - Indigenous Education Council. November 5, 2018. p.1. <https://www.algonquincollege.com/mamidosewin/files/2019/06/IEC-Terms-of-Reference-Nov-2018.pdf>

<sup>27</sup> Ibid.p.3-4.

<sup>28</sup> Algonquin College. Algonquin College hosting inaugural Lighting the Fire online session. June 23, 2020. <https://www.algonquincollege.com/news/2020/06/23/algonquin-college-hosting-inaugural-lighting-the-fire-online-session/>.

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## Centennial College

### College Wide Strategies

2019\_\_\_\_\_‘OUR BOOK OF COMMITMENTS’ STRATEGIC PLAN (THIRD EDITION)

2019\_\_\_\_\_INDIGENOUS STRATEGIC FRAMEWORK PILLARS

### ‘OUR BOOK OF COMMITMENTS’ STRATEGIC PLAN (THIRD EDITION)

Date: February 19, 2019

### Summary

In Centennial’s new Strategic Plan entitled ‘Our Book of Commitments’, the college has included a targeted indigenization strategy as their third commitment. According to their strategic plan, ‘Centennial’s Indigenous Strategic Framework includes 13 commitments and 44 recommendations, contained in five pillars: Indigenous Nations and Communities, Equitable Access Opportunities, Indigenous Learning and Development for All, Enhance the Indigenization of Spaces, and Student Services and Experiences’.<sup>1</sup> A pillar which embodies a common theme mentioned throughout many institutions’ strategic plans that may be of interest to the OAA is the placemaking component. Another pillar which may be of interest to the OAA is the Equitable Access Opportunities pillar.

### Highlights of the Report

#### *Commitment #3 - Indigenize our College*

#### Action Items

#### **Educate**

- Offer an Indigenous course for employees that includes the history of residential schools, the Indian Act, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.<sup>2</sup>
- Develop, with community leaders, Global Citizenship and Equity Learning Experiences (GCELE) or similar programs, with Indigenous content and outcomes annually.<sup>3</sup>

- Develop a mandatory online module for all employees that imparts understanding of diverse Indigenous peoples, and emphasizes reciprocity among Indigenous and non-Indigenous peoples (completion of this module credited to the Employee Leadership Passport).<sup>4</sup>
- Ensure front-line service staff (enrolment services, wellness and security), learner relations, counselling and advising staff and their respective managers become versed in Indigenous culture, history and traditions.<sup>5</sup>
- Implement an Indigenous pedagogical guide for faculty, informed by Indigenous Knowledge Keepers, to enable faculty to integrate Indigenous knowledge and teaching methods.<sup>6</sup>

## Support

- Expand and solidify the web of collaboration with Indigenous service organizations in the community to enhance learner capacity to persist in academic programs.<sup>7</sup>
- Offer Indigenous learners a robust mental health, wellbeing, advising and spiritual support infrastructure that acknowledges inter-generational trauma, socio-economic marginalization and Indigenous ways of knowing and doing.<sup>8</sup>
- Fund sustainable research and scholarship to examine Indigenization in higher education.<sup>9</sup>
- Increase the number of Indigenous employees with hires throughout the institution, including Indigenous faculty, learner-facing positions and management, and ensure the appropriate onboarding and culturally relevant supports are in place to ease the transition.<sup>10</sup>
- Establish an urban Indigenous focus with pathways to college, working with community leaders.<sup>11</sup>
- Increase enrolment in the Indigenous Studies: First Peoples in Canada stackable credential.<sup>12</sup>

## Engage

- Expand our Global Citizenship and Equity Learning Outcomes Framework to embrace further Indigenization.<sup>13</sup>
- Develop a toolkit of traditional Indigenous practices to honour the physical, emotional, intellectual and spiritual space at the College (opening words/prayers, feasts, drum dancing, healing circles/sharing circles, storytelling).<sup>14</sup>
- Sustain meaningful gatherings with Traditionalists, Elders, citizens of Indigenous nations, and members of Indigenous communities as partners, collaborators and contributors with shared community interests towards Indigenizing the College.<sup>15</sup>
- Continue to engage with members of the Aboriginal Education Council to shape our approach to Indigenization and to hone our responsiveness to the Truth and Reconciliation Calls to Action.<sup>16</sup>
- Include Indigenous perspectives in our development, investment and building plans, valuing green space and access to the outdoors, and assigning dedicated space for outdoor ceremonial purposes.<sup>17</sup>

## INDIGENOUS STRATEGIC FRAMEWORK PILLARS<sup>18</sup> (Pertinent to the OAA)

### Pillar 2: *Equitable Access Opportunities*<sup>19</sup>

#### Commitments

- Continue to move in circular and cyclic patterns of relationship-building with citizens of Indigenous nations and members of Indigenous communities and be led by their wisdom and knowledge for reconciliation. **(Engage)**
- Engage with Indigenous learners in their communities and with their families at their current stage of life who are less ready to consider post-secondary education. **(Support)**
- Increase the number of Indigenous employees with hires throughout the institution, including Indigenous faculty, learner facing positions and management and ensure the appropriate on boarding and culturally relevant, transition supports are in place to ease adjustment and transition. **(Support)**

## Recommendations

- Strengthen our outreach to Indigenous community groups, associations and reserves and ensure specialist Indigenous recruitment literature, messaging and artefacts are visible and embedded in all high school and other recruitment presentations. **(Support)**
- Communicate messages to Indigenous learners that promote the College as a learning environment that is welcoming and supportive where they will experience relevance, reciprocity, responsibility, and respect. **(Support)**
- Institute a holistic application process for Indigenous learners that places less weight on academic credentials and a greater emphasis on skills such as work and volunteer experience. **(Support)**
- Increase our Indigenous presence on our website to promote our activities to prospective Indigenous learners and their families. **(Other)**
- Continue to create an institutional culture and process in which Indigenous learners feel safe, invited and encouraged to self-identify. **(Support)**
- Enact targeted recruitment strategies to Indigenous communities, families and learners with sufficient levels of readiness and capacity to experience success. **(Support)**
- Continue to reach out to Indigenous communities, families and learners who are less ready to consider post-secondary education in a transformational way by reaching into the community to hear their stories, elicit their dreams and inspire them to see the pathway from their dreams to reality through post-secondary education. **(Support)**
- Ensure all employee job postings are welcoming of Indigenous candidates using inclusive language and promoted heavily within Indigenous community circles, venues and publications. **(Support/Engage)**
- Expand interview practices to respect personal forms of expression and experiences acquired through Indigenous culture and tradition. **(Support)**
- Apply appropriate on-boarding and culturally relevant transition supports including mentoring and access to Traditionalists and Elders. **(Support)**

### **Pillar 3: Indigenous Learning and Development for All<sup>20</sup>**

#### Commitments

- Build capacity of all stakeholders within the College. (**Support**)
- Indigenize the learning environment. (**Educate**)
- Support faculty as they integrate Indigenous knowledge and teaching methods into the learning environment which includes technologically enhanced learning. (**Support**)
- Mobilize research and scholarship that advances the understanding of promising Indigenous practices. (**Educate and Support**)

#### Recommendations

- Develop a mandatory online module/s for all employees which will introduce and expand understanding of Indigenous tradition and culture and emphasize the importance of understanding and reciprocity among Indigenous and non-Indigenous peoples (completion of this module can be credited to the Employee Leadership Passport). (**Educate**)
- Provide Indigenous experiential experiences for all employees (participation will be credited on the Employee Leadership Passport). (**Educate/Engage**)
- Expand our GCE Learning Outcomes Framework to integrate Indigenous learning. (**Educate/Engage**)
- Implement an Indigenous pedagogical guide for faculty, informed by Indigenous Knowledge Keepers, to enable faculty to integrate Indigenous knowledge and teaching methods into classrooms. (**Educate/Engage**)
- Identify and develop academic programs, through consultation, which can be delivered in the communities. (**Support**)
- Co-host Indigenous programs delivered by Indigenous organizations at the college. (**Engage**)
- Source an existing Indigenous language course in partnership with Nations, the community, and Indigenous organizations through part time learning. (**Engage**)
- Develop guidelines to review all academic resources to ensure that they align with the Indigenous Strategic Framework. (**Engage**)

- Integrate Indigenous components into the THLE program. **(Engage)**
- Offer an Indigenous course for all faculty which will include history and legacy of residential schools, the Indian Act, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.
- Provide ongoing just in time Indigenous academic supports and resources to faculty utilizing Elders and Traditionalists. **(Educate)**
- Through funding, support sustainable research and scholarship to examine issues impacting Indigenous communities in higher education. **(Support)**
- Accept and undertake research and scholarship that acknowledges and utilizes Indigenous research methodologies. **(Support)**
- Engage in learning for all to advance Indigenous traditions, culture and knowledge across the institution. **(Educate/Engage)**

## **Pillar 5: Student Services and Experiences<sup>21</sup>**

### Commitments

Provide responsive services and opportunities that are in cultural harmony with and sensitive to the diverse traditions and values of Canada's Indigenous Peoples, in seamless collaboration with Indigenous service providers in the community to promote learner engagement, career attainment and life success.

Ensure that Indigenous learners are connected with (a) knowledgeable, enabling and caring staff; (b) services and opportunities that promote their spiritual, emotional, physical and intellectual development; (c) fellow Indigenous learners for encouragement and succor; and (d) Indigenous staff and traditionalists for advice and guidance in keeping with their Indigenous roots and traditions.

### Recommendations

- Offer Indigenous learners a robust mental health, wellbeing, advising and spiritual support infrastructure that acknowledges inter-generational trauma, socio-economic marginalization and Indigenous ways of knowing and doing.

- Invite Indigenous learners to receive succour and inspiration from fellow Indigenous learners if they seek it, via mentoring by other Indigenous learners, self-help groups and Traditionalist-led learning circles.
- Ensure a wide range of scholarship and bursary opportunities for Indigenous learners to access and continue their post-secondary education, accompanied with financial literacy workshops.
- Provide daily access via phone, web or in-person, to a Traditionalist or Elder from the Métis, First Nations or Inuit Communities.
- Implement Indigenous supports for learners in the learner residence, including the appointment of a Traditionalist in the learner residence.
- Expand and solidify the web of collaboration with Indigenous service organizations in the community to enhance learner capacity to persist in academic programs.
- Extend the SMART (StartSmart, StaySmart, EndSmart) transitional program series concept to position Indigenous learners for success.
- Ensure frontline service staff (enrolment services, wellness and security) and learner relations, counselling and advising staff and their respective managers become versed in Indigenous culture, history and traditions and engage that new knowledge in informing frontline delivery and our services offer.
- Ensure staff are provided regular opportunities in seminar and workshop format to discuss ways of enabling, facilitating and supporting Indigenous learners.
- Provide targeted support for Indigenous learners transitioning to employment and, in particular, work with those seeking employment in their respective Indigenous communities and on reserve.
- Ensure all employees are equipped with the skills and knowledge to attend to the holistic needs of Indigenous learners.



## **Pillar 4: Indigenous Placemaking<sup>22</sup>**

### Commitment

Identify relevant physical spaces (existing and future, within buildings and in open spaces) to incorporate Indigenous artifacts, signage, art, symbols, and design elements and to create additional safe, meaningful spaces for Indigenous gatherings and ceremonies.

### Recommendations

- Adopt an institution-wide practice to acknowledge the territory and lands on which Centennial College is located and integrate Indigenous language at public events.
- Develop a toolkit of traditional Indigenous practices to honour the physical, emotional, intellectual, and spiritual space at the College (opening words/prayers, feasts, drum dancing, healing / sharing circles, storytelling)
- Establish permanent and rotational displays on all campuses which display Indigenous symbols, arts, stories, and Indigenous languages on all Indigenous displays as appropriate.
- Build additional outdoor gathering spaces (a healing garden).
- Classrooms and meeting rooms – flexible learning spaces that allow for the re-orientation of physical elements to be conducive to Indigenous models of teaching/learning.

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<sup>2</sup> Ibid. p.10.

<sup>3</sup> Ibid. p.12.

<sup>4</sup> Ibid. p.10.

<sup>5</sup> Ibid. p.11.

<sup>6</sup> Ibid. p.10.

<sup>7</sup> Ibid. p.11.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

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<sup>12</sup> Ibid.

<sup>13</sup> Ibid. p.10.

<sup>14</sup> Ibid. p.11.

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid. p.12.

<sup>18</sup> Centennial College. *Indigenous Strategic Framework Pillars*. 2020. August 19, 2020. <https://www.centennialcollege.ca/indigenous-education/indigenous-strategic-framework-pillars/>

<sup>19</sup> Centennial College. Pillar 2: Equitable Access Opportunities. August 19, 2020. <https://www.centennialcollege.ca/indigenous-education/indigenous-strategic-framework-pillars/pillar-2-equitable-access-opportunities/>

<sup>20</sup> Centennial College. Pillar 3: Indigenous Learning and Development for All. August 19, 2020. <https://www.centennialcollege.ca/indigenous-education/indigenous-strategic-framework-pillars/pillar-3-indigenous-learning-and-development-for-all/>

<sup>21</sup> Centennial College. Pillar 5: Student Services and Experiences. August 19, 2020. <https://www.centennialcollege.ca/indigenous-education/indigenous-strategic-framework-pillars/pillar-5-student-services-and-experiences/>

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## Conestoga College

### College Wide Strategies

Since 2017 \_\_\_\_\_ TRUTH AND RECONCILIATION EVENT (ANNUAL)

### TRUTH AND RECONCILIATION EVENT (ANNUAL)

On March 24, 2017, Conestoga hosted its first Truth and Reconciliation event at the Doon campus Recreation Centre. Students, employees and members of the Conestoga community were in attendance. The event included closing remarks from Aboriginal Services manager Myeengun Henry and were followed by a drumming circle.

To acknowledge the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action, the event was hosted in partnership by the college's Student Life Department and Aboriginal Services to recognize, explore and enhance culturally competent practices to strengthen the reconciliation process between Canada and the Indigenous culture.<sup>1</sup>

#### 2018: Second Annual Event

The 2018 Keynote speaker was Andrew Judge. Other activities included traditional drumming, a talk from guest speaker Chief Myeengun Henry, a complimentary lunch, and a student panel.<sup>2</sup>

#### 2019: Third Annual Event

The 2019 theme focused on Truth and Reconciliation in Conestoga College's backyard. Keynote speaker Eddy Robinson spoke about Debwewin (Truth) and Reconciliation and the journey of an Indigenous student. Other activities included traditional drumming, guest speakers from the community and surrounding reserves, a complimentary lunch, and a student panel.<sup>3</sup>

### Funding

Conestoga has received nearly \$50,000 in funding from the new Indigenous Research Capacity and Reconciliation—Connection Grants, a new federal program aimed at promoting Indigenous research. The announcement was made by MP Raj Saini, Member of Parliament for Kitchener Centre, on behalf of the Honourable Kirsty Duncan, Minister of Science and Sport.<sup>4</sup>

## Sources

<sup>1</sup> Conestoga College. Truth and Reconciliation. March 24, 2017. [http://blogs1.conestogac.on.ca/events/2017/03/truth\\_and\\_reconciliation.php](http://blogs1.conestogac.on.ca/events/2017/03/truth_and_reconciliation.php)

<sup>2</sup> Conestoga College. Truth and Reconciliation. March 23, 2018. [http://blogs1.conestogac.on.ca/events/2018/03/truth\\_and\\_reconciliation\\_1.php](http://blogs1.conestogac.on.ca/events/2018/03/truth_and_reconciliation_1.php)

<sup>3</sup> Conestoga College. Community members share experiences during Truth and Reconciliation event. March 15, 2019. [http://blogs1.conestogac.on.ca/news/2019/03/community\\_members\\_share\\_experi.php](http://blogs1.conestogac.on.ca/news/2019/03/community_members_share_experi.php)

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## Durham College

### College Wide Strategies

2017 \_\_\_\_\_ STRATEGIC MANDATE AGREEMENT, DURHAM COLLEGE OF APPLIED  
ARTS AND TECHNOLOGY

2012 \_\_\_\_\_ INDIGENOUS ADVISORY CIRCLE

### STRATEGIC MANDATE AGREEMENT, DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

#### Highlights of Report

##### Diversity Dialogue: An Exercise in Inclusion

The Office of Student Diversity, Inclusion and Transitions (SDIT) pioneered a series of initiatives to provide avenues for student expression in the form of surveys, art, debates, Aboriginal circle process and dialogue. These focus group sessions and socials will continue, with student voices being acknowledged on campus and in the community, culminating in the production of a Diversity Journal. The office has also collaborated with other diversity and inclusion agencies including the Canadian Centre for Diversity and Inclusion, the Canadian Development Initiative, the Diversity and Immigration Office of the Regional Municipality of Durham, Durham Regional Police Service and the City of Oshawa's Diversity and Inclusion Team.<sup>1</sup>

##### Access and Equity

Durham College joined the executive membership team of the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education and the National Association for Community and Restorative Justice Canada in 2017 and continues to pilot a restorative justice program as a method of mediation employing the Indigenous Circle Process methodology.<sup>2</sup>

### INDIGENOUS ADVISORY CIRCLE

Date: Established 2012

The Durham College Aboriginal Advisory Circle was formed to provide Aboriginal peoples with the opportunity to advise and make recommendations to the College. Areas of the mandate will include advice and recommendations on:<sup>3</sup>

1. Student Recruitment strategies (**Support**)
2. Culturally respectful events, ceremonies, and activities (**Engage**)
3. Culturally respectful support services (**Support**)
4. Infusion of Aboriginal content, awareness, and sensitivity in courses/programs, as appropriate (**Educate**)
5. Increasing Aboriginal student completion rates (**Support**)
6. Keep the best interest of students at the centre of all activities
7. Represent their constituent groups/communities in a fair and equitable manner
8. Share ideas and build relationships within the college and in communities
9. Promote and champion Durham College
10. Consult with stakeholder groups and provide the opportunity for input from all Aboriginal groups

### Terms

Members are appointed for a three-year term and meet twice yearly.<sup>4</sup>

### Responsibilities of the Aboriginal Advisory Circle<sup>5</sup>

- Guide the development of a College environment which will break down barriers and provide full access, participation, and success for Aboriginal students
- Facilitate consultation with Aboriginal communities and peoples
- Provide a forum for board discussion on Aboriginal perspectives related to postsecondary education
- Provide advice to College personnel on programs, courses and services
- Develop and promote a climate of respect and understanding for Aboriginal knowledge and culture by encouraging increased participation of Aboriginal students in the academic and social activities of the College

## Additional Initiatives

### Indigenize Curricula

Durham College (DC) is excited to share and celebrate the efforts of faculty who are working to Indigenize the curricula for several academic programs including Broadcasting - Radio and Contemporary Media; Police Foundations; and Protection, Security and Investigation. The initiative to update course materials was launched in response to specific calls to action included in the Truth and Reconciliation Commission of Canada's (TRC) final report released in 2015.<sup>6</sup>

### New Facilities for Indigenous Student Centre:

In September 2018, Durham College opened its doors to the Centre for Collaborative Education (CFCE), which became the new home for the First Peoples Indigenous Centre (FPIC). In the past, the FPIC has gone by other names at the college including the Aboriginal Student Centre, which was located in the now demolished Simcoe Building. The new location and name are representative of a bold and ambitious effort toward creating a better future. The First Peoples Indigenous Centre is a facility designed to provide support and advocacy for Indigenous students at Durham College. The services offered go far beyond academic assistance. The centre takes a holistic approach to help with Indigenous students' emotional, physical, mental and spiritual well-being. The FPIC searches out services that are necessary to A Place of Traditions Story and photos by: Lauren Crummey the students, like the Student Academic Learning Services (SALS) and brings them to the centre for students to access. The centre has resources available to students to give them the best support they need, in addition to crafts and games that focus on Indigenous heritage and culture.<sup>7</sup>





**Sources**

<sup>1</sup> Durham College. Strategic Mandate Agreement - Durham College of Applied Arts and Technology and the Ministry of Advanced Education and Skills Development, 2017-2020. <https://durhamcollege.ca/wp-content/uploads/2017-2020-Strategic-Mandate-Agreement.pdf>. p.18.

<sup>2</sup> Ibid. p.33.

<sup>3</sup> Durham College. Durham College Aboriginal Advisory Circle - Terms of Reference. June 2012. <https://www.durhamcollege.ca/wp-content/uploads/Aboriginal-Advisory-Terms-of-Reference.pdf>. p.2-3.

<sup>4</sup> Ibid. p.3.

<sup>5</sup> Ibid. p.4.

<sup>6</sup> Durham College. DC Indigenizes its curricula. August 23, 2017. <https://durhamcollege.ca/new-notable/college-news/dc-indigenizes-its-curricula>

<sup>7</sup> Durham College. Reflections Issue 95, Spring 2019 [https://durhamcollege.ca/wp-content/uploads/Reflections\\_Spring\\_2019.pdf](https://durhamcollege.ca/wp-content/uploads/Reflections_Spring_2019.pdf) p.16.

**Additional Resources**

Durham College's Indigenization Council. Indigenization Statement. (<https://durhamcollege.ca/about/governance/indigenization-statement>).

Durham College. Indigenous Advisory Circle. <https://durhamcollege.ca/info-for/indigenous-students/indigenous-advisory-circle>. Accessed Sept 2nd, 2020.



## George Brown College

### College Wide Strategies

2019\_\_\_\_\_IMAGINING POSSIBILITIES, VISION 2023 – STRATEGY 2022

2019\_\_\_\_\_REVIEW OF GEORGE BROWN COLLEGE TRUTH AND RECONCILIATION AND ANTI-RACISM/DIVERSITY

1992 - PRESENT\_\_\_\_\_SAHKICHEWAY ABORIGINAL EDUCATION COUNCIL

### IMAGINING POSSIBILITIES, VISION 2023 – STRATEGY 2022

In Section 6 of the Strategic Plan, George Brown has indicated in their 4th commitment, Foundations for Success, that one of their priorities is to deliver on the Colleges and Institutes Canada's Indigenous education protocols and implement a framework for action and accountability.<sup>1</sup>

### REVIEW OF GEORGE BROWN COLLEGE TRUTH AND RECONCILIATION AND ANTI-RACISM/DIVERSITY

#### Summary

To assess its growth, George Brown College (GBC) issued a call for proposals to support it in evaluating the impact of its initiatives in the areas regarding Truth and Reconciliation with Indigenous peoples, as well as anti-racism and diversity. In this context, GBC invited Charles C. Smith Consulting (CCSC) to undertake this review through a process that included:<sup>2</sup>

1. a review of documents related to these two matters that captures GBC materials and those from other related institutions. The purpose of this is to understand what GBC has done to date on these issues, to analyze their implementation and effectiveness and to conduct a best practice assessment of similar institutions;
2. a series of interviews and focus groups with GBC administrators, faculty, students and staff to assist in the above;
3. the preparation of draft and final reports to guide GBC in its efforts to further implement appropriate initiatives related to Truth and Reconciliation as well as anti-racism and diversity.

TRC and Indigenous Initiatives Recommendations:<sup>3</sup>

1. Establish the Office of Indigenous Initiatives under the leadership of an Executive Director reporting to both the Vice President of Academics and the President and providing regular reports to both the Board of Governors, the College's Senior Management Team and that the mandate of this Office engages with administrative departments, faculties, students and Indigenous community organizations;
2. Provide this Office with the mandate and resources – financial and human - to design, develop and support programs, projects, curriculum initiatives in both administrative and academic departments with particular focus on the recommendations of the GBC Race and Ethnic Relations Policy, the Stonepath report and the benchmarks referenced in this report. In undertaking this effort, it will be important to sort out those matters related to academic development, and, support services with clear distinctions, resources, roles/functions and reporting relationships between the two;
3. Develop the Indigenous Education Services (IES) into a 'school within a school' to focus on Indigenous education, research, pedagogy as a School of Indigenous Education similar to the process being charted by Red River College;
4. Revise the job descriptions and responsibilities of all IES staff to ensure consistency with these developments and provide full-time employment to the staff engaged;
5. Re-assign the staff and resources now employed in the Indigenous Education Services to this Office of Indigenous Initiatives;
6. Re-establish the GBC Aboriginal Education Council with involvement of faculty, students and staff supported by the Office and with direct reporting to the GBC Board of Governors;
7. Develop terms of reference for the Aboriginal Education Council with clear roles, responsibilities and term limits;
8. Recruit membership for the Aboriginal Education Council and provide an on-boarding process to orient these members to their roles, responsibilities, reporting relationship and staff support;
9. Support the Aboriginal Education Council in its development of a Strategic Plan and to provide input into the College's next Strategic Plan

Summary of Past Projects, Events provided in the report:

**Educate**

- Diversity Change Project: Motivational- Educational Speakers Series<sup>4</sup>
- Student Voices Film Project – Profiling Diversity at George Brown College (2013)<sup>5</sup>
- Orange Shirt Day<sup>6</sup>

**Support**

- ASA Designing for Inclusion Event – Diversity Matters<sup>7</sup> (\*Can also be placed under the theme of Educate)

**Engage**

- The GBC 11th annual Four Sacred Colours Pow Wow<sup>8</sup>

Current Challenges to the College's implementation of Indigenous issues:<sup>9</sup>

- staff working on contracts and not full-time, including lack of clear job descriptions and doing things not job-related;
- funding for staff drawn primarily from external grants and lack of evidence of successful implementation of initiatives supported by these grants;
- relative inactivity of the Aboriginal Education Council and lack of recordings/minutes of this Council;
- concerns about the health and safety of Indigenous students, particularly given tragic events that occurred in the past year
- internal challenges between Indigenous faculty and staff
- lack of awareness by students and faculty (Indigenous and non-Indigenous) about the services and curriculum supports available;
- the sense that Indigenous programs and services are restricted to Indigenous students;
- need for an Indigenous school within GBC as a catalyst for development of an Indigenous approach to knowledge development and pedagogy.

### Additional Report Elements

- Review of Aboriginal-Crown relations (Mostly F-N & Indian Act)
- UNDRIP Overview
- Summary of the TRC
- Indicating which Calls to Action apply to the college
- Review of the strategies implemented, reports and climate of the school at the time of the report.

### Free Online Courses listed in the report<sup>10</sup>

U of T – Aboriginal Worldviews and Education [www.coursera.org/learn/aboriginal-education](http://www.coursera.org/learn/aboriginal-education)

UBC – Reconciliation Through Indigenous Education <http://pdce.educ.ubc.ca/mooc>

University of Alberta – Indigenous Canada [www.ualberta.ca/courses/indigenous-canada](http://www.ualberta.ca/courses/indigenous-canada)

Cape Breton University – Learning from Knowledge Keepers in Mi'kma'ki [www.cbu.ca/indigenous-affairs/unamaki-college/mikm-2701](http://www.cbu.ca/indigenous-affairs/unamaki-college/mikm-2701)

## **SAHKICHEWAY ABORIGINAL EDUCATION COUNCIL<sup>11</sup>**

George Brown forms the Sahkicheway Aboriginal Education Council to guide all aspects of Indigenous education at the college.

The Sahkicheway Indigenous Education Council (IEC) is committed to addressing Indigenous education issues at George Brown College so that a collaborative effort of college and community may better serve Indigenous students. The Council works to ensure that Indigenous worldviews, needs and issues influence the decision-making process of the college and are reflected throughout curriculum and classroom practices and services.

**Sources**

<sup>1</sup> George Brown College. Imagining Possibilities - Vision 2030, Strategy 2022. <https://www.georgebrown.ca/sites/default/files/2020-05/Imagining%20Possibilities%20-%20Vision%202030%20Strategy%202022.pdf>. p.33.

<sup>2</sup> George Brown College. Review of George Brown College Truth and Reconciliation and Anti-Racism/Diversity. September 2019. <https://www.georgebrown.ca/sites/default/files/2020-07/Review%20of%20GBC%20truth%20and%20reconciliation%20and%20anti-racism%20and%20diversity%202019-10-08.pdf>. p.8.

<sup>3</sup> Ibid. p.11-12.

<sup>4</sup> Ibid. p.44.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid. p.45.

<sup>7</sup> Ibid. p.46.

<sup>8</sup> Ibid. p.45.

<sup>9</sup> Ibid. p.56.

<sup>10</sup> Ibid. p.46.

<sup>11</sup> George Brown College.Sahkitcheway Indigenous Education Council. <https://www.georgebrown.ca/current-students/services/indigenous-education-services/sahkitcheway-indigenous-education-council>

**Additional Resource**

George Brown College. New Indigenous Student Centre Opens at Casa Loma Campus. 2020. Georgebrown.ca. <https://www.georgebrown.ca/news/2020/new-indigenous-student-centre-opens-at-casa-loma-campus>. Accessed 7 Sept, 2020.





## Humber College

### College Wide Strategies

2019 \_\_\_\_\_ PLACEMAKING INITIATIVE: CULTURAL MARKERS

2018 \_\_\_\_\_ LEAD TRANSFORM DIFFERENTIATE, 2018-2023 STRATEGIC PLAN

### PLACEMAKING INITIATIVE: CULTURAL MARKERS<sup>1</sup>

Humber's Indigenous Cultural Markers at its North and Lakeshore campuses are designed to place the college in the context of the long history of Indigenous peoples in what is now called the Greater Toronto Area. Humber's Indigenous Cultural Markers were displayed as part of Ryan Gorrie's participation in UNCEDED: Voices of the Land, a showcase of Indigenous architects from Turtle Island (Canada and the USA) at the 2018 Venice Biennale of Architecture.

#### Project Team

Ryan Gorrie—Architect, Design Co-Lead, Project Manager (Anishinaabe)

David Thomas—Intern Architect, Design Co-Lead (Anishinaabe)

Larissa Roque—Intern Architect, Designer (Anishinaabe)

Danielle Desjarlais—Designer (Cree)

Tiffany Creyke—Designer (Tahltan)

Andrea Martin—Exhibit Designer, Project Manager, Landscape Architect (Acadian)

#### Cultural Markers

##### *Anishinaabeyaadiziwin Miikana<sup>2</sup>*

An installation at the Barrett Centre for Technology Innovation at North Campus will represent the 7 Fires of Creation that correlate with the 7 Stages of Life as told within the story of the Anishinaabe Life Path. The main sculpture is a representation of our entire life and the central piece that links this life is symbolic of the spirit. The piece features lighting within that is programmable to be infinitely curated for events, teachings or to mark seasonal shifts like the solstice or equinox. Parameters like color, speed and intensity are all variables.

##### *The Great Migration<sup>3</sup>*

Heading the Prophecies of what was to come, the Anishinaabe Nations who resided on the Eastern shores of Turtle Island, left their homelands to make a 'Great Migration' following the waterways 'flowing from the West.'

The place of origin on the East Coast was known as 'Chi-Ahkee' (The Big Earth or the Great Land). The people who remained behind "to keep the Eastern fire burning" became known as "Waubunahkeeyug (people of the Dawnland).'

It was said they followed the 'Sacred Shell' who led them along the St. Lawrence River, through the Great Lakes, completing the migration at the Western end of Ojibwe Gitchi-Gameh (today's Lake Superior) where they found the 'food that grows on water' (wild rice). Through the course of their journey, which took many generations, they stopped seven times – these becoming known as 'the seven major stopping places.'

## **LEAD TRANSFORM DIFFERENTIATE, 2018-2023 STRATEGIC PLAN**

### Highlights of Report

#### ***Pillar 2 : Accessible Education<sup>2</sup>***

Strategic Priority #5: Expand and enhance Indigenous programming, methodology, research, practice, and delivery.

#### ***Supporting Actions***

Implement the Indigenous Education Plan, which outlines programs and services in support of Indigenous learners and communities.

Honour authentic Indigenous voices by enacting the Protocol for Indigenous Community Engagement, which advances cross-cultural engagement, mutual respect and understanding.

#### ***Pillar 3 : Healthy and Inclusive Community***

#### ***Honouring Our Indigenous Roots<sup>3</sup>***

Humber's central campuses are located in Adoobiigok (Place of the Black Alders in the Ojibwe Language). It is uniquely situated along the Humber River watershed, which historically provided an integral connection for Indigenous Peoples between the Ontario lakeshore and the Lake Simcoe-Georgian Bay region.

In keeping with this Indigenous perspective of connection to the land and its original inhabitants and inspired by the Truth and Reconciliation Commission of Canada's Calls to Action, Humber respects the primary importance of Indigenous cultural foundations and the principles of mutual respect, inclusion and community engagement.



Humber College / Brook McIlroy



# CULTURAL MARKERS

Left fig.24  
Right fig. 25

### *The Migration of the Anishinaabe*

The Migration of the Anishinaabe displays several key stopping points along that journey starting from the east coast to Manido Maniss.<sup>5</sup>

#### *Courtyard Trail*<sup>6</sup>

This trail has 8 stops along the way to represent different areas of the migration as well as to explain the original names of the areas.

##### 1 Gabekanaang-ziibi "leave the canoes and go back"

Gabekanaang-ziibi refers to the Mouth of the Humber River at Lake Ontario. Currently, the area is characterized by natural marshland shoreline and a low beach that would have acted as a landing space for canoes since the banks are too high and muddy upstream.

##### 2 Adoobiigok "place of the alders"

The name "Etobicoke" originates with the Mississauga First Nation, who called Etobicoke Creek and the area around it "Adoobiigok," meaning "where the alders grow." Over time, the word was gradually corrupted and anglicized into "atokecoake" and finally "Etobicoke."

##### 3 Tuhbenahneequay

On the high east bank of the river, Riverside Drive traces the path of the ancient Toronto Carrying Place Trail. Large oak trees, remnants from the time of the Carrying Place, still stand along the drive. One hundred and fifty of these trees were inventoried by municipally proclaimed as the "Tuhbenahneequay Ancient Grove."

##### 4 Ishpaadina "high hill" or "a high place"

##### 5 Gete Onigaming "the carrying place trail"

(Ancient Carrying Place Trail) - Holland River/Marsh

##### 6 Zhoniaung "place of the silvery waters"

(Place of the Silver Waters/Cold Water) - Lake Simcoe.

**7 Minjikaning "place of the Great Fence"**

Atherley Narrows referring to the Ancient Fishing Weirs at the rapids between Lake Couchiching and Lake Simcoe.

**8 Chimnissing "big island"**

Beausoleil First Nation / Christian Island





*Humber College* / *Brook McIlroy*





Left fig.26  
Middle fig. 27  
Right fig. 28

**Sources**

<sup>1</sup> Humber College. Indigenous Cultural Markers. The Humber Connection. Accessed August 18, 2020. <https://humber.ca/about/welcome/indigenous-cultural-markers.html>

<sup>2</sup> Ibid. Anishinaabeyaadiziwin Miikana.

<sup>3</sup> Ibid. The Great Migration.

<sup>4</sup> Humber College. Lead Transform Differentiate. 2018-2023 Strategic Plan. Accessible Education - Strategic Priority #5. p.24. <https://humber.ca/strategic-plan/assets/documents/2018-2023-strategic-plan-complete-accessible.pdf>

<sup>5</sup> Ibid.p.35.

<sup>6</sup> Humber College. Indigenous Cultural Markers. The Great Migration. Accessed August 18, 2020. <https://humber.ca/about/welcome/indigenous-cultural-markers.html>

<sup>7</sup> Ibid. The Migration of the Anishinaabe.

<sup>8</sup> Ibid. The Courtyard Trail.



## Collège La Cité

### College Wide Strategies

2017 \_\_\_\_ ANNUAL REPORT, 2017-2018

2016 \_\_\_\_ INDIGENOUS EDUCATION COUNCIL/ CONSEIL DE L'ÉDUCATION AUTOCHTONE

### ANNUAL REPORT, 2017-2018

#### Highlights of the Report

##### Educate

Intercultural skills training was offered to members of the school staff from the College in order to better facilitate the success of their immigrant and First Nation students. This training was considered as a part of their staff's professional learning development. The training was developed and facilitated by an external consultant.<sup>1</sup>

Skills learned during these training sessions will not only be applied in the learning environment at the college but also during student evaluations.<sup>2</sup>

##### Support / Engage

To encourage the College's Indigenous students to self-identify, the College launched the "Authentic Indigenous" campaign in August 2017. More than a dozen cultural and social activities were offered during 2017-18 by seniors and community partners on the College's campus. Students and staff participated in drum sessions, round dances, beading workshops, genealogy, feasts, speaking circles and a moon and water ceremony.<sup>3</sup>

### INDIGENOUS EDUCATION COUNCIL/ CONSEIL DE L'ÉDUCATION AUTOCHTONE<sup>4</sup>

La Cité has convened an Indigenous Education Council that plays an advisory role with the school's staff regarding policies, programs and initiatives that directly affect First Nations, Métis and Inuit student population.

*Their responsibilities include:*

- to know and understand the Aboriginal reality;
- to provide appropriate services to Aboriginal students;

- to make the entire community of La Cité aware of the richness and particularities of indigenous cultures, values and teachings;
- to support La Cité in its efforts to create a continuum in French-language education for people of Aboriginal origin.

## **Funding**

La Cité has sources of funding that are both external and internal (Provided by the university and provided by other organizations/government). La Cité does not offer funding to Non-Status First Nation Students.<sup>5</sup>

## **Sources**

<sup>1</sup> College La Cité. La Cité dans l'Univers Numérique - Rapport Annuel 2017-2018. p.13. <https://drive.google.com/drive/folders/1q3w7CwdyqUo6Pi30lcbNrlyyau395RVT>

<sup>2</sup> Ibid.

<sup>3</sup> Ibid. p.10.

<sup>4</sup> College La Cité. Conseil de l'Éducation Autochtone. Objectifs. Accessed August 28, 2020. <https://www.collegelacite.ca/centre-mino-madji8in/mandat-conseil>

<sup>5</sup> College La Cité. Bourses D'Études, Pour Étudiants Autochtones. Accessed August 28, 2020. <https://www.collegelacite.ca/centre-mino-madji8in/bourses-d-etudes>.

## Loyalist College

### College Wide Strategies

According to Paul Latchford, Manager of Indigenous Services at Loyalist College, “Loyalist College continues to proactively support the recommendations of the Truth and Reconciliation Commission of Canada: Call to Action by establishing and maintaining respectful relationships with collective and individual Indigenous communities.”<sup>1</sup>

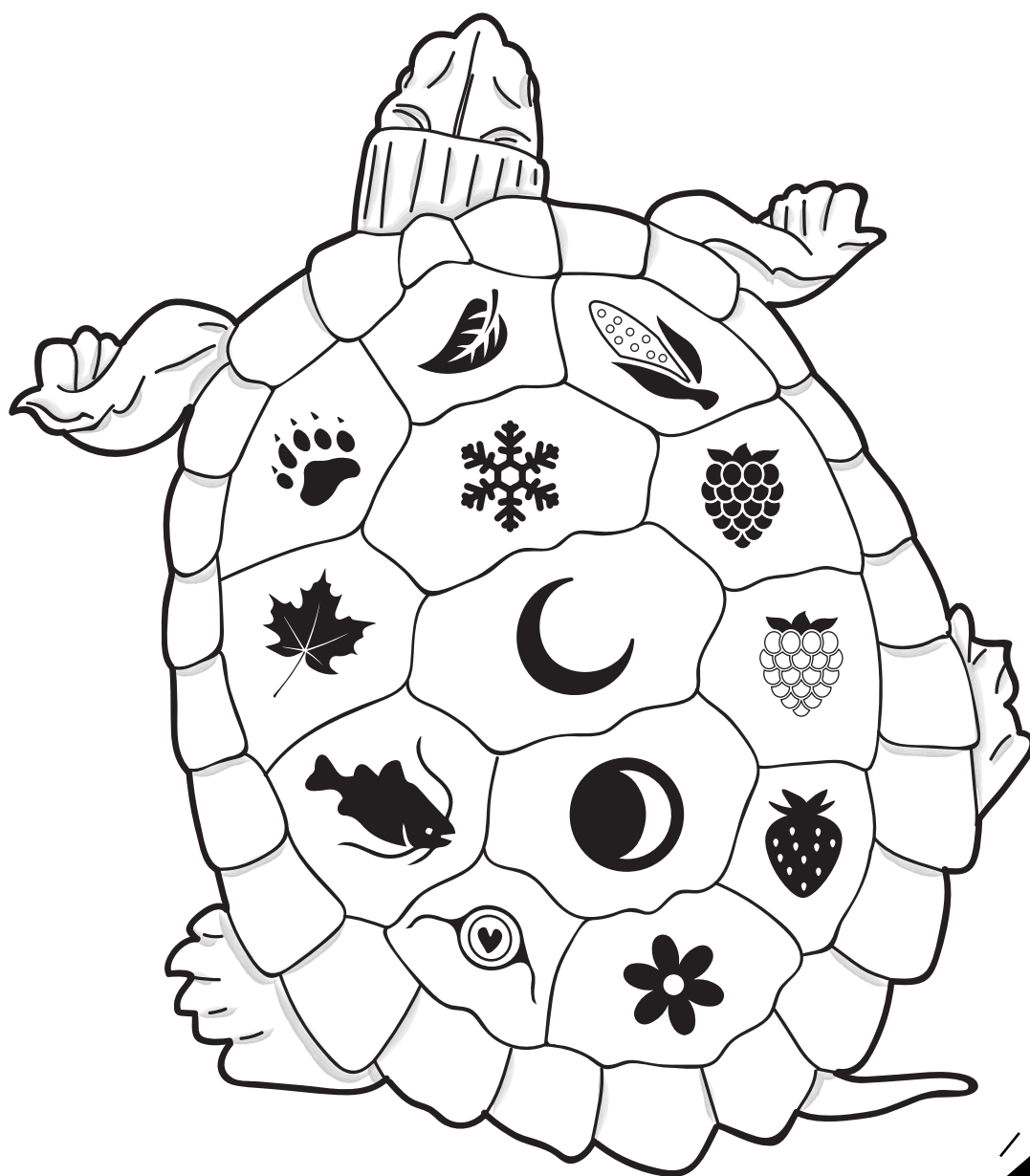
In a recent statement from Loyalist’s College President and CEO, Ann Marie Vaughan, the college is “helping more Indigenous students successfully acquire a post-secondary education that will lead to a rewarding career,”<sup>2</sup> and that “providing more opportunities for Indigenous students continues to be a priority at [the] College and throughout the province.”<sup>3</sup>

### Sources

<sup>1</sup> Loyalist College. Ontario Colleges Committed to Strengthening Programs for Indigenous Students. March 8, 2018. <https://www.loyalistcollege.com/news/ontario-colleges-committed-to-strengthening-programs-for-indigenous-students/>

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.



## Mohawk College

### College Wide Strategies

2019\_\_\_\_PLACEMAKING ON CAMPUS    The Indigenous Gathering Place (Hoop Dance)  
Wampum Belt

2016\_\_\_\_FUTURE READY, LEARNING FOR LIFE: MOHAWK COLLEGE STRATEGIC PLAN  
2016–2021

### PLACEMAKING ON CAMPUS

#### The Indigenous Gathering Place - Hoop Dance Pavillion<sup>1</sup>

The Indigenous Gathering Place is a result of meaningful community engagement with the Aboriginal community and a part of an over-arching strategy to formalize partnerships in a Two Row approach. Mohawk College believes the IGP is essential to strengthening relationships with the local Aboriginal Community.

This landmark is comprised of four elements: an open-air pavilion, a fire circle, a water garden and a traditional garden. The IGP is inspired by the Aboriginal concepts of inclusiveness, the sun and moon calendars, the Medicine Wheel, and the creation story. This site affords views from surrounding buildings and seating accommodates 60+ people. The Hoop Dance serves as a venue for traditional ceremonies, a tool for teaching, a place to meditate or quietly study.

#### Wampum Belt<sup>2</sup>

The College has erected a wall to create more awareness about Aboriginal Realities. But most importantly, they are giving their Aboriginal students a sense of pride and belonging when they see themselves reflected in their school.

The 1613 Two Row Wampum records the meaning of an agreement, which declared peaceful coexistence between the Haudenosaunee and Dutch settlers in the area. The pattern of the belt consists of two rows of purple wampum beads against a background of white beads. The purple beads signify the courses of two vessels – a Haudenosaunee canoe and a European ship – traveling down the river of life together, but without interfering with the other vessel. The three white stripes denote peace and friendship.

The wall is not only erected to honour that agreement, but to also display the people who have persevered through history to make sure that we abide by it. The pictures and portraits are of community members, Chiefs, historians, Elders, advocates, and other people of significance to our history in North America.



## **FUTURE READY, LEARNING FOR LIFE: MOHAWK COLLEGE STRATEGIC PLAN 2016-2021**

### **Highlights of the Report**

#### **Educate**

- Broaden understanding about the Indigenous community and experience.<sup>3</sup>

#### **Support**

- Graduate certificate for Indigenous Education developed and offered<sup>4</sup>
- Increased share of placements from Aboriginal Education funding agencies<sup>5</sup>
- 10% – 15% increase in funding<sup>6</sup>
- Measurable growth in Aboriginal enrolment and grad rates<sup>7</sup>

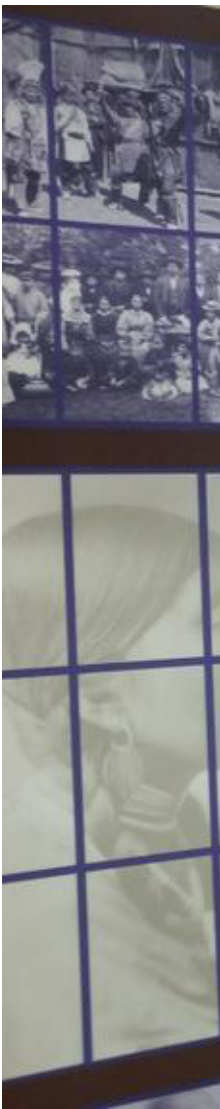
#### **Engage**

- Increased visibility of Indigenous culture<sup>8</sup>
- Adoption and implementation of the Colleges and Institutes Canada Protocol<sup>9</sup>

#### **Bundled Arrows Initiative<sup>10</sup>**

Bundled Arrows Initiative is a regional collaboration between Aboriginal communities and the post-secondary education system. It is the first Indigenous education initiative of this scale, and is grounded in collaborative research, traditional Indigenous knowledge, development, and implementation planning.

Working from a foundation of Indigenous Knowledge that many arrows bundled together are stronger than a single arrow, the Bundled Arrows Initiative is a partnership to build on promising practices and create many pathways from secondary to postsecondary education. The partnership recognizes the individual strengths of each arrow, but acknowledges that bundled, they have greater transformative power to increase post-secondary access and attainment for Aboriginal learners.





Left      fig. 30  
Right    fig. 31



*Mohawk College / Brook McIlroy*

Left fig. 32

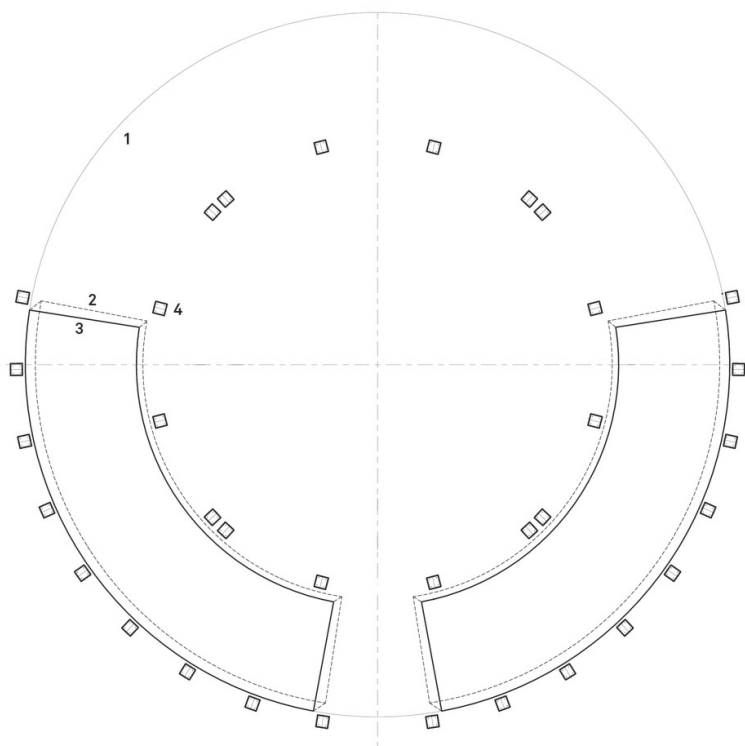
Middle fig.33

Right fig. 34

Top fig. 35







**Plan - Ground Level**

- 1 Extent of crushed granular paving
- 2 Extent of bench, above
- 3 Extent of bench at grade
- 4 Baseplates below



**Plan - Top View**



2 m



HOOP DANCE

## Conference

*From Equity to Success: 6th Annual CCVPS Student Success Provincial Conference*<sup>11</sup>

*Date: May 13-15, 2019*

### Noteworthy Sessions

*How does Credit Transfer and Transfer Pathways Equity work? What's happening in Ontario and where do we go from here?*

Presented by: Yvette Munro, Executive Director, ONCAT

In Ontario, over 50,000 students transfer between colleges, universities, and Indigenous Institutes each year. Research suggests that students from equity seeking groups (e.g. racialized, Indigenous, low-income, immigrant/newcomer, students with disabilities) are more likely to transfer but also to encounter navigational barriers and social capital barriers associated with transfer. This session will raise critical questions about the relationship between transfer and equity, and provide detailed information about Ontario's transfer student population, their motivations for transfer and their transfer experiences. Through active participation, the session will engage college student services staff and administrators to adopt an equity-focused lens to unpack common transfer-related institutional practices and policies. At the end of the session, participants will gain a deeper understanding about the important relationship between transfer and equity and be better able to recognize the need for more system-level responses to respond to Ontario's transfer students.

### *The CACUSS Competencies – A Staff Development Roadmap*

Presented by: Pearl Mendonca, Manager, Learning Support Centres, David Waddington, Manager, Career & Student Success Advising, and Gabriela Sorragi, Professional Development Consultant – Mohawk College

The current climate in Student Affairs is constantly shifting, requiring us to be increasingly proactive versus reactive. The CACUSS Competency Model provides important areas of focus for all Student Affairs professionals in response to this climate. Professional development related to these competencies can and will have a significant impact on the student/staff experience in the years to come. This session will familiarize Student Affairs professionals with the CACUSS Competencies and highlight experiences of institutions who have utilized the CACUSS Competencies for staff professional development. Further, the session aims to share experiences and ideas around competency-related professional development to support a collective conversation on staff development in Student Affairs. This includes highlighting the 11 competencies that are central to Student Affairs professionals such as equity, diversity, inclusion, Indigenous cultural awareness, and intercultural fluency.

## Sources

<sup>1</sup> Mohawk College. The Indigenous Gathering Place (IGP). Accessed August 18, 2020. <https://www.mohawkcollege.ca/indigenous-students/indigenous-gathering-place-igp>

<sup>2</sup> Mohawk College. Wampum Belt. Accessed August 18, 2020. <https://www.mohawkcollege.ca/indigenous-students/our-spaces/wampum-belt>

<sup>3</sup> Mohawk College. Future Ready, Learning for Life - Mohawk College Strategic Plan. p. 37. <https://issuu.com/mohawkcollege/docs/mohawk-college-strategic-plan-2016->

<sup>4</sup> Ibid. p.38

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>5</sup> Ibid.

<sup>10</sup> Ibid. p.37-38.

<sup>11</sup> Mohawk College. Conference Program. From Equity to Success - 6th Annual CCVPS Student Success Provincial Conference. May 13-15 2019. p.6. [https://www.mohawkcollege.ca/sites/default/files/documents/30392\\_CCVPS\\_StudentSuccessConference\\_Program\\_Final\\_V2.pdf](https://www.mohawkcollege.ca/sites/default/files/documents/30392_CCVPS_StudentSuccessConference_Program_Final_V2.pdf)

## **Sheridan College**

### **College Wide Strategies**

2018 - PRESENT\_\_\_\_\_SHERIDAN READS SERIES

2018\_\_\_\_\_ALL SCHOOL CHARETTE

2018\_\_\_\_\_CHANGES IN CURRICULUM

### **SHERIDAN READS SERIES**

Sheridan engage their employees and enrich their learning opportunities by bringing leaders on campus - from author Thomas King and advocate Roberta Jamieson to address Indigenous issues, to notable and provocative authors including Lawrence Hill, Marlon James and Tracey Lindbergh through the Sheridan Reads series.<sup>1</sup>

### **ALL SCHOOL CHARETTE<sup>2</sup>**

In 2018, the School of Architectural Technology had an all-school charrette dealing with truth and reconciliation. They collaborated with Indigenous artist Jeff Thomas. He was the representative of the project which became largely inspired by his work.

This initiative was led by Dr. Shannon Pirie.

### **CHANGES IN CURRICULUM<sup>3</sup>**

The curriculum has a module in HIST12797 that discusses historical indigenous architectural typologies. Throughout the term the course covers the work of Indigenous architect Douglas Cardinal.

This initiative was led by Dr. Shannon Pirie.



## General Overview of School Strategies<sup>4</sup>

The School of Architectural Technology at Sheridan participates in institutional level reconciliation initiatives. The school has supported now-retired professor Michael Muller's work with northern and indigenous communities. The school of Architectural Technology faculty has collaborated as a team to begin decolonizing the architectural technology curriculum, especially within their architectural history courses. These initiatives are still in their early stages.

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<sup>2</sup> Martin, Jordan. Truth and Reconciliation OAA Scan. Items actioned by the Faculty of Applied Science and Technology at Sheridan College in the spirit of reconciliation. Email sent to Dani Kastelein, August 25, 2020.

<sup>3</sup> Ibid.

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## St. Clair College

### College Wide Strategies

2017-2018 \_\_\_\_\_ STRATEGIC MANDATE AGREEMENT 2017-2018 ANNUAL REPORT  
2001 \_\_\_\_\_ INDIGENOUS EDUCATION COUNCIL

### STRATEGIC MANDATE AGREEMENT 2017-2018 ANNUAL REPORT<sup>1</sup>

#### Highlights of the Report

#### Support

- Number of Indigenous students enrolled increased from 123 in 2014 to 627 in 2018 (+504).<sup>2</sup>
- Employment rate for Indigenous students has increased from 88.9% to 94.4%.<sup>3</sup>

#### Engage

- St. Clair College continues to enhance its partnership with The Anishinabek Education Institute (AEI) through expanding program offerings in Early Childhood Education (ECE) and Social Service Worker tailored to Indigenous learners. The programs were developed in collaboration with AEI staff. A program in carpentry techniques was developed for delivery at Walpole Island First Nation Reserve.<sup>4</sup>

### INDIGENOUS EDUCATION COUNCIL

#### Mandate<sup>5</sup>

- To be involved in the finalization of design, development and implementation of appropriate and relevant Indigenous educational and training programs and services for Indigenous students as projected for delivery by St. Clair College.
- To assist the college community with the development and promotion of strategies designed to increase and improve its awareness and sensitivity to Indigenous culture, heritage and tradition.

- To advise, guide and support St. Clair College on measures that may be required to improve any aspect of its programs and services to Indigenous students.
- To actively participate in all stages of the employment process of all staff in Indigenous programs, courses and Indigenous services.
- To partner with the college to advise, support, guide and resolve matters related to the recruitment, admission, retention and graduation of Indigenous students.
- To promote and support cross-cultural sensitivity, awareness and content in existing and new programs and services.
- To ensure or approve the establishment of programs and services to meet the needs of Indigenous people and evaluate, review and recommend culturally appropriate delivery strategies for new and existing programs and services with particular emphasis on how the programs and services relate to the Indigenous community and students in the general student body.
- To provide ongoing support and recommendations to senior management of the institution in developing a plan of action for the ongoing enhancement of Indigenous education.
- To be advised, consulted and involved in the development of partnerships that may affect Indigenous programming, services and students.
- To collaborate with the college for all Ministry of Colleges and Universities Indigenous funding proposals and for the expenditure of funds for new and existing programs and services specifically designed for Indigenous Students. By endorsing funding proposals, the IEC recognizes and accepts their responsibility for the funds received and will, on a quarterly basis, review the financial statements for funds received from all sources for Indigenous projects.
- To review and advise on general policy additions and changes to college programs and Indigenous partnerships as they relate to the Indigenous communities and students through such procedures as periodic reviews and evaluations.
- To be active participants in the responsibility for the development, continuation and/or modification of Indigenous programs and student services as may be deemed necessary due to budgetary considerations.

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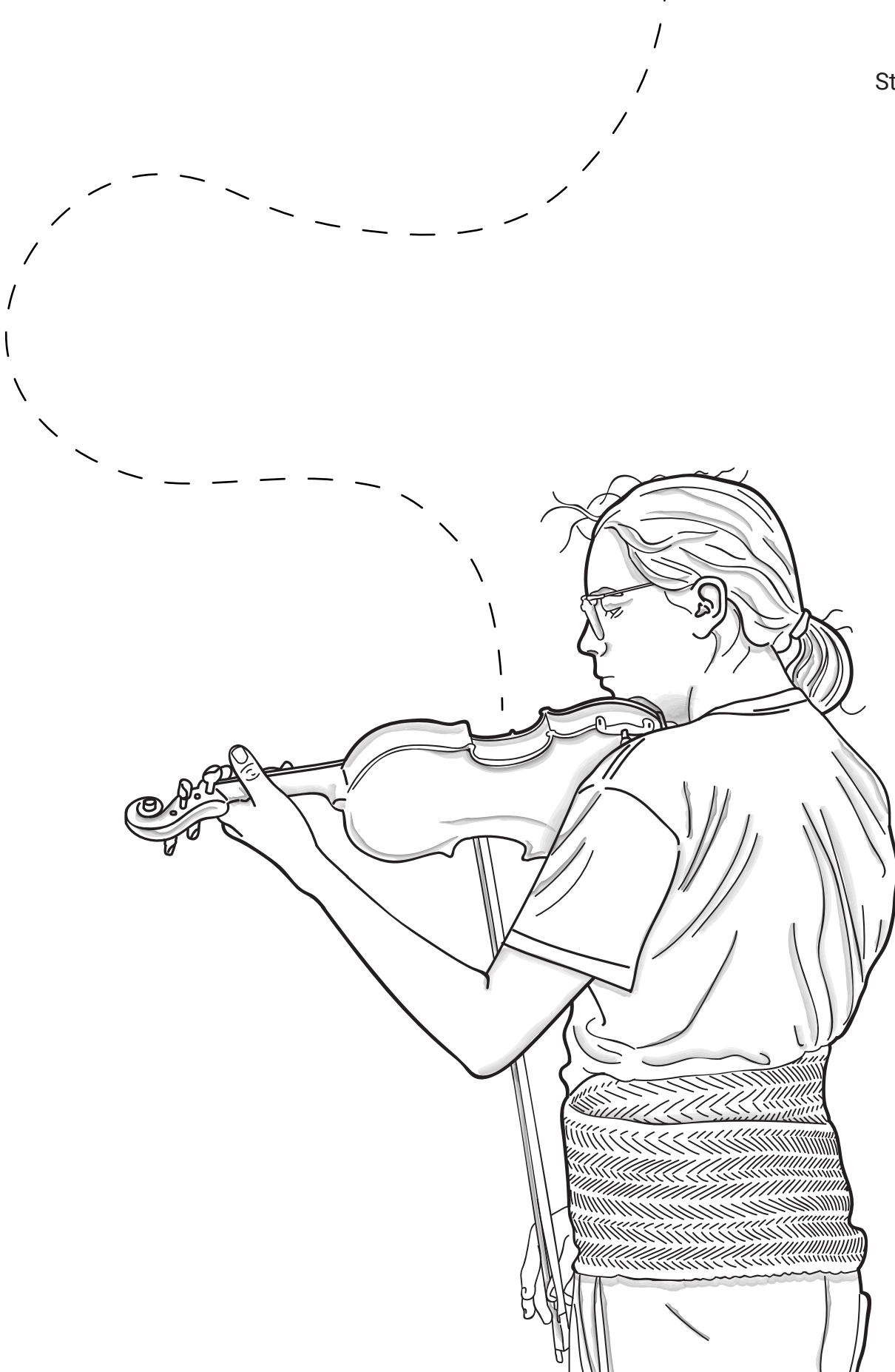
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# FIDDLE

06

AOTEAROA

## Overview - Aotearoa (New Zealand)

"Before colonisation, Māori society was mainly organised as hapū (clans) and had distinct regional artistic and architectural practices. Through their resistance to colonisation and steadfast determination to hold on to their lands, Mōrehu movements sought the amalgamation of hapū and iwi (tribes) into pan tribal and national groups."<sup>1</sup>

The Ngā pakanga o Aotearoa (New Zealand Wars), a series of conflicts between the Colonial government and the Māori over land ownership, "had a devastating effect" on the Māori people.<sup>2</sup> It has, and will take, centuries to repair. Not only were the Māori disenfranchised of their lands, they were 'contained' on their pā, reserves and kainga, and relegated to remnant ancestral lands that the new settlers and colonial governments either didn't want, deemed to be of lesser value, or simply categorized as 'wasteland'.<sup>3</sup>

Recently, there was an announcement that Aotearoa New Zealand history will become a compulsory school subject. According to Deidre Brown, art historian and the first Māori Professor of Architecture at the University of Auckland, this represents a 'transformative moment' for New Zealand in its reconciliation efforts.<sup>4</sup>

During the RAIC International Symposium Ms. Elisapeta Heta, one of the presenters from Ngā Aho, acknowledged that 'the shift to a bicultural architecture will take time – and the transition to a genuine understanding and respect for Māori culture will place considerable emotional, spiritual, mental and physical demands on Indigenous members within the architectural profession.' But, she emphasized that the rewards will be real, drawing on the words of Māori leader Sir James Hēnare: "We have come too far, not to go further. We have done too much, not to do more."<sup>5</sup>

## New Zealand

### TE KAWENATA O RATA<sup>6</sup>

In February 2017, the New Zealand Institute of Architects (NZIA) and Ngā Aho signed Te Kawenata o Rata, a document that sets out the relationship —the “everlasting bond” — between these two organizations. The agreement contains five articles:<sup>7</sup>

- **Respect** for each other’s heritage and customs, current needs, and aspirations for the future
- **Recognition** of Indigenous authority and responsibility for Māori dimensions of knowledge and the environment
- **Acceptance** of one another’s roles in protecting and promoting Māori knowledge and tikanga (culture and customs) in the field of architecture;
- **Affirmation** that a spirit of generosity and cooperation will guide all actions;
- Ongoing **representation** of Ngā Aho on the council of the NZIA. In practice, applying these articles means including Māori history and art in the designs created for Māori and non-Māori clients and communities alike.

*Achieving this will require Indigenous engagement and facilitation across many areas of architecture and design to:*

- Ensure Māori ancestral names and local narratives are creatively incorporated into the designed environment
- Identify and protect significant sites and cultural landmarks, and use those to inform the design of new land developments to reinforce a sense of place and identity for Māori;
- Protect and enhance the natural environment, with local flora and fauna significant to Māori featured as key natural landscape elements

### Purpose

The goal of the Kawenata o Rata is to create sustainable networks and educational initiatives enabling an industry that acknowledges, supports and upholds Māori as *tangata whenua* (people of the land).<sup>8</sup>



## TE WHAIHANGA

To better prepare built environment professionals to work and engage with Māori Ako Aotearoa National Project.

### Background<sup>9</sup>

It is important to note that Māori urban, architectural and landscape design patterns and templates – based on the pā, marae, wharenuī, papakāinga and whare puni design archetypes – were already well established. The transition to so-called modernity was well underway, with Māori highly adept at appropriating new technologies and innovation to advance their collective futures as iwi, hapū and whānau.

Despite the yawning gulf that became the colonial era, Māori did survive. For well over 130 years, they continued to do their own spatial planning, landscape design and architecture on ‘remnant estate’, outside the ‘official’ planning system – which incidentally, still tried to repress them.

Colonial oppression continued to encounter active Māori resistance though – including in planning and design. In the late 1970s, Māori fought for and finally found a place in New Zealand’s formal town and country planning system. For the first time ever in any New Zealand planning law, the Town and Country Planning Act 1977 through section 3(1)(g), recognised the causal nexus between Māori people, their culture and traditions with their ancestral lands. Not only was this finally elevated to the status of national planning importance, but planning authorities at all levels of government were required to ‘provide for it’. The Treaty had as much as stated this, 140 years earlier.

### Summary

This Ako Aotearoa national project was funded to produce educational and research materials which would better prepare built environment professionals to work with Māori.<sup>10</sup>

The vision of this project is to ensure that future generations of planners, architects, engineers and landscape architects, both Māori and non-Māori, are better prepared to work with Māori professionals, iwi representatives, community economic development and Papakāinga Developers in their day-to-day work. The project also aims to assist professionals to build and sustain positive working relationships with Mana Whenua.<sup>11</sup>

Note: Of the 25,000 or so graduates each year in Aotearoa New Zealand, 8.5 percent are built environment graduates. Of these 2,100, half are engineers (Ministry of Education, 2016).<sup>12</sup>

Māori communities are playing an increasingly visible role in development, as kaitiaki, communities and developers. However, a high percentage of students studying built environment disciplines have had little, if any, experience engaging with Māori communities. Although 15 percent of the population of Aotearoa New Zealand are of Māori descent, as little as 2-3 percent of built environment students identify as Māori.<sup>13</sup>

### Who was Involved<sup>14</sup>

The project team included teachers from planning, architecture, engineering and landscape architecture at the University of Auckland, Unitec Institute of Technology, Auckland University of Technology (AUT) and Victoria University of Wellington, as well as industry collaborators and media producers.

The project was instigated by the University of Auckland, and steered by Māori professionals and community leaders who named the project, directed it and drove the research and education content.

### Goal of the Project<sup>15</sup>

The vision of this project is to ensure that future generations of planners, architects, engineers and landscape architects are better prepared to work with Māori professionals, iwi representatives, community economic development and papakāinga developers in their day-to-day work.

The primary aim of the project is to develop research-based online video and supporting material for teaching and learning in the planning, architecture, landscape architecture and engineering disciplines, to prepare student professionals, both Māori and non-Māori, when working with Māori. The ambitious aim of Te Whaihanga is to bring about sustainable long-term change in the way built environment professionals are taught, and to better prepare professionals to work with and engage with Māori.

### Outputs of the Project<sup>16</sup>

1. A learning assessment tool 'tests' students' awareness of three core values and can take the form of a survey, using an online survey tool such as SurveyMonkey or Qualtrics. Its simplicity belies its complexity.

2. A text-based learning module which outlines why students need to be better prepared when engaging with Māori communities.
3. A set of four short videos designed to illustrate specific work situations for built environment professionals that can be used in a guided learning situation.
4. A critical incident analysis tool to deepen learning and develop reflective practitioner skills.
5. Supporting materials including further readings and other resources.

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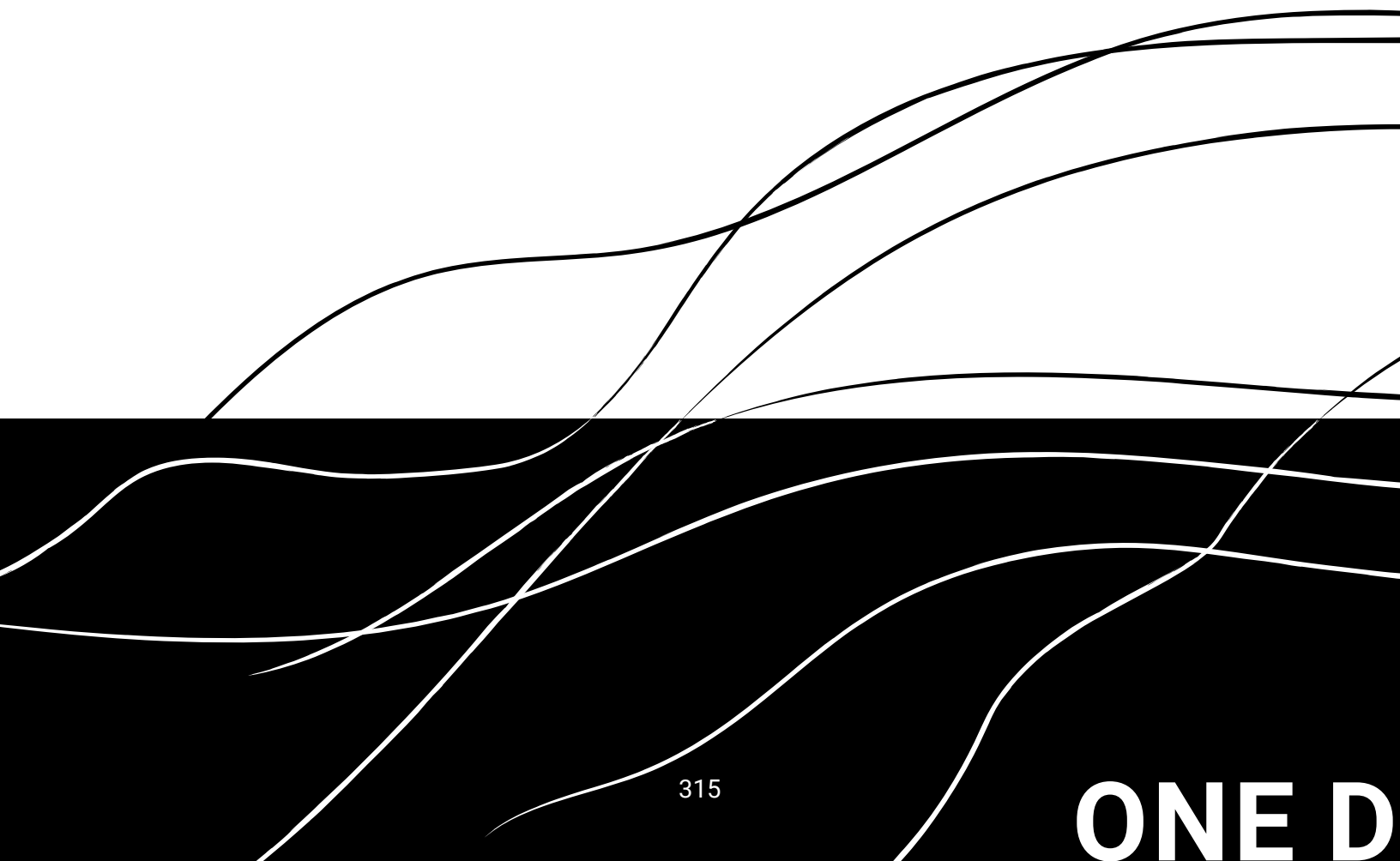
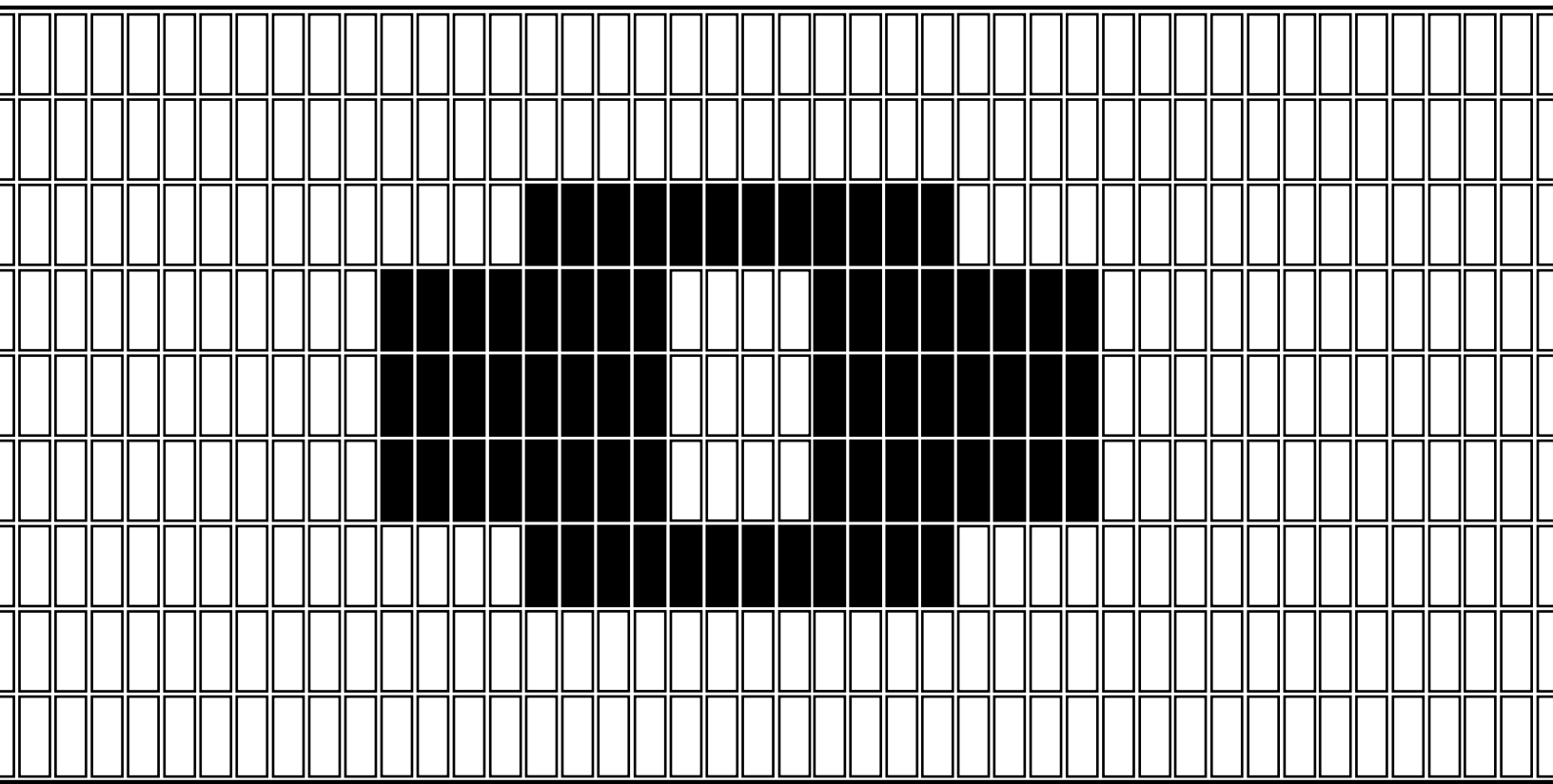
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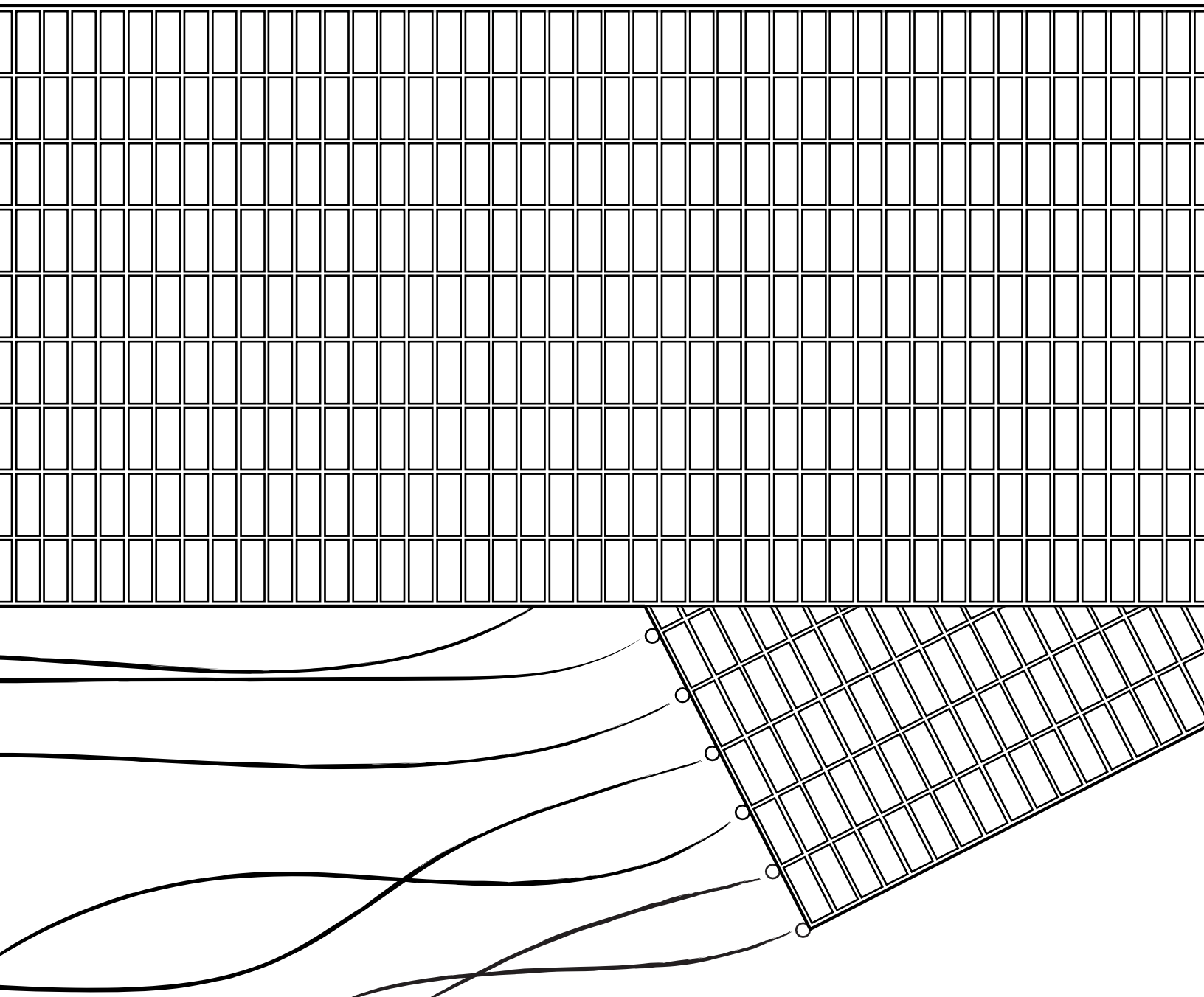
<sup>14</sup> Ibid.p.7.

<sup>15</sup> Ibid.p.15.

<sup>16</sup> Ibid.p.16.







"We promise to have only one dish among us; in it will be beaver tail and no knife will be there'... We will have one dish, which means that we will all have equal shares of the game roaming about in the hunting grounds and fields, and then everything will become peaceful among all of the people; and there will be no knife near our dish; which means that if there is a knife were there, someone might presently get cut, causing bloodshed, and this is troublesome, should it happen thus, and for this reason there should be no knife near our dish."

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# ISH ONE SPOON WAMPUM

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