

**THE FACULTY OF ARTS' STATEMENT AND REPORT ON INDIGENIZATION AND THE
TRC'S CALLS TO ACTION**

June 2018

INTRODUCTION¹

The Faculty of Arts is committed to Indigenization and strives to contribute to the implementation of the Truth and Reconciliation Commission (TRC)'s Calls to Action. The University of Regina Strategic Plan (2015-2020) *Peyak Aski Kikawinaw* embraces Indigenization as “an overarching area of emphasis” that is to be integrated into the Strategic Plan priority areas of student success, research impact, and commitment to our communities. Academic Indigenization is defined as “the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability.”² The Faculty of Arts Report adopts this working definition of Indigenization and affirms the Faculty's commitment to work toward the realization of the Strategic Plan's Indigenization-focused objectives.

The Report also identifies the following TRC Calls to Action as directly relevant to universities and

The Truth and Reconciliation Commission's Calls to Action and Universities

The TRC's Call to Action that is most directly relevant to universities is Call 16, which reads as follows:

16. We call upon post-secondary institutions to **create university and college degree and diploma programs in Aboriginal languages.**

Other relevant calls are:

10. 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:

- ii. **Improving education attainment levels and success rates.**
- iii. **Developing culturally appropriate curricula.**
- iv. Protecting the right to Aboriginal languages, including **the teaching of Aboriginal languages as credit courses.**
- vii. **Respecting and honouring Treaty relationships.**

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to **integrate Indigenous knowledge and teaching methods into classrooms.**

¹ This report was prepared by Dr. Nilgün Önder, Associate Dean (Research and Graduate Studies), Faculty of Arts, based on the information provided by the Departments and other units in the Faculty of Arts as well as discussions held in Dean's Executive, Faculty Council, and comments submitted by faculty members and staff via email or posted on the Arts Google forum.

² Indigenous Advisory Circle's definition of Indigenization as quoted in the Strategic Plan p. 9ft3. See also <https://www.uregina.ca/president/indigenization/index.html>

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

ii. Sharing information and best practices on **teaching curriculum related to residential schools and Aboriginal history**

iii. **Building student capacity for intercultural understanding, empathy, and mutual respect.**

iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an **education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.**

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to **advance understanding of reconciliation** (emphasis added).

INDIGENIZATION INITIATIVES, PROJECTS, AND ACTIVITIES

Overview

The Faculty of Arts is a departmentalized faculty; and there are fourteen departments. In the last several years, each department has undertaken a range of initiatives aimed at or relevant to Indigenization of the academy in general and of the University of Regina in particular. Many of these initiatives also contribute toward the implementation of the Truth and Reconciliation Commission's Calls to Action that are directly relevant to higher education. This report describes recent, and ongoing, activities, initiatives, and projects in each department³ and other units, which are relevant to indigenization of the academy, and specially, of the U of R, as well as the reconciliation process more broadly. The report is aimed at providing an overview of recent Indigenization efforts; it is not meant to offer an exhaustive list. These Indigenization efforts fall into several major areas: teaching; research and scholarship; event-organization (such as public lectures, seminars, workshops); public service; and faculty training / education. This section offers a summary of the main types of Indigenization activities and initiatives in the Faculty of Arts. The summary is based on the information provided by the departments and relevant other units in the Faculty.

Before the summary, it is important to point out that the Faculty of Arts is the home faculty for three Indigenous programs delivered by the First Nations University of Canada (FNUniv). These programs are: Indigenous Communication Arts; Indigenous Languages and Linguistics; and Indigenous Studies, which altogether constitute the Department of Indigenous Languages, Arts, and Cultures in FNUniv.⁴ These

³ Departments are listed alphabetically.

⁴ The Department of Indigenous Languages, Arts, and Cultures offers, in Arts, the following programs: BA Major in Cree Language Literacy; BA Major in Saulteaux Language Literacy; Minors in Cree, Dakota Dene, Nakota, and Saulteaux; BA Major in Linguistics; BA Honours Major in Linguistics; Minor in Linguistics; BA Major in Indigenous Studies; BA Honours Major in Indigenous Studies; Minor in Indigenous Studies; Certificate in Intercultural Leadership; Minor in Intercultural Leadership; Diploma in

degree programs align well with the TRC's Calls to Action 10, 16, and 62 ii. Moreover, to expose Arts majors to the history, knowledge-systems, and cultures of Indigenous peoples of North America, the Bachelors of Arts core requirements include a minimum of one three-credit hour course designated as Indigenous knowledge course.⁵

Indigenization in the area of teaching has taken several complementary routes. First, new courses focusing on Indigenous topics were created in many departments in the past several years. Some departments are committed to teaching at least one Indigenous-focused course on a regular basis. Based on the brief Indigenization reports submitted by department heads, the count of such recent courses is fourteen. Second, most departments introduced greater Indigenous content into existing courses and/or substantially revised some courses in a way to integrate Indigenous perspectives and issues. This initiative took a variety of forms. One form, which has been the most common form at least until recently, is to dedicate some special lectures or seminars to Indigenous topics. A second form, which some departments have recently consciously adopted, is to build Indigenous issues and/or perspectives into the entirety of a course. Third, Indigenizing teaching has involved incorporating Indigenous ways of knowing or Indigenous epistemologies into some courses; this type of Indigenizing is less common than the previous two forms. Several departments reported that some of their courses require Indigenous content regardless of who teaches them. Indigenous methods of teaching (such as conversation circles) are also used in some classes. Some course instructors also invite Indigenous Elders or community leaders as guest speakers for their classes. Some faculty members' research and/or community service that involves working with Indigenous communities informs their teaching as well.

Another way of indigenizing teaching, as specifically mentioned by some departments, is through course assignments; in other words, course assignments allow or expect students to address Indigenous topics or issues.

Furthermore, while not focusing on Indigenous topics, a number of courses taught in the Faculty of Arts are directly relevant to the historical and/or contemporary experiences of Indigenous peoples (e.g., courses studying colonialism, post-colonialism, imperialism, and racism).

The format of course delivery is also relevant to Indigenization of the University. In recent years, many departments have created televised or online courses to recruit more students and tapping in a bigger pool of sessional lecturers. However, some of the departments (e.g., Anthropology) have deliberately created such distance-education courses to reach students in Northern Indigenous communities and built the course content around this objectives. Some course instructors teaching these courses have also made conscious efforts to indigenize their pedagogies. It is also worth mentioning that several departments have participated in the Aboriginal Student Centre's nitôncipâmin omâ program, which is designed to support first-year Indigenous students through a cohort experience.

Indigenization efforts in the area of teaching has also involved increased collaboration between several Arts departments and FNUniv. This collaboration includes cross-listing of courses, adopting FNUniv courses as approved electives, and teaching courses for some Indigenous programs at the University (e.g., the Department of Psychology teaching an introductory PSYC course for the Indigenous Social Work program on the U of R Saskatoon campus).

Indigenous Communication Arts. It will soon be offering a Certificate in Indigenous Literatures in English as well.

⁵ The 2017-2018 Academic Undergraduate Calendar defines Indigenous knowledge courses as "Classes that develop familiarity with North American aboriginal cultures and societies" (p. 79).

There are some other types of student-focused indigenization activities in the Faculty. Among these activities are Indigenous-focused internships, student participation in Indigenous ceremonies (such as sweat lodges, pipe ceremonies, and blanket exercises), and workshops for students to learn Indigenous protocols (e.g., School of Journalism).

The Faculty of Arts is home to a number of faculty members whose research integrates significant Indigenous aspects. Some faculty members do research on Indigenous issues or issues impacting Indigenous peoples in Canada and other regions of the world. Some faculty members' research projects include Indigenous themes and concepts without necessarily focusing on Indigenous topics. In the Faculty of Arts, indigenization in the area of research also involves working with Indigenous communities. Some faculty members seek guidance from Elders regarding their research projects, make conscious efforts to include Indigenous community leaders and Elders as research collaborators and/or co-authors. The outcomes of these Indigenous-focused research activities include books, journal articles, reports, conference proceedings, and documentaries.

Over the recent years, the Faculty of Arts and individual departments have organized a significant number of public lectures, conferences, workshops, and similar events that focus on Indigenous issues and challenges facing Indigenous peoples; they have also often invited Indigenous scholars and Indigenous leaders as speakers. Many of these events drew large audiences.

There have recently been significant efforts among Arts faculty members to educate themselves about Indigenous cultures and protocols. A number of faculty members participated in various indigenization workshops and seminars on campus. Some departments organized retreats that provided an opportunity for department members to have in-depth discussions on Indigenization. The Dean's Executive retreat in Fall 2015 also focused on the University's Indigenization priority.

Finally, some faculty members have provided various services benefiting Indigenous people in Saskatchewan. For example, the Online Therapy Unit, headed by Dr. Heather Hadjistavropoulos, reaches Indigenous communities in the remote areas of the province. Dr. Michelle Stewart is an outspoken advocate for individuals experiencing racialized access to the justice system (a major problem affecting particularly Indigenous people in the province).

To sum up, over the recent years, the Faculty of Arts has implemented a range of Indigenization activities and projects. Those activities and projects have focused on the curriculum, teaching, research and community-outreach.

Objectives and Commitments for the Near Future

In the process of preparing this report, it became clear that although the Faculty of Arts has already adopted and carried out a variety of significant initiatives in support of Indigenization and reconciliation in the past several years, several major gaps require immediate attention. Specifically, the Faculty still has a very small proportion of self-declared Indigenous faculty members, does not have procedures in place for addressing that problem; and needs to provide more support for self-declared Indigenous faculty and students. The remainder of this section sets out the Faculty's plans for addressing these several gaps.

According to data provided by the Human Resources office, in April 2018, of 106 faculty members in the Faculty of Arts, excluding the federated colleges⁶, only one faculty member is a self-declared Aboriginal

⁶ While Faculty of Arts members affiliated with the federated colleges are valuable members of the Faculty, the employment data presented here do not include the federated colleges because the U of R is a

person.⁷ The Faculty of Arts proposes to increase the proportion of Indigenous faculty members over the next ten years, as part of its commitment to Indigenization and reconciliation as well as in alignment with the University's Employment Equity Plan 2015.⁸ The Faculty will seek to achieve this objective through two main methods: 1) creating some minimum number of faculty positions for hiring self-declared Indigenous faculty (First Nations, Métis, or Inuit); and 2) making special efforts to reach out to Indigenous candidates when filling any new positions allocated to departments in the usual way.

The Faculty commits to providing additional support for Indigenous faculty members. The nature of such support will be determined based on the particular needs of each individual faculty member. Examples include additional start-up research funding, travel funds, and student assistance.

In Fall 2017, Undergraduate students who self-declared as First Nations, Métis, or Inuit (FNMI) made up 11.3% of all undergraduate students and 3.9% of all graduate students enrolled in the Faculty of Arts (not including the three federated colleges). By comparison, 13.6% of all undergraduate students and 6.5% of all graduate students in the University of Regina were self-declared FNMI students.⁹ Given the significantly lower proportion of self-declared FNMI students in our graduate programs, the Associate Dean (Research and Graduate Studies) will work with graduate program coordinators in the Faculty of Arts as well as the Faculty of Graduate Studies and Research to identify possible reasons and develop appropriate initiatives aimed at recruiting more FNMI graduate students into Arts graduate programs.

Finally, the Faculty of Arts also commits to developing an academic support system for FNMI students enrolled in the Faculty of Arts. The objective is to identify the type of support FNMI Arts students may need and provide it as required. As part of this commitment, the Arts Student Services will strive to recruit an Indigenous academic advisor who can provide culturally-informed and culturally-sensitive academic counseling for Indigenous students. Furthermore, the Dean of Arts has committed to compiling data concerning retention and degree completion among self-declared FNMI Arts students and other relevant data to help identify the type and extent of support FNMI students may require.

INDIGENIZATION AND RECONCILIATION INITIATIVES IN THE FACULTY OF ARTS DEPARTMENTS

This section summarizes Indigenization-focused or relevant activities in the areas of teaching, research, faculty training, public events, and other relevant areas in each department in the Faculty of Arts. It is based on the reports provided by department heads.

DEPARTMENT OF ANTHROPOLOGY

Teaching

As a discipline that conducts cross-cultural research on a global scale, much of our work (both in terms of research and in terms of our teaching) touches on Indigenous concerns and engages with Indigenous

separate employer. Furthermore, the U of R Human Resources does not collect such data for the federated colleges.

⁷ 38 members chose not to self-declare.

⁸ The Employment Equity Plan has adopted the goal of increasing the proportion of self-identified Aboriginal employees employed in the University from 2.74% in January 2015 to 10% by 2020 and 16% by 2026.

⁹ The data are from the Office of Resource Planning, <https://www.uregina.ca/orp/statistics/registration/fall-2017.html>, Accessed 16 April 2018.

communities on a global scale. Department members conduct research among groups that fall within the UN definitions of Indigenous Peoples (People of the Center of Columbia, Dobuan and other groups of the Massim Region of Papua New Guinea, exiled Tibetans in India, and Maori of Aotearoa/New Zealand). In addition, it is worth mentioning Dr Londono Sulkin's proposal of a Type I research centre for the Study of Indigenous and Minority Ethics submitted in 2015.

With respect to the understanding of the concept of *Indigenization* in the University's current strategic plan peyak aski kikaniwaw, the Department of Anthropology would like to point to the following accomplishment, initiatives and strategies:

- Most of Anthropology courses and all sections of ANTH 100 contain ethnographic materials from Indigenous North America.
- The Department has been part of the Aboriginal Student Centre (ASC)'s nitôncipâmin omâ program since 2011/12. Since that year, a section of ANTH 100 has included a cohort of Indigenous students every year. The nitôncipâmin omâ program is designed to provide a supportive learning environment for first-year Indigenous students.
- In the Fall Semester of 2014, and in collaboration with the ASC and its nitôncipâmin omâ program, the Department mounted a special, stand-alone section of ANTH 100, specifically geared towards Indigenous students (taught by Dr Londono Sulkin).
- The research work of one of our department members (Dr. Sperlich) has had an increasing focus on the art and material culture of Indigenous Saskatchewan and its representation in local museum contexts.
- This has led to more emphasis on these aspects in Sperlich's teaching, including a televised course on Museum Ethnography (ANTH 242ME; Winter 2014) that actively incorporated not only Indigenous material culture in museums in Regina, Melville and Prince Albert, but also allowed Indigenous students to share their knowledge and expertise on and about these matters in the classroom and during museum visits. As a televised course, a large proportion of students in off-campus locations, especially La Ronge, Prince Albert, and Yorkton, were Indigenous.
- Over the past several years, the Department of Anthropology has gradually increased its course offerings through televised and online formats. As noted above, significant proportions of students in these courses are Indigenous, which has led to an increased indigenization of pedagogies used. For example:

- In her teaching of ANTH 242AC: Anthropology of Death, Charisma Thomson reacted to the real life experiences of her students in La Ronge in Fall 2016 when the community was shaken by a series of teenage and pre-teen suicides by and adapted her materials to discuss in more details Indigenous ways of mourning and understandings of death. She also organised and held a workshop on death (a "death café") specifically for students in La Ronge.
- Together with a colleague from student services at Northlands College (La Ronge), Sperlich has been in a process of indigenizing his teaching of distance education courses. They have presented their experiences and findings at academic conferences in London (England) in 2015, London (Ontario,) and Regina in 2016, and in the context of instructor professional development in Regina (2015, 2017) and La Ronge (2016).

Other

- Finally, the Department wishes to hire an Indigenous scholar working on anthropological issues of relevance to Indigenous peoples in North America when a position becomes available.

DEPARTMENT OF ECONOMICS

- The Department of Economics organized in October 2015 two lectures by Dr. Greg Poelzer, Professor of Political Science at the University of Saskatchewan, Executive Chair of the

International Center for Northern Governance and Development and Fulbright Arctic Initiative Scholar in October 2015, which brought great attention to some contemporary issues of great importance to Indigenous communities and Canada. The first lecture, titled “Saskatchewan, the Next Norway?” outlined that the participation of Indigenous communities in the resource development process in Saskatchewan is of paramount importance to ensure prosperity for all. The second lecture, titled “From Treaty Peoples to Treaty Nation” argued that solutions to the political and economic challenges facing Indigenous peoples are integral to the nation building process in Canada. Both events were very well attended and engaged the audience in great discussions.

- Several Economics courses now include greater Indigenous content. For example, ECON 253 Economic Issues in Canadian Health Care System integrates a number of Indigenous health care issues, including a discussion of Jordan’s principle; an overview of the First Nations, Inuit Health Branch (FNIHB) at Health Canada; on-reserve funding alternatives and non-insured health benefits.
- The Departmental meeting regularly acknowledges that “we gather in Treaty 4 territory and the traditional homeland of the Métis people.”

DEPARTMENT OF ENGLISH

The Department of English’s Indigenization efforts thus far have focused on integrating greater Indigenous content in existing English courses (e.g., ENGL 100); creating new Indigenous-content courses; and organizing several conferences on Indigenous topics and/or participated by Indigenous scholars. These activities include:

Teaching

- A new section of ENGL 110, titled “The Literature of Truth and Reconciliation”, which was taught for the first time in winter 2017 and offered again in Fall 2017.
- A new Honours/Graduate seminar class, ENGL 475AM/815AO: Indigenous Science Fiction
- Creation of ENGL 214 Survey of Indigenous Canadian Literature in 2016. This is a special 200-level course designed to appeal more broadly to non-majors. When taught, a section of this class is televised to the Prince Albert campus. The course is offered in cooperation and consultation with FNUniv.
- Creation of ENGL 214, Survey of Indigenous Canadian Literature in 2016. This is a special 200-level course designed to appeal more broadly to non-majors. When taught, a section of this class is televised to the Prince Albert campus. The course is offered in cooperation and consultation with FNUniv.

Conferences and Events

- Sponsorship of a conference organized by Dept. member, Dr. Troni Grande, and former Faculty of Arts post-doctoral fellow, Dr. Sheri Benning, entitled *Land and the Imagination*. Hosted at FNUniv, this interdisciplinary conference of scholars and creative writers sought to initiate a dialogue on how we might imagine more socially and environmentally inhabit our landscape, and included several Indigenous presenters and perspectives.
- An Indigenous literature and writing conference for English graduate students and the public held at the U of R in October 21-22, 2016
- Support for the English Students Association's annual Trash Talkin' Conference, which will this year feature Indigenous writer Drew Hayden Taylor as keynote speaker
- The Department partnered with the Saskatchewan Writers' Guild (SWG) in supporting their Indigenization Grant (\$2000), which allowed them to secure an Indigenous perspective on the "Duality" theme of the SWG conference Talking Fresh 14, in March 2016.

Faculty / Staff Training

- Ongoing efforts to schedule a Blanket Exercise for Department members

DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL STUDIES

The Department of Geography and Environmental Studies' Indigenization focused or relevant activities fall into three major categories: teaching; research and scholarship; and faculty participation in educational workshops or seminars concerned with Indigenous ways of being or knowing. Below is a short description of these activities.

Teaching

- Two faculty members, Dr Vanessa Mathews and Dr Emily Eaton, have participated in the Aboriginal Student Centre's nitôncipâmin omâ Student Success Program. As noted earlier in this report, this program aims to provide a supportive learning environment for first-year Indigenous students. Approximately 30 students were mentored through this program across 3 sections of GEOG 100 World Regional Geography in three separate semesters.
- The instructor of the course GEOG 336 Environment and Resource Management, Dr. Eaton, undertook significant revisions to the course to indigenize its content. The revised course challenges students to consider and understand the steps required to truly decolonize environmental decision-making for a variety of resources, including water, agriculture, mining, energy, forestry, and wildlife.
- The Department created GEOG 344 Aboriginal Geographies of Canada in 2013. The course focuses on the cultural ecologies of the pre-contact period and the geographical relationships between Native peoples and the French, British, and Canadian governments. The course also emphasizes decolonization strategies and the contemporary geographies of Indigenous peoples across the country. Unfortunately, this course has faced some challenges with respect to enrollment.

Research

- Dr. Emily Eaton has organized, and hosted, a series of workshops titled Land & Community. The first of these workshops, titled Saskatchewan Oil Impacts Workshop, was held in Regina and attended by 50 participants including landowners, Indigenous land defenders and environmentalists from all across the province. At this workshop, participants decided to expand the focus from oil and gas to resource extraction more broadly. The following year, the workshop was retitled Land and Community, and Dr. Eaton hosted it in Saskatoon as a two-day long event with an Indigenous-led component. Dr. Eaton volunteered her organizing and logistics skills to a team of Indigenous advisors who planned the content, format, and delivery of the second day. The workshop considered how front-line communities could respond to resource extraction projects in Saskatchewan. The third workshop was held at Fish Lake Historic Métis Settlement near the Prince Albert National Park and featured voices of people living in the midst of extractive activities. It was attended by over 50 participants including landowners, Indigenous land defenders, and environmentalists. Out of this workshop participants formed a new group named the Coalition for the Defense of Turtle Island that is working together to support frontline communities fighting extraction projects.
- Between 2005 and 2017, Dr. Ulrike Hardenbicker examined the influences of soil erosion on biodiversity within field sites along the Qu'Appelle River valley within the Cowessess First Nation.

Her research aims to support the knowledge, innovations and practices of Indigenous peoples, while respecting traditional lifestyles relevant for the conservation and sustainable use of biological diversity. The Indigenous Peoples Health Research Centre, a collaborative partnership between the First Nations University of Canada, the University of Regina and the University of Saskatchewan, funded this research.

Faculty Training

- Department members have also participated in training programs concerned with Indigenous ways of being and knowing. Dr. Ulrike Hardenbicker attended the UR Indigenization workshop, sponsored by the University of Regina, and focused on the scope of the Indigenization process on a broad scale, but also specific strategies by which instructors can indigenize their teaching.
- Dr Kyle Hodder participated in the Leadership Strategies for Equity and Inclusion in the Geosciences webinar, sponsored by the American Geosciences Institute.

Other Relevant Activities

Dr. Vanessa Mathews was a guest speaker at the 2015 miskamowin Discovering Your Direction Grade 9 student conference, hosted at First Nations University of Canada. Dr. Mathews delivered a workshop on Mental Mapping. The conference was designed to familiarize students with the University of Regina and First Nations University campuses and the options available within a university-level education.

DEPARTMENT OF HISTORY

The Department of History tries to implement the University's commitment to Indigenization both collectively as a Department and through the efforts of individual members in their professional activities and their teaching. These efforts are summarized below.

Teaching

Indigenization of teaching in the History Department has involved both departmental and individual faculty efforts to introduce greater Indigenous content into existing courses and substantially revise some courses in a way to integrate Indigenous ways of knowing. Faculty members of the Department have become increasingly aware of the importance of the Indigenization effort and have taken a number of initiatives to incorporate such themes into their courses. This is where the Department of History has made the greatest gain.

- At the 100-level, the Department has made important gains towards Indigenization. In History 116 Issues in World History, the Department has developed the course material around Indigenous Peoples across the world. Dr. Philip Charrier, who developed this course, has adopted a global approach to Indigenous history. Another faculty member, Dr. Yvonne Petry, now includes in her introductory courses considerable Indigenous content, especially in History 115 Issues in European History. This course has as its primary theme, the Era of European Overseas Expansion from 1300-1750 and it too takes a global rather than an Eurocentric approach to the material and specifically includes Indigenous content when discussing the voyages of Columbus, the Spanish conquest of the Aztecs and Incas, and the French and English colonization of North America. In class, Dr. Petry discusses at length the changing historiography around the person of Columbus and the impact of first contact.

- The 200-level Canadian History courses have been extensively revised to include not only Indigenous content but Indigenous ways of knowing to give students a better understanding of Indigenous peoples throughout Canadian History. This approach provides for a more in-depth examination of Indigenous-state relations in the history of Canada. Elders and Indigenous guest speakers have also been invited to speak to students in the 200-level Canadian history courses. In Dr. Blake's History 201 Canada from 1867 to 1939, for instance, at least 20 percent of the course is dedicated to Canadian state-Indigenous relations and students are expected to study aspects of the Numbered Treaties.
- Two 300-level History courses (History 314 The Legal History of Canada and History 318 The History of the Prairie West) have been revised to include content with respect to Indigenous peoples.
- The Department has taught regularly History 310 A History of the Native Peoples of Canada. This course examines the history and historiography of Indigenous peoples in Canada. It also looks at the changing ways in which historians have approached and interpreted the history of Indigenous peoples. It is important to note that the Department began the process of changing the title of this course to better reflect the current relevant terminology.
- History 400/800, a required course for History honours and graduate students, now includes reading and discussion on alternative research methodologies that focus on oral and ceremonial traditions amongst Indigenous peoples.

Even if Indigenous topics are not included specifically in all course offerings in History, the Department has made an attempt to include notions of colonialism and imperialism (themes that are important in studying Indigenous Peoples and Issues). This is the case, for example, in some of the History courses that do not necessarily refer to North America such as History 261 and 262, but deal with the Ancient world of Greece and Rome. As Dr. Ken Leyton-Brown has pointed out, and is the case for the whole Department of History, Indigenous issues are now discussed in all his courses and there are always specific essay topics that allow students to research Indigenous issues. Another example is History 333, which examines the history of Chicago. Dr. Dawn Flood, who teaches this course, now spends several classes at the beginning of the term discussing the early exploration and founding of the city, giving considerable attention to contact between Indigenous peoples and settlers and clashes between the settlers and Indigenous peoples in the seventeenth through early nineteenth centuries. In one week, for example, she lectures on the early explorations of the region on behalf of New France (Quebec) by Louis Jolliet and Father Jacques Marquette and their contact with Indigenous nations (mostly of the Potawatomi Nation). The course also considers the early fur trade, military outpost settlement in the region, and the so-called "Blackhawk War" (between the local Miami tribe and early settlers at Fort Dearborn), which forced Indigenous people out of the region in the name of (white) settler development. The course also revisits white notions of the racial/ethnic "Other" when it discusses the 1893 World's Columbian Exposition (Chicago World's Fair), although the emphasis there is not just on Indigenous nations in North America, but the display of Indigenous peoples in a colonized world.

Public Lectures and Conferences

When the Department of History, with the generous support of the Office of the President and the Dean of Arts, organized the Canada 150 Lecture Series to mark the 150th anniversary of Confederation, two of the lectures dealt specifically with Indigenous issues and several of the other speakers included a discussion of Indigenous issues in their lectures. Specifically, Andrea Sterzuk (Education), Michael Capello (Education) and Russel Fayant (Gabriel Dumont Institute) presented "The People of Canada want to have a white country" on March 16, 2017, and Dr. J.R. Miller, History Professor Emeritus, University of Saskatchewan, spoke on October 19, 2017 about "Building the Foundations of Western Canada: Confederation and the

Numbered Treaties." As an introduction to each of the lectures, Department Head Dr. Blake spoke about the process of Confederation, including in those introductory remarks comments about the lack of Indigenous representation in the making of Canada in 1867.

Faculty Training and Education

The members of the Department of History have actively participated, as individuals as well as scholars, in various awareness-raising and training activities. Some of these activities include:

- Acknowledging that they teach and work on traditional Indigenous Lands, specifically on Treaty 4 Lands
- Learning and reading about the Report of the Truth and Reconciliation Commission and its Calls to Action and Indigenous studies
- Participating in seminars on Indigenous Research Methodologies and Indigenous Ways of Knowing
- Attending lectures, seminars and discussions on Indigenous history
- Attending the FNUniv Powwow and participating in a workshop on powwow dance
- Participating in a blanket exercise
- Attending seminars hosted by the Centre for Teaching and Learning and elsewhere on campus on Indigenous learning styles
- Visiting local art galleries to view the works of outstanding Indigenous artists, among them Alex Janvier, Daphne Odjig and Christi Belcourt.

Other Initiatives

The Department has also made Dr. James Daschuk (KHS), a scholar of Indigenous history and colonization an adjunct professor of the Department and has invited him to talk to students and faculty on a couple of occasions about his award-winning book, *Clearing the Plains. Disease, Politics of Starvation and the Loss of Aboriginal Life*.

Future Plans

While the Department of History does not have a formal program to continue with the process of Indigenization, it intends to undertake the following:

- Revising the title of History 310 The History of the Native Peoples of Canada to reflect today's accepted terminology
- An event on Indigenous Research Methodologies in one the Department's Research Seminars.

SCHOOL OF JOURNALISM

Classroom learning

- Since 2000 we have had a Chair dedicated to Indigenous issues in journalism, the Global Chair in Journalism and Aboriginal Affairs. The Chair leads specific courses in Indigenous issues in the press, and we also work to ensure Indigenous perspectives and history are included across courses. We regularly rely on Elders and community members as well to provide teachings about colonialism and the Indigenous historical experiences. Students have participated in sweats and

pipe ceremonies, and learn cultural protocols via Elders and the Global Chair. We also have a long-standing connection to FNUiv's Indigenous Communications Arts Program (INCA), sharing faculty and facilities throughout our history. Students from the INCA program may bridge to the degree program offered by the School of Journalism. In recent years we have worked to deepen the focus on Indigenous issues across all courses, and to increase access to electives with an Indigenous focus through the School's Dallas Smythe Chair. The last two hires for the chair have been Indigenous journalists.

- The School's Journalism History course includes original and critical treatment of the role of the frontier press on Treaty 4 lands in the formation of an unequal and racist settler culture, the legacy of which continues to this day, but analysis of this legacy is nowhere to be found in available texts in the field. Teaching this history to emerging journalists is key to breaking the culture of silence, distrust and misunderstanding that still plagues press relations with Indigenous peoples.

Faculty research

Journalism faculty members have undertaken and published original research on the role of early press racism in the history of present-day Saskatchewan; in particular debunking the romantic settler nostalgia around the very mixed legacy of N.F. Davin (founder of *The Leader*, fore-runner of *The Leader-Post*). This too recognizes that *reconciliation* between Indigenous peoples and the press requires investigating and telling the *truth* about our racist press history.

Special Events, Lectures, and Conferences

- The first ever Indigenous Minifie Lecturer was delivered by Wab Kinew in 2013. The lecture drew record attendance. The Indigenous columnist Doug Cuthand was the speaker for the 2016 Minifie lecture.
- Decolonizing the Media: Town Hall and Media Fair, Nov. 5, 2015: This public event, held at the Royal Saskatchewan Museum, was co-organized by students and faculty. Moderated by the U of R Executive Lead, Indigenization Dr Shauneen Pete, the town hall featured 10 Indigenous journalists leading a discussion with on how to achieve a decolonized media landscape in Saskatchewan. This was followed by a reception and media fair displaying the work of Indigenous media organizations. The event was attended by approximately 100 people, and broadcast on Access 7. A copy of the broadcast is available on the School's student news website, www.jschool.ca
- Reconciliation and the Media: Building Relationships for Better News Coverage, classroom learning and conference, 2016.
- Journalist's Toolkit: With funding assistance from the Community Research Unit and the Indigenous Advisory Circle, a student research assistant worked with journalists to create the Journalist's Toolkit for reporting on Indigenous issues, which was distributed to Saskatchewan newsrooms. This popular resource is in its second printing.

Student-Centred Activities

- Students spent September 2016 discussing the Calls to Action on the Media in class, interviewing Indigenous leaders and journalists, hearing from residential school survivors, and learning cultural protocols for interviewing and ceremonies. In October, supported by funding from the Indigenous Advisory Circle, they travelled to Saskatoon for a two-day Reconciliation and the Media event that was co-sponsored by the School of Journalism and University of Regina, alongside numerous news organizations and Indigenous organizations. The conference featured an evening cultural event

followed by a day of workshops, with keynote addresses by TRC Survivors Committee member Eugene Arcand and TRC commissioner Marie Wilson.

- **Solstice Magazine:** Students who attended the 2016 RAM event (noted above) produced a magazine, Solstice, which was distributed to band offices and news rooms throughout Saskatchewan, and created a web page with stories and photos from the conference.
- **The Crow:** The student magazine *The Crow* regularly features articles on Indigenous issues, including feature stories on Idle No More, Indigenous spirituality, Indigenous Studies at the U of R, Louis Riel, life in Saskatchewan's North and many more topics. Courses such as Indigenous Peoples and the Press help prepare students to respectfully highlight these issues.
- **Reconciliation News:** Students created a Reconciliation section of their news website www.jschool.ca that includes news related to Indigenous issues and Reconciliation.

Documentary production

Students have produced a number of documentary films highlighting Indigenous stories and voices. Just a few of the many titles include:

Highway of Lost Years by Tennesa Wild (2017). An investigation into the BC government's slow response to inquiry recommendations regarding the Highway of Tears.

Falling Between the Cracks by Janelle Mandes (2017). A look at the disparity in services on-reserve and off-reserve for children with autism.

Miss You by Alina Perrault (2016). A film about how Indigenous women are reclaiming motherhood.

In Her Veins by Paige Kreutzwieser, Creeden Martell, Taylor Rattray and Alec Salloum (2016). An Indigenous woman rediscovers her culture and becomes a leader.

We've Always Been Here by Adam Gamble, Bryn Hadubiak and Ethan Stein (2015). Voices of Dakota people.

Internships with an Indigenous focus

For the past two years, Eagle Feather News has joined our list of news outlets offering a 13-week internship, with the School of Journalism providing facilities and office support for the intern. We have also successfully supported students seeking the Journalists for Human Rights Emerging Indigenous Journalists internship. We intend to further pursue internship opportunities within the fast-emerging Indigenous media community.

Inter-Institutional Collaboration

- A recent faculty cross-appointment with FNUniv's Indigenous Communication Arts (INCA) program has strengthened Aboriginal recruitment and cultural sensitivity in the School and fostered cooperative synergies between FNUniv and U of R.
- From 2007 to 2011 the School, in collaboration with other four Canadian Journalism Schools, hosted the Annual Young Journalists Workshop. Taking into consideration the demographics of Saskatchewan, it targeted Young Aboriginal people, many of whom became Journalism students and graduates. More than 100 youth participated in the four workshops coordinated by the Global TV Chair.

Priority planning

The School of Journalism has identified provision of more funding for Indigenous students as a unit priority in the coming years. In particular, the School wishes to provide more support for students transitioning from the INCA program to the School of Journalism's undergraduate and graduate programs and to secure entrance scholarships for Indigenous students entering the Master of Journalism program.

DEPARTMENT OF JUSTICE STUDIES

The Department of Justice Studies has implemented, and continues to initiate, a variety of actions and projects that are relevant to the Truth and Reconciliation Commission's Calls to Action, indigenization of campus, decolonizing, and/or broader reconciliatory processes. These actions and projects fall into several areas, including teaching, research, event-organization, faculty-training, and service.

Teaching

- The Department of Justice Studies has many classes that include content or modules that focus on Indigenous peoples and/or issues. JS 350 Justice and Indigenous Peoples is delivered primarily by Rob Nestor and is a full course dedicated to the complexities of these issues. JS 350 has been developed for online and face-to-face delivery. The online delivery of JS 280 (developed by Dr. Michelle Stewart) has modules focused on gendered violence facing Indigenous women and racialized access to justice as examples of systemic racism and structural violence. The face-to-face delivery of JS 280 (also taught regularly by Stewart) covers this same material, but the syllabus is revised each time such that a new section on the TRC and Jordan's Principle were introduced through a collaborative teach-in with partners in Aboriginal Student Services. For DeSantis, classes will feature content on the TRC and treaties including hosting speakers from the Office of the Treaty Commissioner. Stewart has developed a new 400-level seminar focused explicitly on the TRC with class content focused on key issues raised in the 94 Calls to Action; the class included community speakers and blanket exercise. Dr. Sarah Britto's JS 240 and JS 370 courses include TRC content and her JS 419 course includes a section on Indigenous representations in the media. Dr. Nick Jones' JS 318 course integrates materials regarding sentencing circles as a restorative approach to addressing crime. Across the Department, both sessional lecturers and full-time faculty are expanding how they bring in content about the TRC and/or indigenous issues.
- For some faculty, their research and service involves working with Indigenous peoples and this material will directly inform course content. Dr. Margot Hurlbert is the editor of *Pursing Justice*, which is an edited volume published by Fernwood and serves as our textbook for JS 100. She undertook a review and revision of the book over the past year including recruiting Indigenous authors and accepting new chapters focused on Indigenous issues. The Department collaborated with the Gabriel Dumont Institute in the creation of the Certificate and Diploma in Justice Studies. Indigenous content is prescribed in these programs to ensure students gain exposure to Indigenous curriculum during their certificate or diploma. Practicum and related courses include modules on culture competency, emphasizing Indigenous issues (usually taught by Practicum Coordinator Mr. Hirsch Greenberg). Student projects for JS 492 often focus on Indigenous justice. References to restorative justice and the medicine wheel are compared in theory and practice.

Research

- Multiple faculty members have projects that focus on issues impacting Indigenous peoples. For Dr. Rick Ruddell and Dr. Nick Jones, these projects focus specifically on the challenges of rural and remote policing and perceptions of police in Indigenous communities. Some of this work is

ongoing, some is in review and some is in publication (see citations below). In these longer-term projects, Dr. Jones and Dr. Ruddell partner with policing agencies and communities while also training student research assistants about the complexities of these issues.

- Dr. Stewart's research includes the racialization of a cognitive disability (Fetal Alcohol Spectrum Disorder)—a disability that is explicitly named in the TRC Calls to Action (33 and 34). As part of her work plan with a national research group, she has focused on mobilizing research around these calls to action including hosting a National Symposium on these issues at the U of R in 2017, which included the event itself alongside a Final Report.
- Dr. Gloria DeSantis' research focuses on the non-profit sector in the province and one area of that work is to highlight the impacts of Eurocentric programming and practices. Sarah Britto is including Indigenous themes and concepts in her project on how justice is constructed in popular Canadian crime dramas.
- The TRC Calls to Action and the commitment to Indigenization on campus demands our practices and methods be decolonized, which means we fundamentally rethink not only our teaching but also our approach to research collaboration, authorship, and methods. With that in mind, Dr. Stewart works with an elder to seek guidance on her research and events/trainings but also has transformed Indigenous research participants into co-authors on a recent chapter focused on child welfare.

Faculty Training

Dr. Nick Jones is currently participating in the Cultural Protocols series organized by the Office of Indigenization, U of R. He also attended the Indigenous research symposium held on campus as well as met with the Elder-in-Residence regarding research protocols in First Nation communities. Dr. Stewart and Dr. DeSantis have both participated in blanket exercises. Dr. Britto has attended a workshop on residential schools. Dr. Stewart has liaised with students to demystify cultural protocols when reaching out to Knowledge Keepers and/or Elders-in-Residence on campus (not as an expert but as a settler that can explain the role of tobacco in opening up a dialogue and some of the protocols used when seeking out guidance and/or requesting assistance).

Events

With the support of the Department and many contributors, Dr. Stewart was able to host the National Symposium on FASD, Justice, and Reconciliation in February 2017. Subsequent to this event, she was invited to keynote a conference in which participants from the Symposium addressed hundreds of delegates at a national conference to discuss reconciliation in research and practice. The Symposium has led to an Open Access edited book on the topic. Additionally, Stewart took part in a National Dialogue on reconciliation (Vancouver) with representatives from national and local Indigenous organizations to create a consensus statement on TRC Call to Action 33; she is also helping to author a National Framework for Action on TRC Call 34 to be released shortly. At the 2018 Congress, Dr. DeSantis will be hosting Dr. James Daschuk as a keynote speaker in her section bringing together the work on the nonprofit sector and Daschuk's work on colonization and structural violence.

Staffing

Most recently, Dr. Stewart worked with First Nations Employment Centre to host a summer research student. Based on these and other experiences, Stewart is now working with a community member as research associate; this research associate is helping to mentor Dr. Stewart on how to work more effectively and supportively with Indigenous students on her research project. The focus of Dr. Stewart's research

project is a racialized disability, and that can be very traumatizing for students depending on their lived experiences. Such mentorship can help faculty members to better understand relations of marginalization and exclusion and thus overcome relevant obstacles.

Community Service

Each faculty member is involved in various forms of community service, for some of us that service can directly inform how we understand the complexities of issues that we teach about in the classroom and vice versa. For example, DeSantis regularly runs workshops focused on advocacy, but in each of those workshops she is attentive to the issues facing Indigenous peoples and explores those issues in her workshops. Stewart is involved with a number of community groups and as part of her service in the community she liaises and advocates for individuals experiencing racialized access to the justice system – case in point the Machiskinic coroner’s inquest that was held last spring. Stewart was part of the team that helped the family of this young Indigenous mother bring their concerns to light which eventually resulted in the Minister of Justice calling for a coroner’s inquest. Hirsch Greenberg is a member of the Regina Alternative Measures Program (a service founded on Indigenous principles of service and culture).

Selected Relevant Publications by Justice Studies Faculty Members

- Britto, S., Jones, N., & Ruddell, R. (2017, under review). The criminal justice system. In *Pursuing Justice*. Margot Hurlbert (Ed).
- Greenberg, H., Grekul, J. and Nelson, R. (2016). Aboriginal youth crime in Canada. In Winterdyke, J. Editor and Smandych, R. Editor, *Youth at risk and youth justice* (2nd ed.) (pp.91-118). Don Mills, ON: Oxford University Press Canada.
- Hulbert, M. *Pursuing Justice*. (2017, in review)
- Hoffart, R. & Jones, N.A. (2017). Intimate partner violence and intergenerational trauma among Indigenous Women. *International Criminal Justice Review*. 1-20. (Available on-line July 24, 2017). DOI: 10.1177/1057567717719966.
- Jones, N.A., Ruddell, R., & Summerfield, T. (ongoing). Envisioning community policing: Perceptions of officers policing indigenous communities. *Canadian Journal of Criminology and Criminal Justice*.
- Jones, N.A., Mills, R.G., Ruddell, R., & Quinn, K. (2016). *Policing First Nations: Community Perspectives*. Regina, SK: R.C.M.P. F-Division/Collaborative Centre for Justice & Safety.
- Jones, N.A., Lithopoulos, S. & Ruddell, R. (2016). Policing rural Indigenous communities: An examination of practices in Australia, Canada, New Zealand and the United States. In J. Donnermeyer (Editor) *International handbook of rural criminology* (pp. 355-364). London: Routledge.
- Kiedrowski, J., Jones, N.A., & Ruddell, R. (2017). “Set up to fail?” An analysis of self-administered Indigenous police services in Canada. *Police Practice and Research: An International Journal*, 18: 584-598.
- Kiedrowski, J., Petrunik, M., & Ruddell, R. (2016). Illustrative case studies of First Nations Policing Program models. Ottawa, ON: Compliance Strategy Group.
- Ruddell, R. & Jones, N.A. (2018, accepted). Policing the “middle of nowhere”: Overcoming the challenges of working in isolated communities. *Policing: A Journal of Policy and Practice*.
- Stewart, M. and Laberge, C. “Indigenous Children and Youth in 21st Century Settler-Colonial Economies,” with Corey Laberge in *Settler Colonialism in the Urban Prairie West*: University of Manitoba Press (2017, in review).
- Stewart, M. “Racialized Policing and Settler Colonialism” in *Pursuing Justice*. Margot Hurlbert (Ed). (2017, in review)

Stewart, M., Lawley, L., Tambour, R. and Johnson, A. "Listening in a Settler State: Parents as Experts" in *Prairie Child Welfare Consortium: Imagining Child Welfare in the Spirit of Reconciliation*. (2017, in review)

Stewart, *Pedagogies of the State: Police Training, Responsibility and Settler Colonialism* (2017: in review University of Alberta Press).

DEPARTMENT OF PHILOSOPHY AND CLASSICS

The Department of Philosophy and Classics has adopted the following general practices/policies in support of Indigenization. It remains open to, and continues working on, developing new ideas and ways for the disciplines of Philosophy and Classics to further the process of Indigenization and reconciliation.

Teaching

- Creation of PHIL 190AA Comparative Aboriginal and European Philosophy
The Department wants to offer this course in conjunction with the nitôncipâmin omâ program delivered by the Aboriginal Student Centre. It ran the course successfully in conjunction with that program in 2014, but its plans to deliver the course in conjunction with that program since then have run into unexpected obstacles despite interest from both the department and the ASC. The Department is committed to working with the ASC to find another convenient time to offer this course.
- Inclusion of Indigenous content in courses wherever this is appropriate. There are many examples:
 - Both PHIL 272 Contemporary Moral Issues and PHIL 274 Philosophy of Law require Indigenous content. The textbooks used in these courses (one of them published by a faculty member of the Department) include Indigenous material.
 - Several course instructors teaching PHIL 100 Introduction to Philosophy have adopted course material that focuses on Indigenous issues. The Department continues its efforts to collaborate with the Aboriginal Student Centre in setting up separate sections of this course for the omâ cohort program. This was arranged for three sections of PHIL 100 scheduled for Winter 2017.
 - PHIL 242 Philosophy of Religion now includes the following elements: (1) the role of elders in religions and other spiritual traditions; (2) the shamanic experience as a religious experience (the Shipibo people of South America are introduced as an example); (3) the development of the bow and arrow and its relationship to values expressed in religions and tribal societies; (4) how prayer was traditionally used in buffalo hunts and in the role of elders in conducting this prayer.
 - PHIL 282 Philosophical Issues in Sustainable Development now includes discussions about sustainability and First Nations communities, and the importance of Indigenous languages in this matter. The role of Indigenous knowledge in finding sustainable development solutions.
 - CLAS 200 Greek Mythology now includes a coursework option to attend sessions of the Sakewewak Storytellers Festival, along with an essay assignment to provide students' reflections on their experience. A local elder has also been invited into the classroom as a guest lecturer to discuss Indigenous storytelling.
 - PHIL 335/435 Philosophy for Cyborgs engaged with questions of race and science through the work of Indigenous theorists.
- Philosophy and Classics faculty members encourage graduate students to work on areas that relate to Indigenous issues. A faculty member is currently supervising an MA project on Canadian

Treaties. The student working on this project is currently taking a course with Executive Lead, Indigenization Dr. Emily Grafton as part of his master's course work in Social and Political Thought.

Public Lectures, Conferences, and Events

- The Department has endeavored to include Indigenous content in relevant professional conferences. For example, in October 2017, it hosted the Western Canadian Philosophical Association meeting in partnership with the Environmental Philosophy Association, which included content about Indigenous perspectives on the environment. The Department's call for papers on the conference website included an acknowledgement of the University's relations with Indigenous and Métis peoples (see <http://wcpa-csep2017.weebly.com> and <http://wcpa-csep2017.weebly.com/wcpa-call-for-papers.html>).
- Over the years, faculty members have delivered papers, commentaries, and panel discussions at conferences involving aboriginal land claim issues, the colonization of Indigenous peoples, and other related topics. Faculty members intend to continue professional academic research in these, and related, areas. At the very least, the work will continue assist and inform the Department's efforts to indigenize the Philosophy and Classics curriculum.

New/Upcoming Efforts

The Department of Philosophy and Classics plans to include Indigenous-content material in PHIL 273 Bioethics and PHIL 276 Professional Ethics along with a resolution that any instructor teaching these courses should include such content. Current textbooks used do not have such material. However, external readings are widely available and hence this can be accomplished for these courses for the next academic year (2018-2019).

DEPARTMENT OF POLITICS AND INTERNATIONAL STUDIES

The Department has had a long-standing effort at incorporating more material and discussion about Indigenous issues into courses in both International Studies and Political Science, with a special emphasis on Canadian politics courses. The move has been away from the traditional "this week we talk about Aboriginal people or issues" approach to an approach that emphasizes a more comprehensive weaving of those issues into the body of the courses. Some of the more recent Indigenization-focused initiatives are summarized below.

Teaching

- Conversion of the course PSCI 338 Indigenous People and Politics to an on-line course in order to reach more students and make use of teaching resources we lack on campus.
- Creation of a travel study course, IS 390GT, in partnership with FNUUniv, which involves Central American indigenous issues and travel to Guatemala (scheduled for May 2018).
- A new course in winter 2018, PSCI 490BG Erasure and Resurgence: Indigenous Peoples and Canadian Settler Colonialism taught by Emily Grafton the university's Indigenous Lead through the support of the President's Office.
- Pursuing greater cross-listing of courses from FNUUniv as PSCI or IS electives as FNUUniv offers some courses which fit the undergraduate program in Political Science or International Studies as approved electives.

Research

- The new CRC in Indigenous Peoples and Global Social Justice, Dr. Allyson Stevenson, is housed in PAIS. She will be teaching courses on Indigenous decolonization around the world in the International Studies program. Dr. Simon Larsen-Granovsky's research is concerned with Indigenous communities and multinational mining companies in Central America.
- Dr. Tom McIntosh is Associate Director of the Saskatchewan Population Health and Evaluation Research Unit (SPHERU) which has a nearly 20 year history of community-based participatory and collaborative research with Indigenous communities in the province and especially in the north. SPHERU will be hosting a Community Connections event at Congress 2018 that will highlight, in part, its research on successful aging in Indigenous communities.

Faculty Training

Dr. Nilgün Önder has recently participated in two Indigenization workshops: "Discovering Knowledge... Sharing a Path, which is an Aboriginal awareness program that incorporates interactive activities and historical accounts from an Aboriginal perspective", 2 May 2017 (U of R Office of Indigenization); and "Indigenizing the Curriculum" 1 February 2018 (Faculty of Arts).

DEPARTMENT OF PSYCHOLOGY

In recent years, the Department of Psychology and faculty members have been engaged in a variety of activities that contribute to the realization of the University's Indigenization goal and of the TRC's Calls to Action.

Teaching

- Offering introductory psychology courses in Prince Albert supported by FNUniv
- Offering an introductory psychology course, at the request of the Faculty of Social Work, in Saskatoon to support the Indigenous Social Work program.
- The Canadian Psychological Association requires clinical psychology students to receive training in **cultural awareness** in general. This is covered in several of Psychology graduate courses, but most extensively in **Ethics of Professional Practice**.

Research

- Dr. Mary Hampton (Luther College) is a prominent researcher on First Nations issues (End-of-life and Intimate Partner Violence in First Nations). She also uses First Nations approaches in her teaching.
- Dr. Shadi Beshai is interested in cross-cultural approaches to clinical psychology in general and depression in particular. He is expanding his research into understanding the needs of First Nations people with respect to depression and clinical psychology. He recently completed a research project on campus on First Nation Students and Depression. He is currently seeking funding to do further research in this area.
- Dr. Bridget Klest has worked extensively with Native Americans in the US Veteran Affairs system (Oregon, Washington & California) and done research on the Indigenous people of Hawaii. Her research examines effects of ethnicity on the impact of PTSD.
- In his former role as President of the Canadian Psychological Association (CPA), Dr. Thomas Hadjistavropoulos helped to develop a new CPA section on Aboriginal Psychology, which is currently thriving
- The Centre on Aging and Health, headed by Dr. Thomas Hadjistavropoulos, has identified Indigenous issues in Aging and Health as an area of strategic priority. For instance, they have

invited the Director of the CIHR Institute of Aboriginal People's Health to come to the U of R and speak about the Institute's research initiatives on February 2, 2018.

Faculty Training

Several Psychology faculty members have attended various university workshops on Aboriginal Awareness.

Community Service

The Online Therapy Unit, headed by Dr. Heather Hadjistavropoulos, treats clients in some of the remote areas of the province, some of whom would not have access to therapy otherwise. So far, they have assessed 3,850 clients and treated 2,550 clients (clients not treated are referred to alternative services). 5.7% of the total clients have self-identified as First Nations.

DEPARTMENT OF RELIGIOUS STUDIES

The Department of Religious Studies supports the processes of Indigenization and reconciliation broadly and at the University particularly. RLST 100 Introduction to Religious Studies usually includes some indigenous content, and RLST 201 Ghosts, Monsters, and Demons has an Indigenous component. However, most other RLST courses are not especially amenable to incorporating Indigenous content. Some years ago, the Department made an effort to teach a class on Indigenous religions; but because of very low enrollments, the course was discontinued.

DEPARTMENT OF SOCIOLOGY AND SOCIAL STUDIES

The Department of Sociology and Social Studies' Indigenization efforts have focused on building Indigenous content into courses and regularly teaching a course focussing on Indigenous peoples in Canada.

Teaching

- Sociology 214 Sociology of Indigenous People in Canada. The course is taught at least twice each academic year in both face-to-face and online formats.
- Course content: Significant indigenous content has been built into the following courses: Sociology 100, 201, 203, 211, 212, 213, 215, 218, 222, 285, 300, 308, 328; Social Studies 203 and 307.

Research

Dr. Amber Fletcher's SSHRC Insight grant, "Social Dimensions of Climate Hazards: Adapting to Wildfire and Flooding in Saskatchewan's Farm, Forestry and First Nations Communities", includes a focus on Indigenous communities. A graduate student is working on the Lac La Ronge Band's experience of wildfire in 2015; a partnership is being developed with Ochapowace First Nation to examine the impacts of flooding in the community; in year three of the study it is hoped to include research on wildfire and flooding in the First Nations of Mistawasis and Beardy and Okemasis.

Faculty Training

Three of faculty members have attended workshops on indigenizing the curriculum and have led discussions at departmental retreats.

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

WGST offers three courses that specifically focus on Indigenous peoples and the issues they face. These courses are:

- WGST 280AH Indigenous Feminisms (U of R)
- WGST 280AM - Indigenous (First Nations, Metis and Inuit) Masculinities in Canada, (Luther College)
- WGST 300 - Missing Women: Decolonization, Third Wave Feminisms and Indigenous Peoples (Luther College)

OTHER UNITS

This section describes a range of Indigenization initiatives undertaken by the Faculty of Arts units or offices (other than departments) over the last several years. These units are the Community Research Unit, the Arts Student Services, and the Dean's Office

COMMUNITY RESEARCH UNIT

The Community Research Unit (CRU) connects community groups and University of Regina faculty and students through research, service-learning, and other collaborative activities. These partnerships seek answers to community questions through community-engaged scholarship with a view to facilitating positive change. Via pursuing its mandate, the CRU seeks to facilitate reconciliation and help Indigenization of the campus. Some of the CRU's relevant projects and activities are described below.

- In June 2016, the CRU provided a grant for a project entitled "Reconciliation in the Media: Building Relationships for Better News Coverage". This project was in response to the Truth and Reconciliation Commission's Calls to Action to the media. A one-day conference-style gathering of media decision-makers was held in October 2016 to discuss how the media could reconcile past wrongs and create renewed relationships with Indigenous peoples. The conference led to a report based on the interviews, group discussions, and surveys at the event (for further information, please go to <http://www.reconciliationandthemediac.ca>)
- In November 2016, the CRU helped host a panel on "Decolonizing Media", which was spearheaded by the School of Journalism.
- The CRU's Community-Based Research Showcase 2016 included presentations by IPHRC researchers, "Researching Arts-Based Wellness Promotion for Suicide Prevention among Aboriginal Youth", and "Digging Deep: Examining the Root Causes of HIV and AIDS Among Aboriginal Women" (Carrie Bourassa, Natalie Owl, and Carolyn Pelletier from All Nations Hope Network).
- In February 2017, the CRU gave grant funding to the Heritage Community Association, in partnership with the University of Regina's Aboriginal Students' Centre, Street Culture Project, All Nations Hope Network, fYrefly Trans Sask Support Services, and Trans Umbrella Foundation for a project entitled "Assessing the Programming Needs of Two-Spirit Youth in Regina. Many two-spirit youth feel excluded from programming that is either gendered, heteronormative, Eurocentric, and/or otherwise does not meet their specific needs which exist at the intersections of Indigeneity and queerness or transness. The research team worked with First Nations Elders to develop a research plan that is enabling them to explore the needs of young two-spirit people to have the opportunity, space and support to explore and articulate their own needs.
- On January 30, 2018, in collaboration with the CCE, RPIRG and Stops to Violence, the CRU hosted a workshop on "Respectful Engagement with Elders and Knowledge Keepers." This session

focused on helping interested individuals to understand the cultural protocols involved when inviting an Elder or Traditional Knowledge Keeper to events. The general focus was on the First Nations communities affiliated with File Hills Qu'Appelle Tribal Council. It provided a brief overview of cultural content necessary to understand when dealing with Indigenous issues and a review of sacred medicines. The workshop aimed to foster an understanding of First Nations culture based on diversity and respect for local cultural protocols.

The CRU will continue Indigenization-focused efforts in a variety of forms. An important future plan is a Summer Institute on Community Based Research tentatively scheduled for August 20-22, 2018. As part of the Summer Institute, Dr. Wanda Wuttunee from the University of Manitoba will lead a session on research with Indigenous communities.

ARTS STUDENT SERVICES

- In 2015, Arts Student Services staff met with the Aboriginal Student Centre to (re)familiarize themselves with their programming and supports for students.
- In 2016, the staff formed two teams to enter the Aboriginal Student Centre's tipi building competition; one of the teams ended up earning first place among on-campus participants.
- Arts Student Services also offers modest levels of support for the registration of students who participate in the Aboriginal Student Centre's nitôncipâmin omâ program. This support provides liaising with departments/instructors about having their introductory courses participate in the program (and then establishing reserved seats), as well as registering participants into courses and providing advising to participants.

THE DEAN'S OFFICE

The Office of the Dean is committed to Indigenization of the University and strives to support reconciliation in a variety of ways. It also encourages Arts departments and faculty in their Indigenization and reconciliation endeavours. To this end, the Dean's Office spearheaded or led a number of initiatives; some of these initiatives include:

- A new SSHRC Tier II Canada Research Chair in Indigenous Peoples and Global Social Justice. Dr. Allyson Stevenson started her position as the new CRC in January 2018.
- Several major public lectures focusing on topics of direct relevance to Indigenous peoples and or reconciliation in Canada in the last several years.
 - The 2016 Woodrow Lloyd Lecture was presented on 24 February 2016 by the Honourable justice Murray Sinclair, Chair of the Truth and Reconciliation Commission (TRC) of Canada. In his lecture, Justice Sinclair discussed the profound injustices perpetrated during the 130 year history of the Residential School System and its legacy of emotional, physical, and sexual abuse. The lecture drew a huge audience filling all the seats in the Education auditorium 106 and an overflow room with a screen set up to watch the lecture. The lecture was also live streamed online.
 - The 2018 Woodrow Llyod Lecture, "Truth and Reconciliation in Canada: If It Feels Good, It's Not Reconciliation", presented by Dr. Pam Palmater, Mi'kmaq lawyer, author, social justice activist, and Chair in Indigenous Governance at Ryerson University, 15 February 2018.

- The 2018 Stapleford Lecture, “Are Prisons Canada’s New Residential Schools?”, presented by Nancy Macdonald, Journalist, *The Globe and Mail*, 21 March 2018.
- Two workshops on Indigenizing the Curriculum, led by Executive Lead – Indigenization Dr. Emily Grafton January 2018.
- The Arts Communication Officer makes deliberate efforts to provide more Indigenous content on the Faculty’s social media, particularly Facebook.