

## 5<sup>th</sup> Annual Building Reconciliation Forum Workshop Descriptions

**When:** Wednesday, October 9<sup>th</sup> (2:25 p.m. - 3:15 p.m.)  
**Where:** Various Algoma University classrooms (as listed below)

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**Workshop 1:** **University of Northern British Columbia**  
**Title:** **Bringing Higher Education Home**  
**Location:** **SH 400**  
**Presenter:** Dr. Deanna Nyce, Chief Executive Officer and President, Wilp Wilxo'oskwhl Nisga'a

**Description:** Wilp Wilxo'oskwhl Nisga'a will focus on the successful development and delivery of a full four-year Bachelor of Arts: First Nations Studies (Nisga'a) program in the remote Nass River Valley in northwestern British Columbia. This session will also highlight the unique partnership with the University of Northern British Columbia for the accreditation and co-delivery of this program which celebrates its 25<sup>th</sup> year of success.

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**Workshop 2: Cape Breton University**  
**Title:** **L'nuwey Mawiomi & CBU**  
**Location:** **SH 407**  
**Presenter:** Stephen Augustine, Associate Vice-President, Cape Breton University

**Description:** Associate Vice President of Indigenous Affairs and Unama'ki College (Cape Breton University) and Hereditary Chief on the Mi'kmaw Grand Council, Stephen Augustine, will be joined by Mi'kmaw Elder Lawrence Wells and Mi'kmaw students Janice Basque and Ann Terese Doucette for a talking circle-style discussion about cultural practice, indigenizing Cape Breton University, and overcoming barriers to post-secondary education.

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**Workshop 3:** **Lethbridge University**  
**Title:** **Iniskim – 40 years into our reconciliation journey**  
**Location:** **SH 509**  
**Presenter:** Ms. Kathleen Massey, Associate Vice-President Student Services

**Description:** Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for the land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community. The University of Lethbridge established its Native American Studies program in the 1970s, among the first in Canada to launch such a program. From that ground-breaking moment until now, the University has remained committed to deepening and strengthening its relationship with local Aboriginal peoples. Our journey continues with the guidance of Elders, university colleagues, students, and community. We are listening to learn.

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**Workshop 4:**                    **Nipissing University**  
**Title:**                            **Regional Universities championing their unique initiatives, sharing their regional learnings to bring forward the TRC Calls for Action**  
**Location:**                    **SH 510**  
**Presenters:**                Tanya Lukin-Linklater, Director of Indigenous Initiatives  
   Dr. Cindy Peltier, Chair in Indigenous Education

**Description:** Dr. Peltier (Anishinaabe Kwe, Nipissing First Nation and Wiikwemkoong Unceded Territory) will share her work within the contexts of Indigenous Education, Indigenous Research, and "Indigenization" at Nipissing University. She will highlight how this work, deeply rooted in rooted in Anishinaabe ways of being, knowing, and doing, is not only transformational for the academy but can also be a site of reconciliation for those who want to engage.

Tanya Lukin-Linklater (Alutiiq from the Native Villages of Afognak and Port Lions) will share key initiatives at Nipissing University that have been in partnership with community including the Treaty Education Mentorship Program and Reconciliation North Bay.

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**Workshop 5:**                    **Lakehead University**  
**Location:**                    **EW 206**  
**Presenter:**                Dr. David Barnett, Provost & Vice-President Academic  
   Denise Baxter, Vice-Provost Aboriginal Initiatives  
**Description:**                **Not available at time of print.**

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**Workshop 6: University of Winnipeg**

**Location: EW 205**

**Presenter:** Dr. Annette Trimbee, President

**Description:** In 2016, UWinnipeg introduced the Indigenous Course Requirements (ICR), mandating that all undergraduate students learn about Indigenous peoples and be exposed to indigenous perspectives and worldviews. To date, 59 courses have been approved as ICR courses (at least one from each faculty), resulting in a wide range of options for students.

President Annette Trimbee will offer a first-hand perspective on how UWinnipeg's Senate came to unanimously support the decision to implement the ICR, how it has been received by students and faculty, and the results of a recent evaluation. Audience members will have the opportunity to engage President Trimbee in dialogue during this workshop.

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**Workshop 7: Thompson Rivers University**

**Title: Ckúitn: Our Way of Life**

**Location: WW 101**

**Presenters:** Professor Airini, Dean, Faculty of Education and Social Work  
Garry Gottfriedson, Writer and Faculty Member of Education and Social Work  
Nicole Schabus, Professor of Law  
Jana Chouinard, Law student & Knowledge Maker Alumni

**Description:** The campuses of Thompson Rivers University are located on the traditional and unceded territory of the Secwépemc Nation within Secwépemcul'ecw. As we share teaching, learning and research from this university, we recognize that the territory has always been a place of teaching, learning and research.

Transformation beyond colonization, is the true work of this generation - culturally, politically, intellectually, socially. Failure is inevitable if we do not begin to take ownership of a future that is different from our past (Williams, 2008). This presentation will explore university futures made possible by building reconciliation in ways that transform universities, consistent with the Truth and Reconciliation Commission's Calls to Action.

We will describe our efforts as a university, alongside all universities, to "remain true to the territory in which we are". Second we will describe our institution-wide approach to building reconciliation and specific initiatives at TRU. Particular reference will be made to Calls to Action for closing education achievement gaps (The Coyote Project: <https://www.tru.ca/indigenous/coyote.html>), for transforming practices in Schools of Law (<https://www.tru.ca/indigenous/coyote/goals/faculty-law.html>), and for growing Indigenous research and researchers the Knowledge Makersprogram : <https://www.tru.ca/indigenous/knowledge-makers-tru.html>). Finally we will consider the universities we need to be when building reconciliation: what are the challenges and opportunities?

In part this presentation is about sharing promising practices in building reconciliation. Fundamentally it is about taking ownership of who we have been called to be as universities building reconciliation.

**Workshop 8: University of the Fraser Valley**  
**Title: Learning to Listen, So We Can Listen to Learn**  
**Location: WW 102**  
**Presenters:** Shirley Hardman, Senior Advisor on Indigenous Affairs  
 Dr. Peter Geller, Vice-Provost & Vice President Academic  
 Dr. Eric Davis, Special Advisor to the President

**Description:** UFV’s Indigenization/Reconciliation journey has not been one of uninterrupted progress. There were missteps and setbacks, as well as profound moments of understanding, healing, and transformation. Our Halq’emeylem Elder translates “reconciliation” as Xwla ye total ó:met qas ye slilekwel, “towards understanding and harmony.” Our transformation changed our relationship with the community. In the community and in the university we experience healing. We will workshop with those in attendance and share both the failures and successes in our journey, including our national Indigenizing the Academy Conference, the Indian Residential School Day of Learning, the Witness Blanket Exhibition, the creation of an Indigenization Committee of Senate, and our partnerships with Community organizations (including our annual Reconciliation dialogue with Stó: lō Tribal Council) and BC’s public post-secondary Indigenous institution, the Nicola Valley Institute of Technology (NVIT). Core to all of this was and still is “learning to listen, so we can listen to learn.”

**Workshop 9: Algoma University**  
**Title: Algoma University; Local, Regional and National Partnerships, the importance of relationships**  
**Location: SH 300**  
**Presenters:** Elizabeth Edgar-Webkamigad, Director, Shingwauk Residential Schools Centre  
 Dr. Nairne Cameron, Chair  
 Police Chief Hugh Stevenson, Sault Ste Marie Police Services  
 Marc Lesage, Police Officer, Anishinabek Police Services  
 Laura Wyper, PhD, Assistant Professor, CESD

**Description: SHIFT:** The **Shifting Indigenous Frontline Tactics (SHIFT)** initiative was created by Algoma University as a **customizable** training program that aims to bridge the gap between Indigenous and non-Indigenous communities by fostering an environment of greater cultural understanding and sensitivity towards Indigenous peoples and communities. SHIFT curriculum has been developed by Indigenous community advisors, faculty and staff from Algoma University as part of its Special Mission to “cultivate cross-cultural learning between Aboriginal communities and other communities”. Under the supervision of local elders and community members, SHIFT aims to effect positive change within Sault Ste. Marie, while promoting safe interactions between police personnel and Indigenous peoples.

**ONWAA:** The Community Economic and Social Development (CESD) Department and the Ontario Native Welfare Administrators Association (ONWAA) have had a longstanding partnership over the past decade. The way the certificates have been created and the modes of course delivery attempt to meet the needs of a diverse practitioner demographic from First Nation Communities across Ontario. This presentation will speak to the

successes, challenges and visions as this partnership moves forward, as well as how it is tied to Algoma University's Special Mission.

**NALMA:** In partnership with Algoma University's Anishinaabe Initiatives Division, Dr. Cameron has helped organize three Taking Care of Our Land (Gdo Akiiminaan Ganawendanaan) Symposiums. This biennial event has created opportunities for Indigenous and non-Indigenous scholars, students, practitioners and community members to dialogue on land stewardship topics. Nairne is also currently working in partnership with the National Aboriginal Lands Managers Association (NALMA) to establish an Eastern Canadian hub at Algoma University offering Level 1 of the Professional Lands Management Certification Program.

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**Workshop 10:**            **Mount Saint Vincent University**  
**Title:**                    ***'Hope, Belonging, Purpose & Meaning: Creating a Healthy Campus'***

**Location:**            **WW103**

**Presenter:**            Patrick Small Legs-Nagge, Special Advisor to the President on Aboriginal Affairs

**Description:** My presentation is about Meaning, Purpose, Belonging & Hope. I bring this theme home first by explaining my unique upbringing (60's scoop) and how this has influenced my world views. I incorporate the 6 areas (space, program, services, policy, governance & research) that came out of the Summer Institute, Whitehorse, 2019. These six areas build upon the key theme of meaning, purpose, belonging & hope. I bring forward world views and how our biases influence these views, I briefly discuss some differences between Indigenous and Western world views and how these influence the key theme. I end with an exercise that looks at territory, ceremony, history and language, these are important to Indigenous People across the country but they are also important to non-Indigenous people and is an area to explore.

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**Workshop 11:**            **Brandon University**

**Location:**            **EW 201**

**Presenters:**            Dr. David Docherty, President and Vice-Chancellor  
Chris Lagimodiere, Director of Indigenous Peoples' Centre

**Description:** In 2015, Brandon University, together with its partners in education in the province of Manitoba, initiated the Manitoba Collaborative Indigenous Education Blueprint. The Blueprint was designed to meet the diverse needs and celebrate the unique contributions of all Indigenous students of the Anishnaabe, Ininew, Ojibway-Cree, Dene, Dakota, Inuit, and Métis Nations, and sets out a vision to advance implementation of the TRC Calls to Action.

Aspiring to fulfill its commitment to the Blueprint, Brandon University will highlight key initiatives underway and will share its experiences, underscoring the importance of planning for the unexpected and embracing the strength of your communities.

**Workshop 12:**                    **University of Northern British Columbia**  
**Title:**                                **Campus Cousins - UNBC's Journey to Aboriginal Student Leadership**  
**Location:**                        **EW 203**  
**Presenter:**                        Beverly Best, Manager, Aboriginal Student Engagement, UNBC

**Description:** What is it? The Campus Cousins program is an Aboriginal Student Leadership program that helps to support the development of Aboriginal student leaders and allies at UNBC. The program's primary goal is to improve the quality of life for First Nations, Metis and Inuit students at UNBC while building community connections on campus through events and partnerships.

Share in the journey of how we developed this new and exciting leadership program, lessons learned and successes.

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**Workshop 13:**                    **Residential Schools Land Memory Mapping Project & Reconciliation**

**Location:**                        **EW 204**  
**Presenter:**                        Stephanie Pyne, Researcher, in Partnership with Algoma University

**Description:** The government apology, the Indian Residential Schools Settlement Agreement (IRSSA) and the Truth and Reconciliation Commission (TRC), including its Calls to Action, are all part of a broader international trend toward reconciliation. Collaborative approaches to cartography have the potential to enhance reconciliation initiatives and provide a unique vehicle for storytelling and sharing. The cybercartographic Residential Schools Land Memory Mapping Project (RSLMMP, funded by the Social Sciences and Humanities Research Council), provides a good example of this with its reflexive and emergent approach to exploring the many dimensions of the Residential Schools legacy, which extend to present-day reconciliation oriented initiatives such as Reclaiming Shingwauk Hall and the Shingwauk Residential School reunions, and the "Remembering Assiniboia: Commemorative Justice for an Indian Residential School in Winnipeg's River Heights Neighbourhood" project with its associated 2017 reunion. Proceeding in a transdisciplinary manner from 2015 to 2020, the RSLMMP involves a network of individuals that includes academics, student research assistants, artists and Indigenous community members, and, the creation of a new Cybercartographic Residential Schools Land Memory Atlas. David Crocker's multilayered and holistic view of "reconciliation" in a transitional justice framework is useful for interpreting the reconciliation dimensions of the RSLMMP. After a brief review of these dimensions, this presentation provides a high speed tour of the project's innovative collaborative approach to mapping institutional material and volunteered geographic information.