



SFU

ABORIGINAL STRATEGIC INITIATIVE (ASI) FINAL REPORT

MARCH 2024

SFU acknowledges the x^wməθk^wəyəm (Musqueam), Sk^wx^wú7mesh Úxwumixw (Squamish), səlilwətał (Tsleil-Waututh), qícəy (Katzie), k^wik^wəłəm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose unceded traditional territories our three campuses reside.



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Cover Image: Spawning sockeye salmon swimming upstream represent change and transformation, the theme of this year's report.





PRESIDENT'S MESSAGE

As I reflect on the theme of this year's report—*né'kix*, meaning “to change or transform” in the *nleʔkepmxcin* language¹²—I think about how much change can occur in just one year.

In 2023, we launched *What's Next: The SFU Strategy* and enshrined “Uphold Truth and Reconciliation” as one of our shared institutional priorities moving forward. New and renewed agreements have strengthened relationships with some of the Host Nations upon whose unceded territories SFU's campuses are located. Construction has begun on the First People Gathering House, a ceremonial space that will celebrate Indigenous knowledge and culture on Burnaby campus. Revitalization projects related to Indigenous naming are underway as we work with Host Nations to elevate Indigenous histories across our campuses. And Chris (Syeta'xtn) Lewis was recently appointed as SFU's inaugural Indigenous Executive Lead to support and unify Reconciliation work across the university.

In 2017, the SFU Aboriginal Reconciliation Council (SFU-ARC) released the *Walk This Path With Us* report and they asked us to walk this path with them. Guided by the SFU-ARC 34 Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and by the voices and perspectives of Indigenous peoples and communities, I truly believe we have come a long way down that path. This is an exciting time of change and transformation on our journey, as our communities work together to create a safe, inclusive environment where Indigenous students, faculty and staff can thrive.

But progress cannot come with complacency. We know that this work takes a sustained, collective effort from each of us as we continue to journey towards lasting and meaningful Reconciliation with Indigenous peoples and communities.

Thank you to everyone who has leaned into this complex and important conversation and helped us Uphold Truth and Reconciliation at SFU over the past year, in ways big and small. I am so proud of our community and excited to see what's next as we take advantage of this momentum and continue to walk this path, together.

Joy Johnson
President and Vice-Chancellor
Simon Fraser University

¹²First Voices: *nleʔkepmxcin* to change or transform (into something)



INDIGENOUS EXECUTIVE LEAD'S MESSAGE

Ha7lh Skwa'yel Ta núyap Siyám, Siíyay, iyáwit wanáxwswit, i7xw ta Siíyuxwa7chet (Good day Respected leaders, Friends, Elders, and Relatives),

I hope you and your families are all well. As the co-chair of the SFU Aboriginal Reconciliation Council (SFU-ARC) with then Dean of Education, Kris Magnusson, which completed its mandate in 2017, I recall hearing that the community would like to see more Indigenous involvement and representation at all levels within SFU. They wanted SFU to demonstrate a significant commitment to “nothing about us, without us”. Over the last seven years, I have seen this commitment brought to life through the increased participation of Indigenous people in leadership positions and in governing bodies. SFU continues on its collective shared journey to build the foundational footings to Uphold Truth and Reconciliation and weave together the vision and principles of the *Walk this Path With Us* report.

This report signals the changing and transformation of our collective work as we wrap up the Aboriginal Strategic Initiative (ASI). I want to thank all those who had the courage and resilience to pick up the many Calls to Action and who worked so hard to get us to this point. It is now time for us to reflect on where we have come from to understand and chart the next leg of our journey towards Truth and Reconciliation at SFU.

As we transition from the ASI, we have gained and learned so much as well as received gifts and valuable guidance from our Host Nations, elders and new internal/external reports. We have an additional roadmap with the *Looking Forward... Indigenous Pathways To and Through Simon Fraser*

University report, which builds on the calls to actions in the *Walk this Path With Us* report and illuminates the work we need to do to support access, inclusion and retention for Indigenous students. As well, enshrined within *What's Next: The SFU Strategy* is a shared university priority to Uphold Truth and Reconciliation. This priority recognizes our responsibility to illuminate the truth of Indigenous people in Canada and around the world and to begin charting a path towards Reconciliation. Externally, we have guidance and direction from the provincial *Declaration on the Rights of Indigenous Peoples (DRIPA) Action Plan*, which calls on post-secondary institutions to be culturally relevant to Indigenous students and help ensure Indigenous communities are involved in decision-making. As we move beyond the ASI, we need to take stock of what is still remaining in the SFU-ARC Calls to Action, lift up the Pathways report and DRIPA Action Plan along with all the other guidance received and chart a path forward through the next SFU Indigenous Strategic Plan.

Once again, I want to thank those that came before us and worked so hard to get us to this point. I look forward to paddling together with all of you as we chart a path forward.

Chen kwenmantumi yap (I am grateful to you all),

Chris Syeta'xtn Lewis



GAINING STRENGTH: ŁAXWE'GILA

Nqwalúttēnlhkalha ta wa7 gelgelstúmulhas¹.
he feels the power of the creator with him
his feet touching the land where his ancestors once walked
he listens to the sound of his babá'u's voice,
as he speaks in his ancestral tongue

Na ha'lit'aa'ma txá'nii sayt hakhałelsit ada sayt nłoomsgit².
Our foundation is to work all together and respect together, she says quietly,
I listen, it's a teaching I've heard many times before,
it is the strength of our people

Nohkum³, what do Seven Generations mean? she asked her grandmother
it's a Haudenosaunee teaching that is similar to ours, replied Nohkum,
It is a philosophy that the decisions we make today
should result in a sustainable world
seven generations into the future

Te helew təx ziwi?x Tł sk^wenstis he x^w?eł⁴
Walking, she is reflecting on her grandmother's words,
thinking about her future,
she hears the sound of an eagle above her
at that moment she knows, her ancestors are guiding her,
Thank you, she whispers

The fire is already burning,
the aroma of the food cooking fills the room,
the sound of the drum reverberating softly,
the crackle of the fire,
Síma7 ʔu7, síma7 ʔu7, sawt⁵, he says, we walk in

Yuuhlimk'askwhl ginaa-sgidiit as ʔiin⁶
sitting quietly on the rocks, the sun shining upon her face,
listening to the trickling sound of water in the creek,
reflecting, she hears her sister say,
Our parents and grandparents continually pass on their words of wisdom every day,
so that we may pass it on to future generations⁷

čɛčɛgatawł⁸, it means helping one another,
he said in a soft voice, that is our way,
we support each other and lift each other up

ʔi mot kʷaθ gənaxʷs pəpəms kʷ šɛtɛgus⁹
tears trickle down,
she reflects on how far we've come as Indigenous people,
and how far we have to go,
she hears his voice say

ʔi mot kʷaθ gənaxʷs pəpəms kʷ šɛtɛgu
it's good to believe in the work of the creator

(Excerpt from the 2020-2021 SFU Reconciliation Report)

¹ First Voices: Northern Státimcets meaning we should speak our language (connects us to the land) gives us strength

² First Voices: Simalgyax language

³ First Voices: Cree Sauteaux First Nation meaning grandmother

⁴ First Voice: nleʔkepmxcin the eagle that soars who watches our path

⁵ First Voices: Northern Státimcets meaning come in, come in, welcome one

⁶ First Voices: Nisga'a means words of wisdom left behind for you (intended to guide you in your life and pass on as well)

⁷ First Voices

⁸ First Voices: Tla'amin means to help one another

⁹ First Voices: Tla'amin language



Exterior rendering of the First Peoples' Gathering House slated to be complete in 2024/25.

łiihpanač: Journey

Jesse's First Day

It is the first day of classes for the Fall 2022 Semester at SFU.

Jesse, a first-year student, gets off the bus at the Cornerstone bus loop and makes her way through the campus.

In the Summer of 2023, Indigenous canoe families across Turtle Island made the journey in *Awakening the Canoe* - the first tribal canoe journey since the pandemic. The canoe journey takes months of preparation and involves many people working together to ensure the readiness, safety, and well-being of the canoe families to paddle hundreds of miles across the ocean, where old friends will be met and new friendships are made. The journey is difficult and spectacular, transformational and life changing.

Simon Fraser University (SFU) has also embarked on a journey that has been transformational and life changing. Our journey in Reconciliation was formalized through the 2017 *Walk This Path With Us* report, the impetus for which was the Truth and Reconciliation Commission (TRC) Calls to Action. It builds on our relationships and past work,

outlining 34 Calls to Action for improved education for Indigenous people.

The *Walk This Path With Us* report was developed by SFU's Aboriginal Reconciliation Council (ARC) through a widespread community consultation process.

The mandate of the ARC was to develop a proposal and implementation plan for funding the Aboriginal Strategic Initiative (ASI), which draws upon \$9M in one-time funds to build SFU's capacity to recruit, educate, and support Indigenous students to be successful in their programs, lives, and careers. Two stipulations were that the ASI funds must be used within a three-year window, and that they must ensure lasting change for Indigenous learners at SFU.¹⁰

¹⁰ Source: *ARC Walk This Path With Us Full Report* (p 10)

This year marks the end of the ASI project (which was extended due to the pandemic) and throughout this report we will shine a light on the changes and transformations achieved through ASI funded projects. We will also highlight other important initiatives at SFU that were not part of the ASI but critical to advancing Reconciliation at the university.

Reflecting back on the 2017 Walk This Path With Us report, we opened with the story of “Jesse’s First Day”, a fictional account of how a new Indigenous student could experience SFU. Her story is woven throughout this report. It was an aspirational vision of what SFU would be like in 2022 for an Indigenous student on their first day of classes.

Our vision, shared by SFU’s Aboriginal Reconciliation Council, was that SFU would be a place where Indigenous peoples flourish, where Indigenous identities are recognized and celebrated, and where Indigenous cultures and languages are an essential part of the fabric of the University. We envision SFU as a place where Indigenous values are respected, Indigenous ways of knowing and Indigenous knowledge systems find their place in the research agendas and academic programming of the University, and where pathways to success for Indigenous students are co-created through close connections to our communities and through effective programs and supports¹¹.

The theme of this year’s report is *né’kix* – in the *nle?kepmxcin* language¹² meaning “to change or transform”.

As we look back over the past few years, we highlight the changes and transformations that have occurred as we journeyed toward our vision of Jesse’s first day – a journey that has been both rewarding and challenging. Along our Reconciliation journey we have witnessed many changes, but we know there is still a great deal more work to be done.

We honour the transformation of our campuses as we witness the creation and expansion of safe and welcoming Indigenous spaces like the Indigenous Garden and outdoor classroom, Indigenous Student Centre and the First Peoples’ Gathering House.

Our commitment to the Indigenization of curricula continues to evolve as we elevate Indigenous ways of teaching and learning into our pedagogical approaches. The voices of Indigenous students and faculty are being amplified as we honour traditional and cultural knowledge and Indigenous ways of knowing, thinking, feeling, and being.

We acknowledge that Reconciliation is not a destination or ending place. It is a lifelong journey that requires a sustained and ongoing commitment, and we commit ourselves to Reconciliation every day. But it is a journey we cannot walk alone. We must continue to walk the path together on a shared journey and with a shared vision to Uphold Truth and Reconciliation at SFU. Embedded in our strategic plan is a renewed commitment to Indigenous peoples with Reconciliation as a key priority.

¹¹ Source: Walk This Path With Us: Vision (p 1)

¹² First Voices: *nle?kepmxcin* to change or transform (into something)



Indigenous, provincial and municipal government, and university leaders gather at an April 2023 funding recognition event where the City of Burnaby provided \$5 million towards the completion of the First Peoples’ Gathering House project.



USPIK'UUTS THE WATERS BEHIND US

Alouette Lake, Maple Ridge.

Ła gwalga łak.
The fire is burning,
Welcome all guests

As she walks past a welcome pole,
she notices an Indigenous gathering place
in the heart of campus.

The sign outside the gathering place welcomes her
in the language of her ancestors,
and she sees similar greetings
in several other First Nations Languages

Uspik'uuts in the Nuxalk language, means “water surface is shiny, it reflects the sunlight”. As we reach the end of our journey for projects funded under the Aboriginal Strategic Initiative we reflect on the waters behind us as we navigated our journey for Reconciliation at SFU. Through the 34 Calls to Action, Indigenous peoples echoed the calls of their ancestors... “walk with us”.

Throughout this journey SFU's Indigenous staff, faculty and students had the privilege and honor of working and partnering with Elders and Indigenous peoples, communities, and organizations. We answered the call to walk together with all Indigenous peoples and we see the ancestors in the faces of the Indigenous students at our campuses who are eager to learn in an environment that is safe, supportive, and welcoming. We wish to cultivate an environment that respects their identity, language, culture, knowledge systems and ceremony while ensuring their educational aspirations are fulfilled.

As part of our commitment to implement the [Walk This Path With Us](#) 34 Calls to Action, the Aboriginal Strategic Initiative was created and provided opportunities to breathe life into Reconciliation at SFU. Throughout these years, we navigated through the uncharted and uncomfortable path of truth-telling for Reconciliation and walked the path together to co-create meaningful change. As we reflect on the waters behind us, we acknowledge what we have learned on this journey of Reconciliation.

There were many times we journeyed through rough waters, finding our way through the tensions of settler colonialism, learning, and unlearning. During this journey together we bumped up against colonial systems structures and processes that limited progress for projects or implementing systems change, demonstrative of the complexities and challenges of dismantling systemic and Indigenous-specific racism.

We've learned that "nothing about us without us" means that our institution needs to ensure the genuine involvement of Indigenous peoples in projects and initiatives for meaningful inclusion, which was not always the case and demonstrates how much more work needs to be done. As part of this, we learned that we need to do a better job of ensuring that cultural safety and cultural humility are integral to serving and working alongside Indigenous peoples.

Truth before Reconciliation is critical for our relationships with Indigenous peoples, and foundational to understanding the system changes required for improved education for Indigenous peoples at SFU. We learned that change is uncomfortable, but change does not happen when we are comfortable.

As we walked the path of Reconciliation, no one anticipated the tremendous challenges we would experience as a result of the pandemic, extreme weather systems, fires, and flooding. We found ourselves digging deep in more ways than one, pivoting where we needed to and practicing Indigenous values of patience, care, and concern. Deep gratitude to our staff, faculty, students, and Indigenous community partners for their support, dedication, and perseverance to carry us through some of the most trying times, not only to continue the work but for everyone's well-being.

During our journey, we saw the emergence of new policies such as the Declaration Act on the Rights of Indigenous Peoples that underscored our responsibilities and accountabilities to uphold Indigenous rights and advance Truth and Reconciliation.

Throughout our journey we have witnessed the transformative power of Reconciliation resulting in positive changes at SFU, for Indigenous and non-Indigenous people alike. Our shared journey has deepened our knowledge and understanding of Indigenous peoples, illuminated the richness of Indigenous cultures, and most importantly, strengthened our relationships. Our experiences these past years have transformed us personally and professionally through our shared work to co-create safe spaces for Indigenous peoples. It has transformed our campuses, leaving a legacy for future generations. Centering Indigenous knowledge systems has illuminated the strength of Indigenous peoples.

We lift our hands to you in gratitude for your wisdom, your guidance, and your unending patience as we walk together on our journey of Reconciliation.

Representatives from the Tsleil-Waututh Nation celebrated the signing of a Relationship Protocol Agreement with SFU at a ceremony held at Burnaby campus in September 2023.





TAAQŠII?IN QUTIIS - GUIDING PRINCIPLES

Opening procession to welcome new and current Indigenous students to the start of Fall semester at the Indigenous Welcome Feast.

duubiiyuq^weeyiĭĭ ʔiisaak
Respect all People

As she passes the gathering place,
she can hear drumming –
they are holding a traditional welcome ceremony
for everyone coming to the campus that day.
People of every origin have gathered to take part,
and leaving their personal baggage on the nail at the entrance,
have come to engage in respectful dialogue,
to calm their spirits
and to receive the blessings of the elder’s welcome.

Our journey has been guided by 5 principles, which our Reconciliation Working Group has used to inform their decision-making considerations for all ASI funded initiatives and projects. These guiding principles, along with the 34 Calls to Action identified in the [Walk This Path With Us](#) report, outlined our commitments for meaningful change, strengthened relationships, and improved Indigenous education.

5 PRINCIPLES

Nothing about us without us.

Priorities should be placed on projects or actions that will have a direct benefit for current and future First Nations, Métis and Inuit students, staff, and faculty and for the Indigenization of the whole University.

ASI funds will not be used for projects or activities that are currently being funded from discretionary, carry-forward, or soft funds.

Where possible, ASI funds will be leveraged to maximize funding.

ASI funding has as a primary intention the support of projects or initiatives that will have a legacy effect.





CIN: LEGACY

The SFU First Nations, Métis and Inuit Student Association hosted an inaugural powwow at Burnaby campus April 2023, to celebrate the end of the school year and honour the achievements of Indigenous students past and present.

ćuí
Gift

Jesse recognizes several other students.

When the ceremony is finished,

Jesse heads for her first class.

Building names and signs,

in English and several First Nations languages,

help her to find her way.

She feels comfortable along this path;

the art and traditional symbols remind her of her home,

and she feels proud to be standing

on the traditional and unceded territory

of her ancestors.

Here, she senses that her past can be an important part of her future.

In the Northern Státimcets language, *cin* means “to last a long time”. Sustainability is a foundational Indigenous practice rooted in ancestral laws and teachings about our responsibility to transfer knowledge. Indigenous ways of knowing, being, and doing are passed down to the next generation to ensure the strength and sustainability of the people and culture. At SFU, it is this principle that we drew upon in our work in partnership with Indigenous peoples for legacies of change and transformation.

In many Indigenous cultures, the ancestors and spirits are called down to Mother Earth to awaken the ground, which for this ceremony, began with a song, to call on the ancestors.

In 2020, SFU's Office for Aboriginal Peoples (OAP) held a special ground awakening ceremony to honour the intergenerational survivors of the Indian residential school system while looking forward to the future at the site of the new **First Peoples' Gathering House**. The First Peoples' Gathering House is part of SFU's commitment to Reconciliation with Indigenous peoples and a specific Call to Action in the [Walk This Path With Us](#) report¹³. The First Peoples' Gathering House will provide a culturally appropriate ceremonial space for Indigenous cultural events, and enable the university and broader communities to gain a deeper understanding of Indigenous peoples through education and engagement. The legacy of the First Peoples' Gathering House extends beyond current students, staff, and visitors to provide a cultural hub for future generations at SFU.

\$5 million in funding from the City of Burnaby was announced at a formal event at the site on April 22, 2023. Indigenous, provincial and municipal government, and university leaders gathered to celebrate the work that has been done so far. The project, first announced in 2020 with joint funding from the provincial government (now totalling \$11.4 million) and SFU (\$8.6 million), is planned for completion in late 2024/25.



Sisters Raven (left) and Kali (right) Stierle led the organizing of the first powwow at Burnaby campus along with many Indigenous students.

Songs of celebration echoed, and the sounds of drums reverberated across the campus, and for the first time in the history of SFU, a powwow was hosted on Burnaby campus. In April 2023, an “[Honouring Indigenous Students](#)” powwow was hosted by the First Nations, Métis & Inuit Student Association (FNMISA) and organized by student volunteers. This event was held to celebrate the end of the school year and honour Indigenous students, past and present. Moving forward, the powwow will be held each year to create a positive space on campus for representation and community connection. This intertribal event was an opportunity for all to participate, interact, and learn more about the depth and beauty of Indigenous communities and cultures.

Continuing the path to deepening our relationships with local First Nations, SFU entered a [Memorandum of Understanding Relationship Protocol Agreement with Tsleil-Waututh Nation](#) and [renewed the university's relationship protocol agreement with Squamish Nation](#). The MOU further strengthens the long-standing relationship between the university and the Squamish Nation to collaborate on cultural, academic and research activities.

¹³ Source: ARC [Walk This Path With Us](#) Final Report: Call to Action 3 Reinvigorate long-delayed plans for creating a culturally appropriate ceremonial hall, which would comprise Phase 1 of an eventual Coast Salish longhouse (p 20).



SITEL/SITUN (BASKET) HIGHLIGHTS

Indigenous Student Centre, Burnaby Campus.

tswi7

Completed

Jesse's cousin has told her, there is a wonderful place to meet other Indigenous students; she stops by the Indigenous Student Centre where she finds a quiet place to study. Her sense of comfort and belonging is growing, and she is excited to get to her next class: An Introduction to Coast Salish Languages.

This is the final year of the Aboriginal Strategic Initiative (ASI) \$9 million investment to support the goals and initiatives identified in the Walk This Path With Us 34 Calls to Action. The ASI was part of our commitment for a culturally responsive education that creates an optimal learning environment and ensures lasting change for Indigenous learners at our university. The enduring legacy will be a change in our university culture, in the way we think, act, and interact with each other and with the Indigenous communities on whose traditional and unceded territories SFU is built.

We are pleased to report that the majority of ASI-funded projects are complete, or nearing completion. Most of the funds (over 90%) have been allocated and a small number of projects will continue and conclude in 2024/25 (for e.g. First Peoples Gathering House). All funds unallocated (as of March 31, 2024) will be directed towards the completion of the First Peoples' Gathering House.

SITEL/SITUN 1:

SAFE AND WELCOMING INDIGENOUS SPACES

Safe and welcoming spaces are fundamentally important for the learning journeys of Indigenous peoples. More than just artwork on the walls, safe spaces honor Indigenous identities and prevent the erasure of Indigenous peoples which was the goal of the Indian Residential Schools.

The **Indigenous Garden and Outdoor Classroom** is a welcoming space for learning, reflecting, and healing. The Indigenous Garden is for all students, faculty, and staff to gather and reflect on the displacement and dispossession of the stewards of these lands that has taken place. The Garden supports our responsibilities to remember and honour Indian Residential School survivors, intergenerational survivors, their families, and communities. It is a learning place for us to acknowledge the rich knowledge systems that have existed for thousands of years while calling us to restore and renew our relationships with mother earth.

A dedicated space for Indigenous cultural activities, the Indigenous Garden is also used for the sharing of traditional knowledge and land-based practices. It is our hope that this space will contribute to participatory pedagogies and future understandings of Indigenous education locally, provincially, and nationally. The working group continues to engage with the local Nations and is committed to seeking ongoing guidance and direction as we operationalize the project in a good way. How this project is carried out is as intentional as the designs themselves in reflecting partnership and collaboration with the Nations. The Indigenous Garden project is now part of Phase 1 of the Indigenous Naming SFU process, and the SFU Family is meeting with the Host Nations to start the naming process¹⁵.

Visibility of Indigenous students on campus supports the feeling of safety, which was echoed in the ARC report about the need for gathering spaces that provide the Indigenous campus community, particularly undergraduate and graduate students, safe and welcoming spaces. The expansion of the **Indigenous Student Centre - Burnaby campus** and the renovation of the **Indigenous Student Centre – Vancouver campus**, offers opportunities to support Indigenous student success by fostering family-

community involvement and providing cultural connections. An Indigenous Coordinator and Indigenous Counsellor were hired for the **Indigenous Student Centre - Surrey campus**, which was renovated and offers programming for Indigenous students. These student centres provide the opportunity for students to build connections with other Indigenous students, obtain services and programming that guide them through their post-secondary career, participate in cultural ceremonies, and receive guidance from Elders, all of which will put these students on the path to continued success in post-secondary and beyond.

The majority of the Calls to Action from this Walk This Path With Us report have been implemented. A few saw significant work being done but did not come to fruition. For instance, for Call to Action #6, "Enhance Indigenous cultural safety, including the appointment of an Indigenous ombudsperson", significant work had been done to enhance Indigenous cultural safety at SFU on various levels including the creation and soon to be delivered RESPECT Program. There was also initial discussion about developing an Indigenous Ombudsperson position, however a number of complexities and considerations emerged out of various discussions and the Call to Action #6 did not advance further and come to fruition.



Elders and staff gather at the Indigenous Student Centre expansion opening at Burnaby Campus January 2023.



Indigenous Garden and Outdoor Classroom.

¹⁵ Source: Strategic Initiative Progress Report Fiscal Year 2022/23



March 2017, the SFU- Squamish Nation Welcome Figure was completed symbolizing SFU's commitment to Indigenous peoples and Indigenous education.

Our journey for Reconciliation builds on longstanding relationships, partnerships, and the shoulders of our ancestors and those who have advanced this work before us. In March 2017, the **SFU- Squamish Nation Welcome Figure** was completed symbolizing SFU's commitment to Aboriginal peoples and Indigenous education. A blessing ceremony, an ancient tradition among the Squamish, was held to ensure that this historical event will be passed on to future generations. SFU Surrey is the only SFU university campus without an Indigenous welcoming figure(s). We are now working with regional First Nations artists and with Indigenous and SFU community stakeholders to create an Indigenous welcoming figure(s) at the Surrey campus. The project will also incorporate the Sustainable Energy Engineering (SEE) Artist In Residence initiative. The pandemic, labour and supply change issues and other challenges have been impediments in moving this project forward sooner, as has been the case with many other capital projects.

In April 2022, a Host Nations Lunch and Information sharing gathering was held to show appreciation and discuss approaches with representatives from the Host Nations to advance endeavors on house posts, public art opportunities, and building naming.

As echoed in the Walk This Path With Us report, the principle of nothing about us without us is indicative of a

welcoming and inclusive institution. The **Surrey Urban Indigenous Leadership Committee Dialogue (SUILC)** took place May 3, 2022, at SFU's Surrey campus with the overarching goal to connect SFU faculty, staff, and students with SUILC, learn about each other's needs, interests, and priorities, exchange ideas and explore possible areas for collaboration. Despite lower than anticipated attendance due to COVID, this dialogue between SFU and SUILC members was a significant step in furthering the relationship between the two entities. Since the dialogue, SUILC has increased and diversified its engagement with SFU, as well as provided support for the planning of SFU's proposed Medical School, which includes exploring the opportunity to work together to create an Indigenous gathering space as part of its campus expansion.

The dialogue was attended by both Indigenous and non-Indigenous SFU faculty, staff, and students who discussed their research, experiences, and aspirations/interest for engagement with Indigenous communities south of the Fraser. The gathering revisited the intent, goals and objectives of the SFU-SUILC Collaborative Relationship Agreement and considered next steps/go-forward opportunities. Attendees learned about the vision, growth and development of both SUILC and SFU in Surrey, current organizational priorities, and engagement opportunities¹⁶.

¹⁶ Ibid.

SÍ:TEL /SITUN 2:

INNOVATION AND INDIGENIZATION IN CURRICULUM AND RESOURCES



One-week intensive class at the Segal Graduate School of Business.

Decolonizing education and centering Indigenous knowledges is critical for the resurgence of Indigenous ways of knowing, being, and doing. Designed to nurture a new generation of Indigenous entrepreneurs, the **Beedie Indigenous Initiative** is a paradigm shift where Indigenous worldviews are valued as legitimate knowledge systems that encompass context for classroom discussion and offer theories, methodologies, methods for evaluation, analysis, and collective sense-making. The design and implementation of the Initiative includes on-the-land training courses, decolonization of staff training, building relationships with Host Nation communities, and creating Indigenous space within the school.

The ASI funding was truly a gift for grounding the **Beedie Indigenous Business Leadership program** with a new foundation of centering and privileging Indigenous worldviews and ways of knowing, being and doing. This funding allowed the program area to begin networking and expanding into new markets and sharing the work of SFU in communities across Canada. For our Eastern expansion, we took one of the courses, Policy and Governance, to Anishinaabe territory where we co-created a community learning experience sharing and highlighting legal, business, community, and political success stories as they related to Policy and Governance and Law. The students learned from the water, the land, the animals, and through story, song, and legal case studies. The reciprocal sharing of knowledge between faculty and students, and between cohort and community, was transformational for everyone involved. An in-community course was delivered in Whitecap First Nation, working with community to achieve respectful relationships. In the North, a youth entrepreneurship program took place that had 25 young people from across five Yukon communities gather to learn the skills of entrepreneurship. The project legacy was honored by creating a Coast Salish weaving. This was to help us never forget the journey of learning the truth about Canada's shared history and the importance of TRC Call to Action #92 to the fabric and being of the Beedie School and our social responsibility for teaching our students how to be in better and inclusive relationship with Indigenous communities¹⁸.

¹⁷ Source: [Truth and Reconciliation Commission Calls to Action](#): CTA #92 requires corporations to adopt the United Nations DRIP as a framework for all future operational activities, especially when involving Indigenous Peoples and their lands.

¹⁸ Source: STRATEGIC INITIATIVE PROGRESS REPORT Fiscal Year 2022/23

Renewing and Re-energizing the Master of Public Health (MPH) Core Curriculum: Decolonizing and Indigenizing Training in Indigenous Health, Anti-Racism, Cultural Safety and Allyship project (Faculty of Health Sciences) aimed to renew and reenergize the existing Master of Public Health (MPH) core curriculum by building upon and strengthening decolonizing and Indigenizing principles and practices within Indigenous Health Modules offered. In another project in Indigenous Studies, the **Indigenous Studies Curriculum Development** team completed the development of critical and robust curricula for eight INDG courses as well as two new INDG online courses.

In response to the SFU Aboriginal Reconciliation Council (ARC) report Call to Action 18¹⁹, the Centre for Educational Excellence (CEE) **Decolonizing and Indigenizing Grant Program** supported the university-wide initiative of decolonizing and indigenizing teaching and learning, while challenging the traditional structure of grant programming. Other projects funded include a full-day event with Dr. Jacqueline Ottmann, President of the First Nations University of Canada, and monthly professional development learning circles for CEE staff with Denise Findlay, Squamish Nation.

Dialogue honours Indigenous pedagogy by facilitating learning through oral tradition. The **Ethical Foundations for Reconciliation** conversations took place from April-June 2022 seeking to build understanding and capacities in new inclusive ways that respect Indigenous knowledge systems, ultimately to support institutional changes within SFU systems of research ethics and beyond. SFU ethics office priorities and capacities deepened as part of this work and the team continues to adjust and adapt ASI-supported activities in a responsive way, to best meet the needs of the SFU community. This foundational work, led by Dr. Vicki Kelly (Faculty of Education), brought key First Nations Knowledge Holders to campus to immerse Vice-President Research and International staff and Research Ethics Board members in Indigenous ethics principles, history, and culture. The 10 sessions concluded with a blanketing ceremony hosted by Gabriel and Angela George of Tsleil-Waututh Nation²⁰. On Dec 1, 2023, a Cedar Brushing and Honouring Ceremony was hosted by Squamish Knowledge Holders and the SFU Research Office.

There has been tremendous collaborative work across our university to support **cultural awareness and safety** at our campuses.

The **Employee Indigenous Cultural Awareness**

R.E.S.P.E.C.T. project aims to develop a professional development program for all SFU employees. Four online learning bundles for RESPECT professional development training have been developed. A pilot of the program was offered from January-April 2023 and a closing circle was held on April 6, 2023. Meaningful work was also undertaken to work with the land-based Nations to develop educational video/resources that the Nations felt was important for SFU employees to know and learn about their culture, governance, teaching, language, and other topics of relevance to the Nation.

San'yas Anti-Racism Indigenous Cultural Safety

Training saw 1250 staff participate to help strengthen knowledge, awareness, and skills for working more effectively with and providing service to Indigenous people and communities, and begin considering their role in correcting, rebuilding and transforming systems to uproot Indigenous-specific racism.

The **Growing Community-based Indigenous Language**

Project (GCILP) housed within the Faculty of Arts and Social Sciences Indigenous Languages Program is a multi-faceted strategy to significantly stabilize and extend ongoing language revitalization outreach and community-based language instruction off and on campus, and the launch of the Snuneymuxw Learning Academy. Two students graduated with a BA Indigenous Language minor in Spring 2022, one graduated from Linguistics MA, 49 received Indigenous Language Proficiency certificates, and 46 received diplomas. There are plans to have two community consultations in the 2023-24 calendar year.

We hold our hands up in honour for all of the ASI projects and participants. With these recommendations, we can move forward with a strong foundation, advancing the work of Walk This Path With Us in the Equity Compass implementation. Starting with expanding Indigenous Cultural Safety education with three cohorts of RESPECT learners in 2024, we ready the grounds for increased Indigenous scholar and staff recruitment and retention.

¹⁹ Ibid: P. 6 – Call to Action 18 (ASI Priority) Provide targeted funds to build SFU's capacity to support faculty who wish to Indigenize their courses.

²⁰ <https://www.sfu.ca/research/strategic-research-plan/implementation-plan/decolonizing-indigenous-research-ethics>



Students enjoying the annual Welcome Feast.

SITEL/SITUN 3: STUDENT PATHWAYS AND SUPPORT

Ground-breaking research was completed with Looking Forward: Indigenous Pathways To and Through Simon Fraser University – Wholistic Understandings of Access, Transition, and Persistence. The report takes up a central work of the SFU-Aboriginal Reconciliation Council (SFU-ARC) Walk This Path With Us report, specifically Call to Action 15²¹, and builds a road map for implementation.

The research illuminated issues of access, inclusion, and support for Indigenous students. The report outlines recommendations for change within the structures, systems, and programs at SFU and reiterates the need to commit to sustained change that ensures an engaged university for Indigenous communities, Indigenous research, and Indigenous students.

The report provides a thorough literature review, a national landscape on Indigenous access, transition and retention across Canadian universities, and perhaps most importantly, the voices of more than 200 Knowledge Holders who shared their thoughts through interviews or sharing circles.

As we transition beyond ASI, the Pathways Report will provide us with direction and important considerations for SFU's next Indigenous Strategic Plan in conjunction with SFU's What's Next Report, Declaration on the Rights of Indigenous Peoples Act (DRIPA) and the Ministry's Aboriginal Service Plans initiatives. SFU's new Indigenous Strategic Plan is anticipated to be in place by the end of 2024.



Ceremony Hosted by the Squamish Nation Knowledge Holders for the SFU Research Office

²¹ ASI CTA 15: Proceed with the external review and the re-visioning process, and then identify permanent and sustainable core funding for the AOTP. Source: Walk This Path With Us Report, p7

SITEL/SITUN 4:

ADMINISTRATION, HIRING AND PROJECT IMPLEMENTATION

Throughout this journey, we have had the unwavering support, guidance and leadership of past and present SFU Presidents Andrew Petter and Joy Johnson, along with ARC co-leads: Chris (Syeta'xtn) Lewis and Kris Magnusson, Joanne Curry, Vice-President External Relations and many others.

Additionally, we had the unwavering support of Jane Hawkins, Lutte Brink, Darya Berezhnova and Eva Lewis from External Relations, Monica Bisal, Marcel Da Silva, Diane Luckow and Nancy Bourassa-Jaswal from Communications & Marketing and many others. We were also honoured to have Indigenous writer Marcia Turner, Daxgedim Haanak' Nation work closely with us and support the storytelling and writing of the annual and final reports.

During this journey, Ron Johnston, Director, Office for Aboriginal Peoples and Sobhana Jaya-Madhavan, AVP, External Relations have embodied the important Indigenous value of relationality in their roles as co-facilitators to support the advancement of the ARC Calls to Action and implementation.

The vast majority of respondents indicated a very positive experience with ASI and a desire to participate in future Reconciliation initiatives at SFU. While the survey results did highlight some gaps and challenges through the planning and implementation process, the feedback provided by survey respondents has informed recommendations to SFU Senior Executive to address these gaps, learn from the challenges and ensure future Reconciliation initiatives continue to thrive at SFU.

The Survey respondents included project leads/co-leads, team members, support staff, and advisors. The overwhelming majority had positive experiences during their participation in ASI-funded projects. Positives included strong collaboration within project teams, engagement with the community, strong Indigenous leadership in many project teams, and timely support received from the ASI project implementation staff (such as support with project planning, financial reporting, navigating delays, etc.). Challenges included institutional structures that limited project direction and flexibility. Within project teams, some members also reported that a lack of cultural knowledge, a lack of dedicated personnel etc., caused some frustrations. Finally, multiple projects faced significant delays due to the COVID-19 pandemic.

Despite challenges, over 50% of most survey respondents indicated that their experience during their ASI-funded project was transformative, and the vast majority indicated that they would like to be involved in future Reconciliation initiatives at SFU.



Chris (Syeta'xtn) Lewis



Kris Magnusson



Joanne Curry



Ron Johnston



Sobhana Jaya-Madhavan

EVENTS

q̓cwent̓és
Gather Together

She hopes to be one of the first in her band to graduate with a major in Business and a minor in Salish Languages. Jesse has dreams – big dreams – and the confidence that she has the strength, skills, and support to reach them. It is a good day.

The Indigenous Student Centre Honouring Feast. This special annual event honours and celebrates Indigenous students in their degree completion at SFU.

Walking alongside Indigenous peoples means celebrating the rich cultural heritage, beliefs, and aspirations of Indigenous students and communities. SFU's Ceremonies and Events team walks alongside the Indigenous Student Centre to weave Indigenous protocol and ceremony into university events and activities throughout the academic year. This is another way to help Indigenous students feel welcome and that SFU is a place where they belong.

- Rooted - A journey of culinary discovery and cultural appreciation. Rooted is a program dedicated to showcasing Indigenous cuisine at SFU's Dining Commons. In collaboration with Indigenous chef, Steph Baryluk, we've created a collection of dishes inspired by Indigenous flavours and ingredients. Along with each dish, are educational resources about the dishes or ingredients used and their cultural significance.
- Monthly Lunches are an opportunity for the SFU Indigenous community to connect with one another and share in a meal. The lunches are student-centred and give students a chance to meet various faculty and staff. These gatherings are hosted by the Indigenous Student Centre and First Nations, Métis & Inuit Student Association.

- Annual Women's Memorial March – Held each year on February 14 to honour and remember Murdered and Missing Indigenous Women, Girls, and Two-Spirit family and community members.
- National Day of Awareness for Murdered and Missing Indigenous Women, Girls, and Two-Spirit People (Red Dress Day) – Every year on May 5 we remember those who have lost their lives to colonial, gender-based violence, and their families and communities that live daily with the grief of losing loved ones.
- Every year, SFU (a Campus Ambassador) participates in the Moose Hide Campaign Day in May along with thousands of Canadians who come together in ceremony and solidarity to end gender-based violence.



Indigenous chef, Steph Baryluk.

- **National Indigenous Peoples Month** – During the month of June we celebrate National Indigenous History Month and recognize National Indigenous Peoples’ Day on June 21. Events are held to celebrate and honour Indigenous cultures and contributions of the First Nations, Métis & Inuit peoples of Canada. These events include ArtsLIVE performances to highlight Indigenous talent; Indigenous-led nature walks to reconnect with nature and the land known as Lhuḱw’lhuḱw’áyten (Sk̓wx̓wú7mesh placename for Burnaby Mountain); and the Indigenous Market at SFU featuring more than 30 vendors, artists, makers, and entrepreneurs.
- **The ISC Honouring Feast** is a special event held each year to honour and celebrate Indigenous students in their degree completion at SFU. It has evolved into a cherished annual tradition that embodies the spirit of community-building and cultural celebration. This event serves as a powerful platform for Indigenous students to come together, not only to commemorate their academic achievements but also to foster a profound sense of unity within the Indigenous community at SFU. Through this ceremony, SFU demonstrates its commitment to not only academic success but also the holistic well-being of Indigenous students, ensuring that they feel respected, valued, and supported in their educational journey.

- Each year, one of the highlights at SFU is a special celebration, the **ISC Honouring Feast**, where we lift up our students and raise our hands with respect to honour and celebrate the achievement of their degree completion at SFU.
- **National Day for Truth and Reconciliation** – September 30, also known as Orange Shirt Day, is a time for reflection and a time to come together in the spirit of Reconciliation, and to honour those who have been impacted by Canada’s residential school system. SFU’s events and activities to commemorate Orange Shirt Day take place during the last week of September across our three campuses. Students, faculty and staff are encouraged to wear orange during this time to pay respect and stand in solidarity with Indigenous communities across Canada. This year’s Orange Shirt Day event at SFU brought its founder Dr. Phyllis Webstad to speak to faculty, staff and students at the Burnaby campus.



Marion Brown from the Gitxaala Nation convocating in 2020.



Phyllis Webstad, founder of Orange Shirt Day, receives an Honorary Degree at the fall 2023 Convocation.

kwítl'it-tsut

Continue to Move Forward

“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.”

The Honourable Murray Sinclair

THE WATERS AHEAD — JOURNEYING FORWARD

Sunset at Burnaby mountain.

Reflecting on our journey these past years, we've accomplished important work together. While we celebrate our progress with this report, our journey is not over. This is only the beginning. It's important to acknowledge those who have come before us and understand that SFU has been engaged in this important work in one way or another for over 30 years.

We shift our gaze to the waters ahead and we know we need to continue the work to change the experiences of Indigenous peoples at SFU.

In 2022, SFU President Joy Johnson co-led an extensive series of community conversations to discuss the future of the university. What's Next: The SFU Strategy came directly out of these conversations and outlines SFU's vision, purpose and values, alongside four priorities including Uphold Truth and Reconciliation that create a framework for action.

We hold our hands up in honour for all of the ASI projects and participants. We can move forward with a strong foundation, advancing the work of Walk This Path With Us in the Equity Compass implementation. Starting with expanding Indigenous Cultural Safety education with the three cohorts of RESPECT learners in 2024, we ready the grounds for increased Indigenous scholar and staff recruitment and retention.

As president, Joy is responsible for overseeing the execution of the plan and reporting on progress to the SFU community and governing bodies..

“Many atrocities committed against Indigenous Peoples in Canada were done in the name of education. As a place of learning, SFU has an inherent responsibility to advance Reconciliation and contribute to the process of healing and redressing past injustices. We have come a long way—important Reconciliation and decolonization work is being done by individuals, teams and departments across the university. But there is more to do. It is often said that the work of Reconciliation is for settlers to take up. I agree with that and hold myself to that standard. Reconciliation requires a sustained and ongoing commitment from each of us”²².

Moving forward, SFU has a renewed commitment to Indigenous Peoples with a shared vision to Uphold Truth and Reconciliation as one of the four key priorities in the strategic plan. While the implementation of the plan will be Indigenous-led, it will be done in allyship with settlers and newcomers, in the spirit of the Walk This Path With Us report, to collectively advance Reconciliation at SFU.

²² Joy Johnson, President Simon Fraser University: <https://www.sfu.ca/president/priorities.html>

APPENDIX A

HAY CE:P QA ACKNOWLEDGEMENTS

Deep gratitude to the SFU students, faculty, staff, and Indigenous communities supporting Reconciliation at SFU over the years.

Aboriginal Reconciliation Council (ARC)

Co-chairs: Chris (Syeta'xtn) Lewis, SFU Alumnus and Kris Magnusson, Dean of the Faculty of Education.

Members

- Kyle Bobiwash, graduate student representative
- Joanne Curry, vice-president, external relations
- Sandie Dielissen, graduate student research assistant
- Katy Ellsworth, project manager
- Elder Margaret George, Tsleil-Waututh Nation
- Marcia Guno, former director, Indigenous Student Centre
- Ron Johnston, director, Office for Aboriginal Peoples
- William Lindsay, former director, Office for Aboriginal Peoples
- Aoife MacNamara, former dean, Faculty of Communication, Art, and Technology
- Dean Mellow, associate professor, Department of Linguistics
- Susan Rhodes, director, of university curriculum and institutional liaison
- Kristiana Sibson, logistics coordinator
- Karen Rose Thomas, undergraduate research assistant
- Sheryl Thompson, SFU undergraduate representative
- Amy Yang, logistics coordinator
- Eldon Yellowhorn, chair, First Nations Studies Program

Reconciliation Working Group

- Ron Johnston, director, Office for Aboriginal Peoples and co-facilitator
- Sobhana Jaya-Madhavan, associate vice-president, external relations and co-facilitator
- Joanne Curry, vice-president, external relations

Special thanks to:

- Chris (Syeta'xtn) Lewis
- Kris Magnusson
- Peter Keller
- Jonathan Driver
- Catherine Dauvergne

Indigenous Communities

- Squamish (Skwxwú7mesh Úxwumixw)
- Musqueam (xʷməθkʷəy̓əm)
- Tsleil-Waututh (səlilwətał)
- Kwikwetlem (kʷikʷəł̓ əm)
- Kwantlen
- Katzie
- Semiahmoo
- Qayqayt
- Tsawwassen
- Métis

Consultant

- Marcia Turner, Daxgedim Haanak' Nation Building www.daxgedim-haanak.ca

Our deepest gratitude to all the individuals to contributed to the Aboriginal Strategic Initiative projects at SFU:

| | |
|------------------------------|-------------------|
| Adam George | annie ross |
| Alanaise Ferguson (Goodwill) | Ashley Edwards |
| Alex Lee | Ashley Leveille |
| Alexa Manuel | Augustin Tretinik |
| Alexia McKinnon | Bal Basi |
| Ali Dastmalchian | Bee Brigidi |
| Alix Shield | Bill Nelson |
| Amy Parent | blake danis |
| Angela Brookes-Wilson | Brad Johnson |

²¹ Mēduh (Tahltan) Thank You

| | | | |
|----------------------------|------------------------------------|---------------------|----------------------|
| Brett Romans | Ian Abercrombie | Lara Campbell | Rain Pierre |
| Bryan Myles | I-Chant Chiang | Larry Waddell | Rebecca Jules |
| Calder Cheverie | James Crippen | Laura d'Amico | Richard William Hill |
| Carman Neustaedter | Jane Hawkins | Laurel Weldon | Robert Bandringa |
| Carolyn Lesjack | Jane Pulkingham | Laurie Anderson | Ronda Landsfried |
| Casey McCarthy | Janet Pivnick | Layla Dumont | Roxanne Charles |
| Catherine Murray | Jaskwaan Bedard | Leslie Wells | Rudy Reimer |
| Cheryl Amundsen | Jasmin Glaw | Lisa Jackson | Rummana Khan Hemani |
| Christopher Woo | Jeff Derksen | Lutte Brink | Sandi de Domenico |
| Claudia Wang | Jenna Walsh | Madeleine Reddon | Sandie Dielissen |
| Dan Laitsch | Jennie Nahumpchin (Blankinship) | Maisaloon Al-Ashkar | Sarah Henzi |
| Dana Claxton | Jennifer Adams | Marcia Guno | Shelley Gair |
| Daniel Negatu | Jennifer Perry | Marianne Ignace | Sheri Fabian |
| Dara Kelly | Jennifer Spear | Mark Jordan | Sheryl Thompson |
| Darya Berezhnova | Jeremy Jones | Megan Donahue | Sophie McCall |
| Dave Burley | Jesse Lecoy | Melanie O'Brian | Stephanie Sauro |
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| Denise Choi | Joe Tobin | Michelle Buchholz | Sue Porter |
| Dina Shafey | Joe Tobin | Michelle Pidgeon | Suman Jiwani |
| Dolores van der Wey | John O'Brian | Mike Devolin | Susan O'Neill |
| Donna Dunn | June Scudeler | Milan Singh | Suzanne Yim |
| Dorothy Cucw-la7 Christian | Kali Stierle | Mindy Ghag | Tamara Hansen |
| Edward Anderson | Karen Hung | Nanda Dimitrov | Tania Bubela |
| Eldon Yellowhorn | Karen Johnson | Naomi Krogman | Tara Black |
| Elizabeth Elle | Karrmen Crey | Natahnee Winder | Tara McFarlane |
| Elizabeth Starr | Kate Hennessy | Natalie Gick | Tim Michel |
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| Gwen Bird | Laiwan | Phil Cunningham | |
| Haley Montgomery | Lana Sorbo | Phyllis Atkins | |
| Heather Williams | | Quincy Wang | |

APPENDIX B

SUMMARY OF PROGRESS

Well Underway or Completed

Discussions Underway

Discussions Not Started

CLUSTER 1: SAFE AND WELCOMING INDIGENOUS SPACES

| | | |
|----|---------------------------------|---|
| 1 | ASI Priority | Host university-wide events, such as Reconciliation dialogues, to build understanding and support within the university community, beginning Year 1. |
| 2 | ASI Priority | Establish an Indigenous Cultural Resource Centre at SFU, and consult with the Indigenous Student Centre on the creation or alteration of all Indigenous spaces. |
| 3 | Consider Seed \$ from ASI | Reinvigorate long-delayed plans for creating a culturally appropriate ceremonial hall, which would comprise Phase 1 of an eventual Coast Salish longhouse. |
| 4 | ASI Priority | Remove colonial art that is degrading to the Indigenous population. |
| 5 | ASI Priority | Install Aboriginal signage, place names, translations of building names and path indicators at all three campuses. |
| 6 | Consider Transition \$ from ASI | Enhance Indigenous cultural safety, including the appointment of an Indigenous ombudsperson. |
| 7 | ASI Priority | Develop mandatory intervention programs teaching cultural safety and anti-racism for all SFU employees, in consultation with the Indigenous Cultural Resource Centre. |
| 10 | ASI Priority | Consult with the Indigenous Cultural Resource Centre on the installation of Indigenous art and commissioned artifacts. |
| 11 | ASI Priority | Use ASI funds to pilot the development and installation of safe spaces at Burnaby and employ other funding opportunities in subsequent years to create dedicated space at the other campuses. |
| 13 | ASI Priority | Using ASI funds and in consultation with the Indigenous Cultural Resource Centre, develop mandatory intervention programs teaching cultural safety and anti-racism to all SFU employees |

CLUSTER 2: INNOVATION AND INDIGENIZATION IN CURRICULUM AND RESEARCH

| | | |
|----|--------------|--|
| 12 | | The Office of the Vice-President, Academic and Provost should initiate a process to determine the best option for Indigenizing curriculum at SFU, and for ensuring that all students at SFU have these curricular experiences early in their programs (Year 1 priority). |
| 14 | ASI Priority | Fund the creation and implementation of community language programs and on-campus courses, including a degree program option, for Indigenous languages. |
| 18 | ASI Priority | Provide targeted funds to build SFU's capacity to support faculty who wish to Indigenize their courses. |
| 21 | ASI Priority | Establish an Indigenous Curriculum Resource Centre (ICRC). |
| 22 | ASI Priority | Establish an Indigenous Curriculum Review Committee to review and make recommendations for the approval of Indigenous curriculum, beginning Year 1. |
| 34 | | Convene an Indigenous Research Committee to establish respectful and ethical protocols and practices for researching in and with Indigenous communities; and to ensure that Indigenous perspectives, knowledge systems and ways of knowing are respected and supported in the scholarship of faculty and students. |

CLUSTER 3: STUDENT PATHWAYS AND SUPPORTS

| | | |
|----|---------------------------|--|
| 8 | ASI Priority | Expand the Indigenous Student Centre on Burnaby campus. |
| 9 | | Identify permanent and sustainable core funding for all Indigenous student-support programming. |
| 15 | | Proceed with the external review and the revisioning process, and then identify permanent and sustainable core funding for the AOTP. |
| 17 | Consider seed \$ from ASI | The Office of the Vice-President, Academic and Provost should examine the feasibility of developing a bridge program for PhD students, with a decision to be made in Year 1. |

CLUSTER 4: ADMINISTRATION, HIRING AND PROJECT IMPLEMENTATION

| | | |
|----|---------------------------|--|
| 16 | | Continue the Faculty Bridge Program, along with the current model, with three years of support from the Office of the Vice-President, Academic and Provost, followed by an assumption of financial responsibility at the faculty level after Year 3. |
| 19 | Consider seed \$ from ASI | Pursue federal, provincial and donor sources to create the SFU Institute for Indigenous Dialogue, Governance and Empowerment. An initial estimate of \$20 million would provide start-up funds and ensure sustainability of the enterprise. |
| 20 | | Develop ways in which Aboriginal participation and decision-making may be increased at all levels of the university, including student, staff, faculty and senior administrative and leadership levels. |
| 23 | ASI Priority | Expand the information and education campaign around Indigenous protocols and cultural practices so that units have a range of resources to draw upon when planning events and ceremonies. |
| 24 | | Develop a repatriation framework that establishes SFU's proactive stance on repatriation, and engage with Indigenous communities and the province, which originally mandated SFU as a repository for human remains |
| 25 | ASI Priority | In consultation with the Indigenous Cultural Resource Centre, establish culturally appropriate guidelines and policies to facilitate the purchase of ceremonial materials. |
| 26 | ASI Priority | In consultation with the Indigenous Cultural Resource Centre, establish fair, standardized compensation for Aboriginal knowledge holders, and establish appropriate guidelines and protocols to compensate them for their work. |
| 27 | ASI Priority | In consultation with the Indigenous Cultural Resource Centre, establish respectful and culturally appropriate protocols for ensuring that knowledge holders are paid in a timely and respectful fashion while working within university guidelines for accountability. |
| 28 | ASI Priority | Task the Indigenous Cultural Resource Centre with disseminating knowledge to individuals and groups who wish to co-create a ceremony or event based on Indigenous practices. |
| 29 | | Develop a policy on Indigenous self-identification, a campaign to encourage self-identification, and a mechanism to allow this to happen. |
| 30 | ASI Priority | Develop Indigenous student safety policies for Indigenous student gathering spaces on all three campuses. |
| 31 | ASI Priority | Create leadership and coordination roles for implementing and reporting on the calls to action over a three-year period. This could entail new hires or secondments, and must begin in Year 1. |
| 32 | Consider seed \$ from ASI | Ensure that newly established or re-established relationships with local Aboriginal communities and groups are nurtured and supported through the appointment of a community liaison officer. This could entail a new hire or a secondment and must begin in Year 1. |
| 33 | | Create an Indigenous Centre for Dialogue (ICD), to be housed in the Institute for Indigenous Dialogue, Governance and Empowerment. |

APPENDIX C GLOSSARY OF TERMS

çúí – Gift, Haítzaqvłá

duubiiyuq eeyił ʔiisaak – respect all people, diiʔdiitidq

Hay ce:p qa – thank you (plural), Halq'eméylem

kwítl'it-tsut - Continue to Move Forward, she shashishalhem

łaxwe'gila – gaining strength, kwakwala

Ła gwalga łaḱ – the fire is burning (to welcome all guests), simalgyax

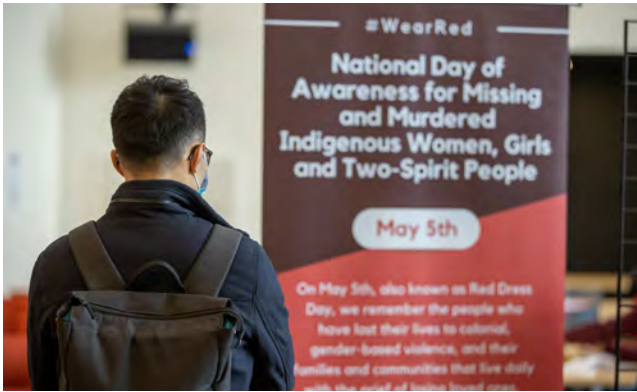
q̄cwentés - Gather Together, Secwepemc

Sitel/Situn – basket in Halq'eméylem and hul'q'umi'num
taaḡšiiʔin qutiis – prayer, always guide us, łaʔuukʷiʔath
ciyakquukin

Uspik'uuts - means water surface is shiny, it reflects the sunlight, Nuxalk language

łiihpanač – journey, we are going on a journey, c'ışaaʔath





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