

**Tapwewin kwayaskwastâsowin**

*Truth and Putting Things Right*



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## INDIGENOUS ENGAGEMENT STRATEGIC PLAN



University  
of Regina

Office of  
Indigenous  
Engagement







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# INDIGENOUS ENGAGEMENT STRATEGIC PLAN

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## TERRITORIAL ACKNOWLEDGEMENT

The University of Regina and its federated colleges are on Treaty 4 and Treaty 6 territories — the homelands of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, Nakoda peoples, and Michif/Métis nation.

We recognize that, as an institution founded by settlers, we benefit from being on this land. We are grateful for the privilege to learn, teach, and work here. We demonstrate our commitment to reconciliation by incorporating Indigenous knowledge and world views in our research, teaching, and studies to ensure that there are increased economic, social, and creative opportunities for current and future generations. It is our responsibility to strengthen relationships with Indigenous communities and build a more inclusive future.





## LANGUAGE ACKNOWLEDGEMENT

Nations across Treaty 4 and Treaty 6 territories have various ways to describe Truth and Reconciliation. It has often been mentioned in Indigenous languages there is no word for reconciliation. Regardless of the Nation, many have stated that Truth, must come before Reconciliation. This concept has provided a path forward for Truth, putting things right.

Acknowledging and respecting the diversity of Treaty 4 and 6 languages, Truth and putting things right is loosely defined below in the languages available. The University of Regina continues to work with Elders, Knowledge Keepers and Nations to better understand how to support language revitalization, including meaningfully acknowledging languages and translations of the Nations in Treaty 4, Treaty 6 Territories and Métis Homelands.

***Tapwewin kwayaskwastâsowin*** – nêhiyawak (cree) language stating Truth and putting things right.

La vayritii ooshihta - Michif language for truth and repair from the Gabriel Dumont Institute

têpwêwin - Anihšînāpêk language for truth

wówičákĥe - Lakota language for truth

Wicanabi žecedu - Nakoda language for truth and putting things right.

# EXECUTIVE SUMMARY

**Tapwewin kwayaskwastâsowin**, the Indigenous Engagement Strategic Plan is a commitment by the University of Regina to advance Truth and Reconciliation in Canada. The plan recognizes the importance of listening to and learning from Indigenous communities and aims to create a more inclusive and culturally-affirming learning environment for all students, staff, and faculty. The plan was developed through extensive engagement with Indigenous and non-Indigenous students, staff, faculty, and community members, and incorporates their voices and experiences to guide institutional change.

The plan focuses on breaking down barriers and empowering Indigenous peoples and communities in Treaty 4, Treaty 6, Métis Nation and beyond by transforming university practices, policies, and processes. It emphasizes decolonizing academic practices and curriculums, strengthening Indigenous-centered research, and improving Indigenous student supports. It also seeks to advance meaningful community engagement and partnerships with Indigenous peoples, leaders, organizations, and communities.

Foundational to the plan is the unique relationship between the University of Regina and the First Nations University of Canada. This relationship is essential in the implementation of the plan and the strengthening of Indigenous education supports and relationships.

**Tapwewin kwayaskwastâsowin** consists of 34 actions grouped into four themes: student success, spaces and places, teaching and learning, and community building. These actions address needs identified by Indigenous participants and aligns with the Truth and Reconciliation Commission of Canada's Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the Missing and Murdered Indigenous Women and Girls Calls for Justice.

To ensure the successful implementation of the plan, the University of Regina will collaborate with First Nations University of Canada, and various Indigenous leaders, Elders, Knowledge Keepers and stakeholders, including departments, faculties, deans, students, and unions. The first and immediate action to be undertaken is to re-establish the U of R Indigenous Advisory Circle. Representatives of this circle will provide advice and guidance on Indigenous issues and support the Office of Indigenous Engagement in implementing the plan.

While the plan acknowledges the time and commitment required to transform a system not originally built for Indigenous peoples, it is driven by the goal of truth, healing, and setting things right. By following the outlined actions, the University of Regina aims to strengthen its leadership in Indigenous education, research, and community collaboration and make significant progress towards the Truth and Reconciliation calls to action.





# INTRODUCTION

## Tapwewin kwayaskwastâsowin – TRUTH AND PUTTING THINGS RIGHT.

Across Turtle Island, now called Canada, the truth is coming to the forefront. For generations the old ones, Elders and Knowledge Keepers have shared stories of the generational harms, injustices, and legacies of colonization. At the University of Regina, we are listening and ready to act. The Indigenous Engagement Strategic Plan is our commitment to further advance Truth and Reconciliation.

As outlined in the University of Regina's 2020-2025 Strategic Plan **All Our Relations, kahkiyaw kiwâhkômâkaninawak**, respecting Indigenous ways of knowing and being is an integral value to strengthening relationships with Indigenous staff, students, and communities and in working towards accountable and transparent Reconciliation actions. The creation of the Indigenous Engagement Strategic Plan is the first step in walking together in a good way and strengthening our relationships that will be built on mutual respect and accountability.

***“The University needs to go to community. Not just for recruitment, but to build those relationships.”***

Integral to our journey towards Reconciliation is our unique relationship with the First Nations University of Canada. This collaborative partnership has grown and flourished since 1976. Through this plan, we are celebrating the roles we both play and the opportunities we can pursue together to ensure accessible and inclusive Indigenous education for generations to come.

To bring the vision of an Indigenous Engagement Strategic Plan to realization in a good way, input from Indigenous students, faculty, persons, and communities

was imperative. These voices and experiences provided direction and a compass towards opportunities for real meaningful institutional change that will support greater Indigenous inclusion, success, and well-being both within and beyond the University of Regina campuses.

Through these connections and conversations, the plan was developed with the intention to break down barriers and empower Indigenous peoples and communities by transforming University practices, policies, and processes. The plan demonstrates opportunities to decolonize academic practices and curriculums and strengthen Indigenous-centred research. It identifies opportunities to transform governance and administration, improve Indigenous student supports, and advance meaningful community engagement with Indigenous peoples, leaders, organizations, and communities. The plan is a way forward in truth and setting things right.

***“Open the doors to what community wants and will bring. Be open to discussion and learning new protocols and ceremony. Build the relationships, and trust and respect the community to be in charge of the cultural and traditional events and ceremony.”***

# MESSAGE FROM THE ASSOCIATE VICE-PRESIDENT, INDIGENOUS ENGAGEMENT



Living our unapologetically authentic Indigenous selves at the University of Regina, and wherever our paths take us, is brave, strong, and honours our ancestors.

As a University of Regina alumni, and the first Associate Vice-President of Office of Indigenous Engagement, I am honoured and humbled to lead the work that will ensure all Indigenous peoples at the University of Regina succeeds.

**Tapwewin kwayaskwastâsowin**, Indigenous Strategic Engagement Plan, lays out clear steps that we will take to improve our relationships with Indigenous communities, acknowledge truths and advance Indigenous excellence. We are working to advance on our commitments to acknowledge, respect and meaningfully rebuild relationships with First Nations University of Canada, Indigenous communities and peoples and incorporate Indigenous ways of knowing into our institution and academic system.

For the past nine months, my team has connected with students, faculty, staff, Treaty 4 and 6 First Nations communities and Métis peoples. We have listened to the many thoughts and experiences to better understand the history of the campus, the community, and what the future will look like for current and future Indigenous students, staff, faculty, and all our relations. Connecting with a diverse range of people has been foundational in the development of the action plan to ensure, first and foremost, that the University is a safe and welcoming space where all Indigenous peoples can thrive.

In developing the Indigenous Strategic Action Plan, the project advisory team played a key role. Their

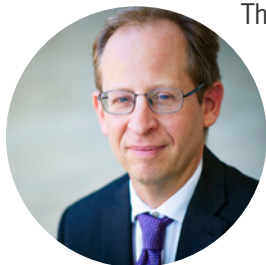
guidance and willingness to share their experiences, knowledge, wisdom, and ideas in how to show up, engage the right people and advance this work. Thank you, Dr. Eber Hampton, for your continued support of this work and providing the much valuable wisdom and knowledge of the history and area we call home. To Joely BigEagle-Kequahtoway, U of R alumni, thank you for sharing your experiences and guiding energy on this work, you continue to demonstrate to others what walking the good way means. To Sherry Farrell-Racette, John Bird, and David Garneau, your knowledge of the University is invaluable. Each of you provided an unwavering vulnerability that leads to real actions that will make a difference on this campus. Moses Gordon, your thoughtful perspectives, and insights considered the needs of the university community and how that translates to future success and opportunities. As always, a big thank you to Rebecca Sparvier, who continues to keep everything moving. Your unwavering support and commitment to success of the University is inspiring and will continue to encourage others to act.

This work isn't easy, and it will take time and commitment from everyone across the campus to transform a system not built for our people, but we will heal together and work diligently for Tapwewin kwayaskwastâsowin, truth and putting things right.

**Lori Campbell,**  
**Associate Vice-President**  
**Indigenous Engagement**



# MESSAGE FROM THE UNIVERSITY OF REGINA PRESIDENT



The University of Regina has a long history as a leader in Indigenous education and is committed to working with and serving Indigenous communities for generations to come.

Acknowledging and building on our history and relationships, we continue to strive for excellence in

Indigenous engagement, which requires increasing and supporting Indigenous participation in academics.

Within the University of Regina's 2020-2025 Strategic Plan, entitled All Our Relations, *kahkiyaw kiwâhkômâkaninawak*, we made a shared commitment to take meaningful action on the Truth and Reconciliation Commission of Canada's Calls to Action. This strategic plan outlines actions that the University will take to redress historic wrongs and find ways to decolonize the institution so that the University is as accessible as possible, and students have an opportunity to pursue post-secondary education in a culturally supportive environment.

We recognize that truth is the first step in improving access for Indigenous students and our relationships with the First Nations, Inuit and Métis peoples in the Territory in which we reside, starting at home and with First Nations University of Canada.

We recognize that without Truth, there cannot be Reconciliation. We know that we must learn from our past so that we do not repeat it and that starts with truth telling. In recent years, the recovery of burial sites containing the unmarked graves of Indigenous children at former residential schools has forced us all to consider our colonial past and collectively acknowledge the irrevocable pain that was inflicted during that time — a pain that continues to this day. We acknowledge that these and other past harms have occurred, and that we have not always addressed them appropriately. Within

our institution there have been missteps and we apologize for the actions and inaction taken to date to address racism, the harms caused by Indigenous identity fraud, and the systemic barriers that have prevented Indigenous people from fully participating in our university community. We will do better.

As individuals and as a collective, all students, staff, and faculty members, served by the University of Regina have the right to feel safe, respected, and welcome. As an academic institution we have the responsibility to set things right. We will model equity, diversity and inclusion in our teaching and research, we will advance Truth and Reconciliation and decolonize practices across our campus and beyond, and we will ensure that the University of Regina is a safe and welcoming place for all. We will build more meaningful and respectful relationships with First Nations University of Canada, and Indigenous communities. We will focus on improving Indigenous education and language programs by supporting Indigenous research and scholarship, and by further promoting Indigenous languages and cultures. We will work together to build an institution that is closely connected to and clearly reflects the aspirations of the communities that surround and support us.

To Lori Campbell, Associate Vice-President, (Indigenous Engagement), thank you for your steadfast dedication to improving our community. And to the project advisory committee and the many participants who engaged with planning process by sharing their voices and experiences to support the development of the Indigenous Engagement Strategic Plan - thank you for your participation and your wisdom. This plan is a significant milestone in the University's work towards promoting reconciliation, fostering a more inclusive and equitable campus culture, and addressing the ongoing legacy of colonization in Canada.

Improving relationships with First Nations, Inuit and Métis communities is a continual process that requires ongoing commitment and action. The creation of this transformative plan was not an easy undertaking and will require significant and sustained University-wide commitment and drive toward Reconciliation and decolonization. Through this plan, we can work to lead in making things right and improving academic participation for the benefit of everyone. This is our responsibility as a university, and as Canadians.

**Dr. Jeff Keshen**  
**President and Vice-Chancellor**

# MESSAGE FROM THE FIRST NATIONS UNIVERSITY OF CANADA PRESIDENT



On June 21, 2003, the Saskatchewan Indian Federated College (SIFC) became the First Nations University of Canada (FNUUniv).

This name change was and is significant in that it demonstrates the vision that the kehtehayak (Elders) and First Nations' leadership had for this First Nations-owned and -operated post-secondary institution – a self-determined, culturally-strong, community-responsive, adaptive, evolving, sustainable, and enduring university for today's students, and for future generations.

FNUUniv has been a necessary and integral part of Saskatchewan's and Canada's educational landscape for 47 years; opening its doors on May 1976, three years after the "Indian Control of Indian Education" policy paper (1973). As Indigenous Knowledge Systems (Indigenous ways of being, knowing, and doing) are foundational to FNUUniv, this university began as an "Indigenized" institution and has engaged in decolonial and in reconciliation activities since its inception, well before the Truth and Reconciliation Calls to Action (2015) and the United Nations Declaration on the Rights of Indigenous Peoples (2007).

The relationship between First Nations University of Canada (then SIFC) and the University of Regina officially began in 1976, when FNUUniv became a federated partner. Since then, the organizations have shared resources, information, knowledge, wise practices, and withstood adversity, and celebrated

accomplishments together. More recently, on June 8, 2023, the relationship was renewed through a Memorandum of Understanding that focused on communication, collaboration, commitment, and respectful relations.

Over the years, our leaders, Elders, faculty, staff, and students have walked back and forth between our facilities, and engaged in virtual learning, once again demonstrating the close relationship between our institutions. We strive for parallel development in action (see RCAP 1996). Peoples from two culturally-diverse institutions respectfully travelling down the same path, side-by-side, not attempting to overtake or compete against each other – recognizing that we have unique strengths. For FNUUniv, our strength lies in providing almost fifty years of leadership in Indigenous programming, curriculum, development, and delivery; to support and uphold our societies socially, culturally, politically, and economically.

**Dr. Jacqueline Ottmann**  
**President**







# VISION, MISSION AND VALUES

## VISION STATEMENT

The University of Regina seeks to reflect the world in which we want to live – a world that values empowered citizens, generates high-impact scholarship, and embraces Canada's diversity.

## MISSION STATEMENT

The University of Regina's vocation is to explore unanswered questions. We provide high-quality and accessible education, influential research, creative endeavours, and meaningful scholarly experiences in pursuit of local and global contributions to knowledge. Investigation of and reflection upon varied intellectual pursuits is fundamental and we engage our students in these pursuits, seeking to instill in them a lifelong quest for knowledge and understanding.



## VALUES

## MUTUAL RESPECT, INTEGRITY, AND HONESTY

Our treatment of each other is principled, open, transparent, and respectful. We are a safe, healthy, and supportive community that prioritizes the well-being of our students, faculty, staff, and community partners.

## EQUITY, DIVERSITY, AND INCLUSION

We are committed to creating and promoting equitable systems that foster diversity and inclusion for students, faculty, and staff. Through our adoption of a mainstreaming approach to equity, diversity, and inclusion (EDI), all people - including women, Indigenous peoples, persons with disabilities, visible minority groups, and members of LGBTQ2S+ communities - are integral members of our community.

## INDIGENOUS WAYS OF KNOWING AND BEING

We are committed to Truth and Reconciliation. We aspire to walk together in a good way and strengthen our relationships which are based on mutual respect and accountability. Ongoing and emerging activities will be accountable to future generations.

## COMMUNITIES AND SOCIAL RESPONSIBILITY

We employ our expertise to serve each other, the environment, and society. We nurture our reciprocal relationships with our communities by being committed to vibrancy, inclusivity, and demonstrating social, environmental, and economic responsibility.



# ALL OUR RELATIONS: kahkiyaw kiwâhkômâkaninawak

In June 2020, the University of Regina launched its 2022-2025 Strategic Plan, **kahkiyaw kiwâhkômâkaninawak, All our Relations**. The plan titled kahkiyaw kiwâhkômâkaninawak, is a common phrase to many North American First Nations people to acknowledge the interconnectedness of family and all their relations including those that walk on two feet, those that walk on four feet, those that swim in the great waters, those that fly in the sky and those that crawl on their bellies.

While **kahkiyaw kiwâhkômâkaninawak, All our Relations** will continue to serve as the guidepost for all work and activities taken at the University, Tapwewin kwayaskwastâsowin, Indigenous Engagement Strategic Plan aligns and provides the necessary steps and actions to support accomplishing the goals and objectives identified in the Truth and Reconciliation pillar.

## University Commitment:

**The University is committed to achieving this goal by taking significant action on the Truth and Reconciliation Commission's (TRC) Calls to Action that are relevant to post-secondary education.**

**Tapwewin kwayaskwastâsowin**, the Indigenous Engagement Strategic Plan will play a key role in walking together in a good way and strengthen our relationships based on mutual respect and accountability. It will create a clear path to enhance learning, decolonize curriculums, align with the University's commitment to the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action, strengthen relationships and create a new shared vision for the next generations.

The objectives identified in kahkiyaw kiwâhkômâkaninawak, All our Relations, Truth and Reconciliation pillar outline the goals to be achieved through the Indigenous Engagement Strategic Plan.



TRUTH &  
RECONCILIATION

DISCOVERY



**IMPACT  
& IDENTITY**

**WELL-BEING  
& BELONGING**

**ENVIRONMENT  
& CLIMATE ACTION**



“

***“Students are more successful when they feel like they belong, and they have a supportive community.”***

”

Following the five areas of focus are ambitions and specific goals that encourages the University community to work together and inspire new innovations, ideas, and thoughts.

Through **Tapwewin kwayaskwastâsowin**, the Indigenous Engagement Strategic Plan, the University of Regina will continue to act on its commitment to Truth & Reconciliation. The University's goal will be achieved through the identified actions to be taken to incorporate Indigenous ways of knowing and decolonizing teaching, research, learning, and services across the campuses, and throughout the province.

With these pillars guiding the work of the University, faculty, staff, and community, a focused and strategic approach to enhancing learning and strengthening relationships is needed to realize the Truth and Reconciliation pillar and goals.

***“Indigenous culture needs to be central here.”***



# UNIVERSITY COMMITMENTS

The Indigenous Engagement Strategy aligns with both the institution's Strategic Plan, as well as several foundational frameworks guiding reconciliation and Indigenous self-determination. The specific calls to action and articles related to post-secondary education are identified below.

Please see Appendix A for more information about each article/call to action.

## TRUTH AND RECONCILIATION COMMISSION OF CANADA

14 Calls to Action were identified by the U of R Reconciliation Action Committee in their Truth and Reconciliation Commission Working Group Guide: #14, 16, 24, 43, 44, 57, 62, 63, 65, 66, 67, 70, 86, 87

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

8 Articles were identified by the University of Regina Board of Governors and Executive Team, specific articles include: #1, 5, 11, 12, 14, 21, 26, 31

## MISSING AND MURDERED INDIGENOUS WOMEN AND GIRLS CALLS FOR JUSTICE

5 Calls for Justice were identified by the University of Regina Board of Governors and Executive Team, specific Calls for Justice include: #2, 6, 7, 11, 17

# INDIGENOUS ENGAGEMENT STRATEGIC PLAN CONVERSATIONS

From November to May 2023, the Office of Indigenous Engagement conducted various engagements to identify actions and recommendations to remove barriers that Indigenous students, staff, faculty and other Indigenous communities face related to community engagement and student success. The Office also connected with Indigenous communities to re-build and solidify institutional relationships and to better understand how it can better serve students and communities. See Appendix B for a summary of engagement report. A full engagement report is available to review on the University website, or through the Office of Indigenous Engagement.



**Student Survey:** A 12-question online survey was sent out to the entire U of R student body from November 30, 2022 to January 5, 2023. The survey asked students about their familiarity with the U of R's reconciliation commitments, Indigenous community engagement, and inclusive learning environments. 339 students responded to the survey of whom:

- 33 per cent (115) respondents identified as Indigenous.
- 66 per cent (226) respondents identified as non-Indigenous.
- One respondent did not identify.

Of the 115 Indigenous respondents:

- 69 per cent (79) identified as First Nation students.
- 29 per cent (34) identified as Métis students.
- Under 1 per cent (2) identified as other Indigenous citizenship.
- No respondents identified as Inuit students.

**University Open House:** On February 15th, in the Research and Innovation Atrium at the U of R, a facilitated open house provided students, staff, faculty and other community members with the opportunity to share information and dialogue on four topics: student success, university environment, curriculum and community engagement. 588 responses were gathered in the interactive poster stations.

**Board Meetings:** 2 meetings were held with the University Board to discuss vision, values and strategic planning (December 2022 and February 2023).

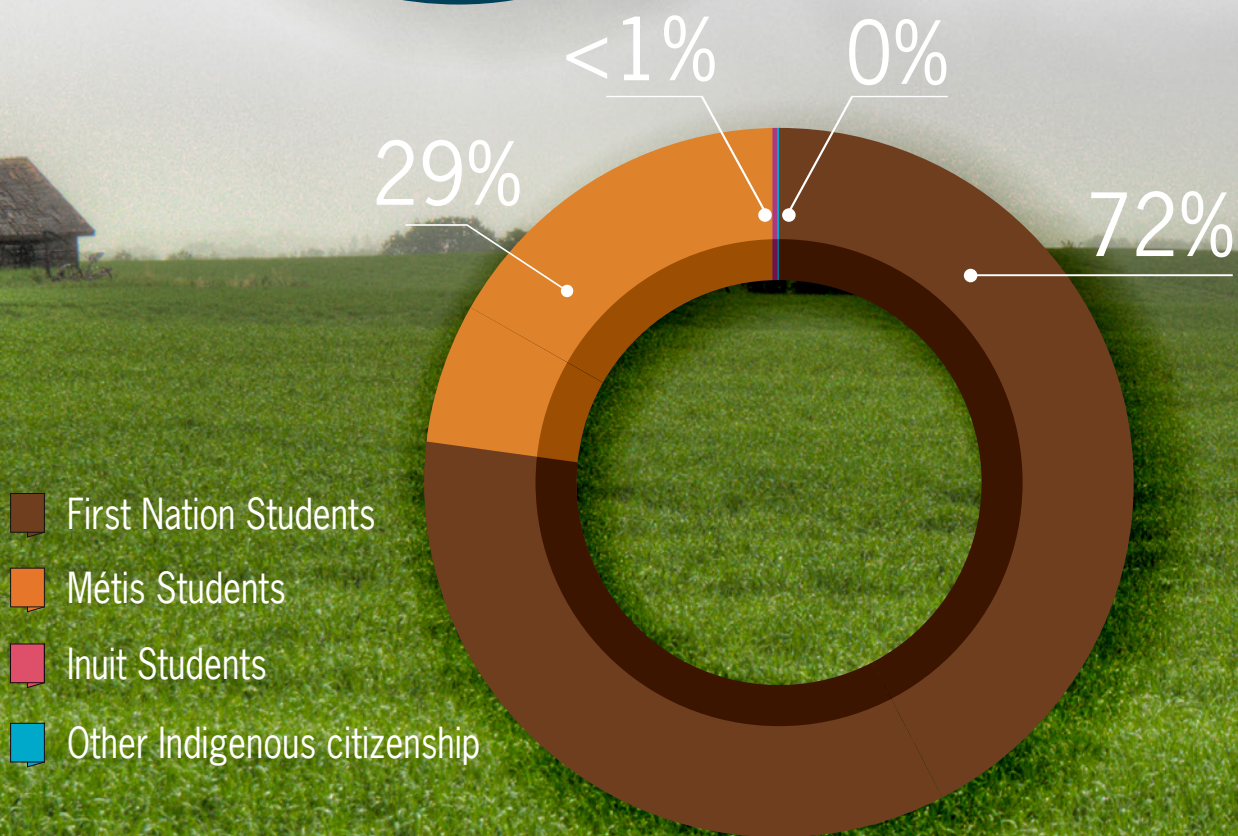
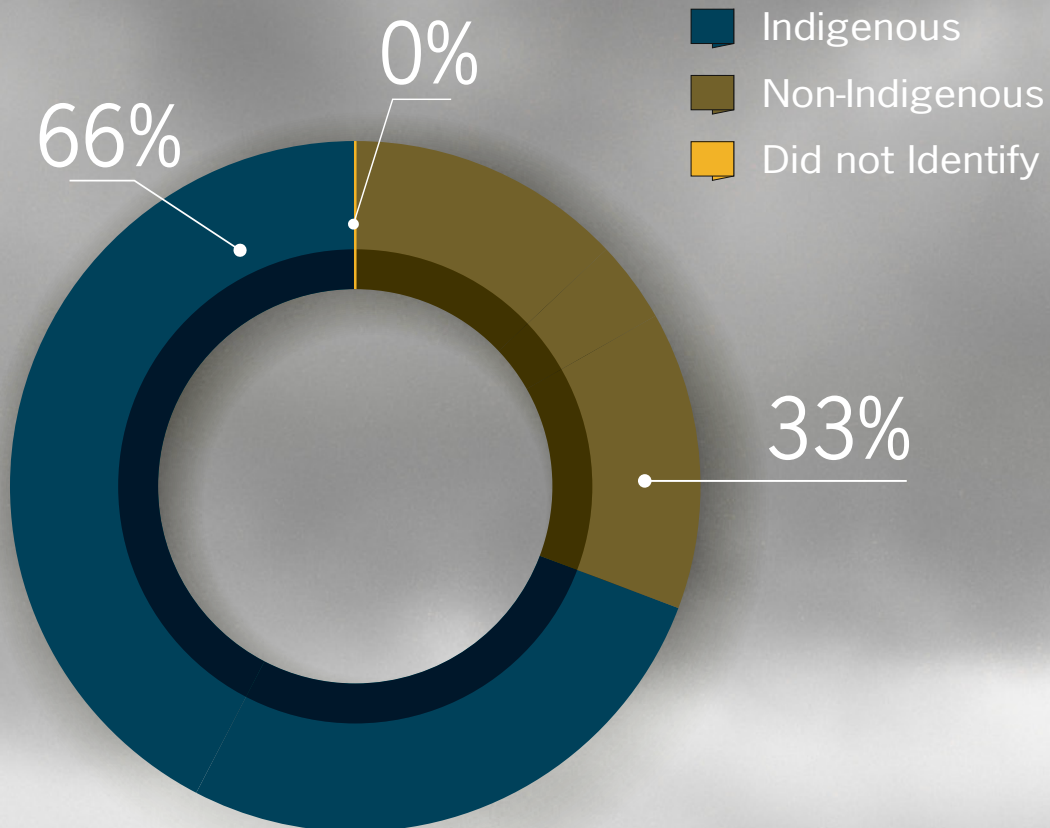
**One-on-One Interviews:** In total eight one-on-one interviews were held between February to May.

- Three Indigenous staff.
- One Indigenous student.
- One staff member working directly with Indigenous communities and students.
- One non-Indigenous participant.
- Two Indigenous community members.

**Focus Groups:** five in-person focus groups and 19 in-person virtual engagements with 54 participants.



# Student Surveys



***“More access to funding, more direct individual support (one-on-one) to help find the funding they need. And Indigenous fraud protocols and processes need to be in place.”***



***“There is lots of cultural diversity on campus, but Indigenous students are still a minority. It is lonely being the only Indigenous students in class.”***

## **WHAT WE HEARD ACROSS ENGAGEMENT:**

Across the five engagement activities, we heard overwhelmingly there is a need for more Indigenous representation on campus. Respondents shared support for mandatory curriculum about Indigenous history and culture, as well as more course offerings, research supports and community collaborations. Building research capacity and recruitment within Indigenous communities, and enhancing Indigenous student supports, was an ongoing theme across the survey, open house, and focus group/interview sessions. Several respondents shared that “students are more successful when they are supported by community,” highlighting the need for mentorship, supportive networks and flexible application process to ensure Indigenous students feel supported and welcome coming to campus.

These comments were echoed by Indigenous staff members, who shared concerns about the lack of transitional supports and clear pathways for career advancement for Indigenous students and faculty. Many shared that the lack of Indigenous representation in leadership positions meant that Indigenous staff and faculty were often not sufficiently involved in institutional decision-making bodies.

From the engagement activities, four action plan themes arose to form the Indigenous Engagement Strategic Plan:

1. Student success
2. Spaces and places
3. Learning and teaching
4. Building community



Tapwewin kwayaskwastâsowin

# ACTION PLAN

“Representation  
needs to be ubiquitous,  
not just a section of  
some plan.”





*Tapwewin kwayaskwastâsowin*, the Indigenous Engagement Strategic Plan outlines the University of Regina's commitment to create a more inclusive and culturally affirming learning environment for all. Our plan aims to foster a positive and encouraging atmosphere where all learners can thrive and engage with Indigenous cultures, histories, and perspectives.

The 34 actions outlined reflect the voices and experiences of Indigenous students, staff, faculty, and community members and objectives set forth in the 2022-2025 Strategic Plan, *kahkiyaw kiwâhkômâkaninawak*, *All our Relations*. These actions provide a path towards achieving the objectives identified under the Truth and Reconciliation pillar. The actions are categorized into four theme areas: student success, spaces and places, teaching and learning and community building.

The specific actions outlined under each theme focus on improving supports for Indigenous students, faculty and staff; incorporating ways of knowing into teaching and research; creating inclusive spaces; and building strong community relationships.

This plan reflects the University's dedication to Indigenous education, advancing Truth and Reconciliation and creating a safe, respectful, and supportive university environment. Throughout the Indigenous Engagement Strategic Plan, the actions reflect the needs identified by engagement participants, and align with the Truth and Reconciliations Commissions of Canada's Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples, and the Missing and Murdered Indigenous Women and Girls Calls for Justice.

The University of Regina is committed to the successful implementation of the *Tapwewin kwayaskwastâsowin* actions outlined. Collaborating with departments, faculties, deans, students, First Nations University of Canada, and unions will be a priority to ensure we can all take steps towards achieving the goals outlined in the plan that align with the 2022-2025 Strategic Plan, *kahkiyaw kiwâhkômâkaninawak*, *All our Relations*.

Recognizing the need to bring the Indigenous Engagement Strategic Plan into all facets of operations and planning, a key and immediate action the University needs to take is to re-establish the U of R Indigenous Advisory Circle. The advisory circle will provide important advice and guidance on Indigenous issues to the Office of Indigenous Engagement in its efforts to implement the actions outlined in the plan. The circle will include Indigenous peoples who are diverse and bring specific expertise in educational leadership, strategic implementation, and lived experience in cultural understanding, knowledges, and protocols. For strong governance of the circle, it needs to have a direct and permanent reporting function to the President through the Office of Indigenous Engagement.

The actions outlined below will take time to achieve, but together, we can build on our legacy as a leader in Indigenous education, research, and community collaboration. Through these actions, we can achieve our strategic goal to take significant action on the Truth and Reconciliation calls to action.

***“There are no long-term supports or processes to advancement. Students are left alone to navigate systems and not given a chance to succeed. There needs to be more hiring of Indigenous students and staff.”***

# THEME 1: STUDENT SUCCESS

Representation and the value of diverse voices within our university community is important in creating a safe and welcoming environment. Improving supports for Indigenous students, staff and faculty is crucial to ensure success of First Nations, Métis and Inuit peoples and foster stronger relationships between the University of Regina, First Nations University of Canada, and Indigenous communities in which it serves.

By taking the specific actions outlined, the University will enhance student success, promote cultural affirming practices, and create opportunities to advance Indigenous knowledge and success for everyone at the University.

## OBJECTIVE: IMPROVE SUPPORTS FOR INDIGENOUS STUDENTS, FACULTY, AND STAFF.

- Increase Indigenous faculty, representative leadership, and workforce.
- Commit to a stable and diverse presence of Elders and Knowledge Keepers.
- Support and encourage opportunities for respectful ceremonial participation for all learners.
- Create opportunities and enhance student success by increasing availability of academic and student supports that are relevant, culturally affirming, and innovative.

### ACTIONS:

1. Explore and create an Indigenous identity policy with Indigenous leaders, faculty, staff, and community to limit Indigenous fraud and further identity harms.
2. Review admissions policies and practices to ensure Indigenous students can access post-secondary education.
3. Continue to promote and uphold the University's commitments to the Jay Treaty to ensure Indigenous students can pursue academic endeavours.
4. Expand Indigenous-specific student services, programs and supports such as counseling, mentoring, peer support networks and academic supports tailored to the needs of Indigenous students and staff.
5. Invest in Indigenous student recruitment at the same level as international students.
6. Offer more Indigenous-specific programs, scholarships, and financial supports across the university.
7. Actively promote existing and expanded services, including services at First Nations University of Canada, to Indigenous communities and prospective students to establish the university as a leader in Indigenous education and attract more Indigenous students.
8. Hire more Indigenous faculty members and staff to better reflect the diversity of the student body and create a more inclusive and welcoming environment for all Indigenous students.

***“There is no teeth to any kind of real reconciliation on the campus. It appears to be all for show and the perception is that it is just to check a box.”***



## THEME 2: SPACES AND PLACES

The University of Regina is a community institution that is committed to creating an environment where all individuals feel valued, respected, welcomed, safe and included. We have the honour of teaching, learning, and living on Treaty 4, and 6 Territory, home of many First Nation and Métis people, and we understand the importance and responsibility of acknowledging and recognizing this privilege.

We are committed to creating and fostering spaces and places that support Indigenous students, staff and faculty to connect with culture, and strengthen our relationships with community.

### OBJECTIVE: PROMOTE AND FACILITATE WELCOMING AND INCLUSIVE CULTURAL SPACES

- Work with local First Nation and Métis communities to plan, develop and build cultural spaces and ceremonial places as appropriate on campus and surrounding territory.
- Encourage diversity in architectural and infrastructure landscape planning, building, and design.

### ACTIONS:

9. Raise Treaty 4, Treaty 6 and Métis flags on the university grounds and in Indigenous spaces to honour and represent the Indigenous peoples served on the campus.
10. Create cultural spaces and supports for Indigenous students and staff to promote culture, traditions and community connections for Indigenous students and staff.
11. Secure stable ongoing funding opportunities and commit to supporting Indigenous spaces, such as the ta-tawâw Student Centre and the Gabriel Dumont Institute, to ensure and advance Indigenous learning and cultural connections.
12. Review and explore affordable housing, transportation and infrastructure needs for Indigenous students.
13. Honour Indigenous languages with prominent and fixed acknowledgements on University signage across the campus.

“

***“The business program is starting to include Indigenous business cases. That needs to continue, there needs to be more of that. More contemporary curriculum”***

”

### THEME 3: LEARNING AND TEACHING

Establishing the University as a leader in Indigenous education and research requires commitment and actions that contribute to a more inclusive, diverse, and supportive learning environment. The University of Regina will advance Truth and Reconciliation by taking action to build stronger relationships with Indigenous communities, collaborating on education and research, and incorporating Indigenous ways of knowing into teaching and research.

Our relationship with First Nations University of Canada is vital to improving Indigenous learning and teaching at the University of Regina. Through the actions outlined, the U of R is committed to supporting First Nations University of Canada to grow and lead the institution in the development of Indigenous-focused academic programs and initiatives.

The University will transform its approach to teaching and research by incorporating and teaching from Indigenous worldviews. By emphasizing Indigenous values, such as respect, reciprocity, and relationship-building, students and the larger community will have more respect and better understanding of Indigenous worldviews and ways of knowing.

#### OBJECTIVE: INCORPORATE INDIGENOUS WAYS OF KNOWING INTO TEACHING AND RESEARCH.

- Continue to implement and respond to the University of Regina’s “Statement of Commitment in Response to the Truth and Reconciliation Commission (TRC)”. The goals outlined in the “Guide to TRC’s Calls to Action at the University of Regina” specify that students, staff, and faculty have: a knowledge of treaties; an understanding of Canada’s history; an awareness of Indigenous ways of knowing; knowledge of the TRC’s Final Report, the Royal Commission on Aboriginal Peoples and the UN Declaration of the Right of Indigenous Peoples; and an understanding of the role they can play in reconciliation.
- Provide supports and training for respectful and meaningful integration of Indigenous ways of knowing into courses and community outreach activities.
- Build and strengthen our relationships with urban, rural, and remote Indigenous communities with an aim of accountable and reciprocal research.
- Enhance Indigenous engagement in the research enterprise.
- Ensure more U of R students, faculty, and staff complete the Four Seasons of Reconciliation program.
- Enhance professional development opportunities and supports for units and faculties to develop cultural competency and to decolonize pedagogy, curriculums, policies, procedures, and processes.

#### ACTIONS:

- |   |   |
|---|---|
| 14. Support First Nations University of Canada to develop more Indigenous-focused academic programs such as courses in Indigenous studies, Indigenous languages, and Indigenous health.               | 16. Partner with Indigenous organizations and communities to develop research projects and programs that are focused on Indigenous issues and community priorities and grounded in Indigenous knowledge and values. |
| 15. Review all University policies, such as admissions, human resources, employment, research, governance policies, in relation to the Truth and Reconciliation Commission of Canada Calls to Action. | 17. Support Indigenous language revitalization by partnering with First Nations University of Canada, and local Indigenous language organizations and offering language classes.                                    |



18. Prioritize Indigenous recruitment in job postings by including language that highlights its commitment to Indigenous representation and encouraging Indigenous applicants to apply.
19. Create a welcoming and supportive workplace culture that encourages Indigenous staff to feel valued and supported by providing cultural training, mentorship programs, and support for Indigenous staff to connect with their communities.
20. Incorporate and embed Indigenous perspectives and knowledge into curriculums across all disciplines to promote an understanding and appreciation of Indigenous culture and history.
21. Increase investment in Indigenous research across the University of Regina and First Nations University of Canada to contribute to the advancement of Indigenous knowledge and support Indigenous communities.
22. Create opportunities, such as cultural sensitivity training, for all learners, staff, and faculty to learn Indigenous ways of knowing and being, better understand Indigenous issues and decolonize pedagogy, curriculums, policies, procedures, and processes.
23. Enhance professional development programs for Indigenous staff to support and provide guidance and opportunities for professional and personal growth.

***“Connection is everything. We need to be in service to the community.”***

## THEME 4: BUILDING COMMUNITY

Building and strengthening relationships with Indigenous communities through respectful and meaningful engagement will contribute to the advancement of learning and well-being for the University and communities. The University has a unique and important relationship with the First Nations University of Canada. We are partners in advancing Indigenous education, collaborating to provide additional opportunities and supports for Indigenous students so they can connect to their culture, build community and succeed academically. We will continue to foster this relationship and build capacity and community through supports, funding and collaboration to ensure current and future students have the opportunity to thrive. The first step in fostering these relationships is acknowledging historical injustices and respecting cultural ceremony and protocols.

The University of Regina is committed to ensuring educational opportunities and experiences are available and accessible across Saskatchewan, including Indigenous communities located in Northern and remote areas. We are committed to working in meaningful collaboration with Indigenous communities to acknowledge, understand and be in service.

### OBJECTIVE: PROVIDE EDUCATIONAL OPPORTUNITIES AND EXPERIENCES ACROSS SASKATCHEWAN

- Commit to continued and expanded Indigenous community connections to build relationships and collaboratively, strategically, and intentionally work together for the best interest of Indigenous students and their communities.
- Continue to build and strengthen relationships with Indigenous communities that facilitate accountable education and research.
- Increase number of collaborative projects with tribal councils, reconciliation coalitions, governments, and Indigenous communities to align education and research-based needs with the University of Regina, and First Nations University of Canada, provincially and nationally.

- Evaluate distance and distributed learning opportunities and technologies to enhance flexible learning options for students.
- Build and strengthen relationships with First Nations University of Canada, Gabriel Dumont Institute, Saskatchewan Indian Institute of Technologies, satellite campuses, and regional colleges.

## ACTIONS:

24. Develop and implement general principles for engagement with Indigenous peoples and communities that are accessible and understood by the University community.
25. Foster stronger relationships and collaboration for resource and research sharing networks with First Nations University of Canada.
26. Create an accountability framework to measure University performance and implementation of the Indigenous Engagement Strategic Plan.
27. Acknowledge and address historical and ongoing injustices faced by Indigenous peoples to repair the harm caused, offer support and resources for Indigenous students and communities affected by these injustices, and commit to ongoing efforts towards reconciliation and decolonization.
28. Increase Indigenous representation in leadership and decision-making roles to ensure that Indigenous perspectives and voices are represented and valued in the University's decision-making processes.
29. Communicate broadly about the University's commitment to Indigenous engagement, recruitment, and retention, and to highlight the successes and achievements of Indigenous students and faculty.
30. Establish partnerships, such as research, education, economic, environmental, and culture with First Nations University of Canada, Indigenous communities and organizations to develop joint initiatives and programs that will support Indigenous education, engagement, and decolonizing pedagogy.
31. Provide meaningful consultation and collaboration with Indigenous communities to seek input and feedback on decisions on community projects, university policies and initiatives that affect them.
32. Strengthen the institution's commitment to Indigenous initiatives through the allocation of resources, partnerships with Indigenous communities and organizations, and the integration of Indigenous perspectives and knowledge across the curriculum and institutional practices.
33. Build relationships with Indigenous leaders and communities to create outreach, networking, and recruitment opportunities and increase awareness of the university's offerings.
34. Increase communications by developing materials tailored to Indigenous audiences and use various channels to reach Indigenous students and staff, such as social media, targeted advertising, and email campaigns.

***“A mentor should be readily available to help people, particularly those with a lack of resources and support to assist with registering for classes. Finding funding and navigation for courses.”***





Go far, *together.*

# APPENDIX A: COMMITMENT

## TRUTH AND RECONCILIATION COMMISSION OF CANADA COMMITMENTS

**14 Calls to Action were identified** by the U of R Reconciliation Action Committee in their Truth and Reconciliation Commission Working Group Guide: #14, 16, 24, 43, 44, 57, 62, 63, 65, 66, 67, 70, 86, 87

TRC CALLS TO ACTION	SUMMARY
<p>13. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:</p> <ul style="list-style-type: none"> <li>I. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.</li> <li>II. Aboriginal language rights are reinforced by the Treaties.</li> <li>III. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.</li> <li>IV. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.</li> </ul> <p>Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.</p>	Promote Indigenous languages across the institution.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.	Develop Indigenous language programs.
24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Make it mandatory for medical and nursing schools to take a First Nation studies course.
43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.	Adopt and implement the UNDRIP as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the United Nations Declaration on the Rights of Indigenous Peoples.	Develop an Indigenous action plan to achieve goals of UNDRIP.
57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Create and promote program or course for students, staff and faculty on Indigenous history, Rights and Title and commitment to facilitate a better understanding and appreciation of Indigenous peoples.



TRC CALLS TO ACTION	SUMMARY
<p>62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p> <ul style="list-style-type: none"> <li>I. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.</li> <li>II. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</li> <li>III. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.</li> <li>IV. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.</li> </ul>	<p>Establish accountability frameworks for executives and senior staff to decolonize curriculums and incorporate Indigenous knowledge into academic programming.</p>
<p>63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <ul style="list-style-type: none"> <li>I. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.</li> <li>II. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.</li> <li>III. Building student capacity for intercultural understanding, empathy, and mutual respect.</li> <li>IV. Identifying teacher-training needs relating to the above. Make it mandatory for students, staff and faculty to take a course on the history of Aboriginal peoples understand and aware of Indigenous education issues.</li> </ul>	<p>Make it mandatory for students, staff and faculty to take a course on the history of Aboriginal peoples to improve understanding and awareness of Indigenous education issues.</p>
<p>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.</p>	<p>Develop a national research program with multi-year funding to advance understanding of reconciliation in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation.</p>
<p>66. We call upon the federal government to establish multiyear funding for community-based youth organizations to deliver programs on reconciliation and establish a national network to share information and best practices.</p>	<p>Establish funding for Indigenous programs and courses and share information transparently to improve knowledge sharing.</p>
<p>67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and to make recommendation.</p>	<p>Establish funding to ensure policies and procedures comply with UNDRIP.</p>

TRC CALLS TO ACTION	SUMMARY
<p>70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:</p> <ol style="list-style-type: none"> <li>Determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joinet-Orentlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.</li> <li>Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.</li> </ol>	Establish funding to ensure archives and archival policies comply with UNDRIP.
<p>86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations.</p>	Make it mandatory for journalism programs and media schools to require students to take a course on the history of Aboriginal peoples.
<p>87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.</p>	Provide education that tells the national story of Aboriginal athletes.

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

8 Articles were identified by the University of Regina Board of Governors and Executive Team, specific articles include: 1, 5, 11, 12, 14, 21, 26, 3

ARTICLES	SUMMARY
<p>Article 1</p> <p>Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.</p>	Indigenous Peoples have the right to human rights.
<p>Article 5</p> <p>Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.</p>	Indigenous Peoples have the right to their distinct ways of life.
<p>Article 11</p> <ol style="list-style-type: none"> <li>Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.</li> <li>States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.</li> </ol>	Right to practice and revitalize their customs and cultural - including traditional, non-traditional and future manifestations of culture.



ARTICLES	SUMMARY
<p>Article 12</p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.</li> </ol>	<p>Right to practice their own spiritual and religious traditions.</p>
<p>Article 14</p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.</li> <li>2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.</li> <li>3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.</li> </ol>	<p>Right to establish and control their educational systems and institutions and provide education in their own language.</p>
<p>Article 21</p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</li> <li>2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.</li> </ol>	<p>The right to improve their own economic and social conditions.</p>
<p>Article 26</p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.</li> <li>2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.</li> <li>3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.</li> </ol>	<p>Right to the lands, territories and resources which they have traditionally owned.</p>
<p>Article 31</p> <ol style="list-style-type: none"> <li>1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.</li> <li>2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.</li> </ol>	<p>Right to maintain, control and develop their cultural heritage.</p>

## MISSING AND MURDERED INDIGENOUS WOMEN AND GIRLS CALLS FOR JUSTICE

5 Calls for Justice were identified by the University of Regina Board of Governors and Executive Team, specific Calls for Justice include 2, 6, 7, 11, 17

CALLS FOR JUSTICE	SUMMARY
<p>2.3 We call upon all governments to ensure that all Indigenous women, girls, and 2SLGBTQIA people are provided with safe, no-barrier, permanent, and meaningful access to their cultures and languages in order to restore, reclaim, and revitalize their cultures and identities. These are rights held by all segments of Indigenous communities, from young children to Elders. The programs and services that provide such access should not be tied exclusively to government-run cultural or educational institutions. All governments must further ensure that the rights of Indigenous children to retain and be educated in their Indigenous language are upheld and protected. All governments must ensure access to immersion programs for children from preschool into post-secondary education.</p>	<p>2SLGBTQIA people are provided with safe, no-barrier, permanent, and meaningful access to their cultures and languages in order to restore, reclaim, and revitalize their cultures and identities.</p>
<p>2.4 We call upon all governments to provide the necessary resources and permanent funds required to preserve knowledge by digitizing interviews with Knowledge Keepers and language speakers. We further call upon all governments to support grassroots and community-led Indigenous language and cultural programs that restore identity, place, and belonging within First Nations, Inuit, and Métis communities through permanent, no-barrier funding and resources. Special measures must include supports to restore and revitalize identity, place, and belonging for Indigenous Peoples and communities who have been isolated from their Nations due to colonial violence, including 2SLGBTQIA people and women who have been denied Status.</p>	<p>Provide resources and funds required to preserve knowledge by digitizing interviews with Knowledge Keepers and language speakers.</p>
<p>6.1 We call upon all media, news corporations and outlets, and, in particular, government funded corporations and outlets; media unions, associations, and guilds; academic institutions teaching journalism or media courses; governments that fund such corporations, outlets, and academic institutions; and journalists, reporters, bloggers, film producers, writers, musicians, music producers, and, more generally, people working in the entertainment industry to take decolonizing approaches to their work and publications in order to educate all Canadians about Indigenous women, girls, and 2SLGBTQIA people. More specifically, this includes the following:</p> <ul style="list-style-type: none"> <li>• Ensure authentic and appropriate representation of Indigenous women, girls, and 2SLGBTQIA people, inclusive of diverse Indigenous cultural backgrounds, in order to address negative and discriminatory stereotypes.</li> <li>• Support Indigenous people sharing their stories, from their perspectives, free of bias, discrimination, and false assumptions, and in a trauma-informed and culturally sensitive way.</li> <li>• Increase the number of Indigenous people in broadcasting, television, and radio, and in journalist, reporter, producer, and executive positions in the entertainment industry, including, and not limited to, by: <ul style="list-style-type: none"> <li>• providing educational and training opportunities aimed at Indigenous inclusion; and</li> <li>• providing scholarships and grants aimed at Indigenous inclusion in media, film, and music industry-related fields of study.</li> </ul> </li> <li>• Take proactive steps to break down the stereotypes that hypersexualize and demean Indigenous women, girls, and 2SLGBTQIA people, and to end practices that perpetuate myths that Indigenous women are more sexually available and “less worthy” than non-Indigenous women because of their race or background.</li> </ul>	<p>All media including academic institutions teaching journalism or media courses to take decolonizing approaches to their work and publications in order to educate all Canadians about Indigenous women, girls, and 2SLGBTQIA people.</p>



CALLS FOR JUSTICE	SUMMARY
7.5 We call upon governments, institutions, organizations, and essential and non-essential service providers to support and provide permanent and necessary resources for specialized intervention, healing and treatment programs, and services and initiatives offered in Indigenous languages.	Support and provide permanent and necessary resources for specialized intervention, healing and treatment programs, and services and initiatives offered in Indigenous languages.
<p>7.6 We call upon institutions and health service providers to ensure that all persons involved in the provision of health services to Indigenous Peoples receive ongoing training, education, and awareness in areas including, but not limited to:</p> <ul style="list-style-type: none"> <li>• the history of colonialism in the oppression and genocide of Inuit, Métis, and First Nations Peoples;</li> <li>• anti-bias and anti-racism;</li> <li>• local language and culture; and</li> <li>• local health and healing practices.</li> </ul>	All persons involved in health services to Indigenous Peoples receive ongoing training, education, and awareness on Indigenous peoples (history of colonialism, anti-bias/racism, language and culture, and local health and healing practices).
7.7 We call upon all governments, educational institutions, and health and wellness professional bodies to encourage, support, and equitably fund Indigenous people to train and work in the area of health and wellness.	Educational institutions to encourage, support, and equitably fund Indigenous people to train and work in the area of health and wellness.
11.1 We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of Their Voices Will Guide Us with children and youth.	<ul style="list-style-type: none"> <li>• Post secondary institutions to educate and provide awareness to the public about missing and murdered Indigenous women, girls and 2SLGBTQQIA people, and about the issues and root causes of violence they experience.</li> <li>• Curriculum development and programming done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people.</li> </ul>
11.2 We call upon all educational service providers to develop and implement awareness and education programs for Indigenous children and youth on the issue of grooming for exploitation and sexual exploitation.	Educational service providers to educate Indigenous youth and children on the issue of grooming for exploitation and sexual exploitation.
17.24 We call upon all governments and educators to fund and establish Métis-led programs and initiatives to address a lack of knowledge about the Métis people and culture within Canadian society, including education and advocacy that highlights the positive history and achievements of Métis people and increases the visibility, understanding, and appreciation of Métis people.	Fund and establish Métis-led programs and initiatives to address a lack of knowledge about the Métis people and culture with Canadian society.







# APPENDIX B: INDIGENOUS ENGAGEMENT STRATEGIC PLAN CONVERSATIONS

## PROCESS AND WHAT WE HEARD REPORT

### INTRODUCTION

Below is a snapshot of the engagement activities, key theme summary and what was heard over the various conversations. An interim report and full Indigenous Engagement Strategic Plan engagement report is available for review as separate documents and to support transparency.

From November to May 2023, the Office of Indigenous Engagement conducted various engagement opportunities to identify actions and recommendations to remove barriers that Indigenous students, staff, faculty and other Indigenous communities face related to community engagement and student success. The office also connected with Indigenous communities to re-build and solidify institutional relationships and to better understand how it can better serve students and communities.

Inclusive and meaningful engagement with a diverse range of participants required thoughtful and respectful approaches that considered institutional legacy, colonial history and Indigenous knowledge and wisdom. Guiding the engagements was a set of principles that aligned with the broader institutional values. As laid out in the 2022-2025 Strategic Plan, *kahkiyaw kiwâhkômâkaninawak*, All our Relations, the guiding principles included:

- **Mutual Respect, Honesty and Integrity:**
  - » Participants feel safe and supported to share opinions that are heard, respected and adequately considered.
- **Equity, Diversity and Inclusion:**
  - » Engagement methods are inclusive and accessible allowing all interested participants to have an opportunity to be involved in the engagement process and share diverse perspectives and opinions.

- **Indigenous Ways of Knowing:**
  - » Engagements will be safe, welcoming and culturally supportive spaces by working with Elders, Knowledge Keepers and university to ensure authenticity and appropriateness.
- **Community and Social Responsibility:**
  - » The objectives of the engagement are clearly communicated and participants are clear about how engagement feedback will, or will not, influence plan development.

### Project Advisory Group

A project advisory group was created to support the Office of Indigenous Engagement in its work to create the university-wide Indigenous Engagement Strategic Plan. The group was made up of Indigenous peoples representing community members, staff, faculty, and graduate students.

The project advisory group played a significant role in guiding the work, providing valuable insight and contributing important information and background while conducting engagements in preparation of the Indigenous Engagement Strategic Plan.

Project Advisory Group representatives:

- Lori Campbell, Associate Vice-President, Indigenous Engagement
- Dr. Eber Hampton, community member, past president of First Nations University of Canada
- Joely BigEagle-Kequahtoway, community member and alumni
- Sherry Farrell-Racette, Associate Professor
- John Bird, Manager, ta-tawâw Student Centre
- David Garneau, Professor
- Moses Gordon, Graduate student
- Rebecca Sparvier, Executive Administrator

A project advisory group was also established to guide the work and more than 30 engagement opportunities. Engagement opportunities were widely publicized and open to a variety of participants.

## Board Conversations

On December 13, 2022, and February 13, 2023, the Board of Governors and members of the executive team participated in a workshop to identify the alignment and goals of the Indigenous engagement strategic plan. From the conversation there was a clear need for evaluation and metrics measure success, the plan needed to align and be an extension of the overall strategic plan that moved the university forward and that communities, students, staff, and faculty need to be able to see themselves in the plan for successful implementation.

## ENGAGEMENT OPPORTUNITIES

A variety of engagement opportunities were conducted to encourage diverse, inclusive, and collaborative engagement.

### SURVEY:

A 12-question online survey was distributed to all University of Regina students and was open from November 30, 2022, to January 5, 2023. Reminder emails were sent December 7, 2022, and January 3, 2023. In total, 339 total responses were received.

- 115 (33 per cent) respondents identified as Indigenous.
- 226 (66 per cent) identified as non-Indigenous.
- One respondent did not identify.

Of the 115 Indigenous respondents:

- 69 per cent (79) identified as First Nations students.
- 29 per cent (34) identified as Métis students.
- Under one per cent (2) identified as other Indigenous citizenship.
- No respondents identified as Inuit students.

The survey questions focused on three themes. The first theme aligning principles intended to better understand the current knowledge and awareness of UNDRIP, TRC and MMIWG2S+. Questions were also asked to further support academic Indigenization, Indigenous-centred research through the teaching and learning theme. The last theme, Indigenous community engagement questioned the overall student interest and understanding of Treaty 4 and 6 nations.

### Summary of Key Themes:

- Greater incorporation of Indigenous perspectives, knowledge, and scholarship into programming and curriculum.
- Enhanced Indigenous presence and visibility on-campus.
- Mandatory/required Indigenous curriculum, and cultural training for staff.
- Opportunities to gather and connect.
- Safer, better resourced, and more welcoming campuses.
- Indigenous participation in the review and development of corporate and institutional policies, processes and protocols and business planning.
- Elimination of systemic barriers and access.

## FOCUS GROUPS

Making room for open-ended conversations via focus groups, provides space for Indigenous ways of sharing knowledge to occur through oral transmission. It also honours the relational nature of sitting and being in circle together. From a consultative perspective, focus groups can encourage participants to share their personal experiences, explore challenges and barriers that impact them, identify collective (or individual) needs and possible solutions that they deem important.

Over the course of four months, five in-person focus groups and 19 in-person virtual engagements were conducted with faculties; departments; Indigenous and non-Indigenous staff, students, and alumni; Indigenous education coordinators; Indigenous Elders, communities and members. In total 60 people participated in the focus groups.



In-person community engagement was scheduled, unfortunately due to a lack of interest, these opportunities were rescheduled to three virtual sessions.

#### **Summary of Key Themes:**

- Mandatory Curriculum.
- Clear processes for staff regarding trainings, protocols and meaningful relationship building.
- Systemic change, provide clear pathways for career advancement for Indigenous staff and students.
- Beyond the checkboxes: provide bottom-up approach to engagement and reconciliation.
- Build partnerships and support Nations through capacity development.
- Provide effective cultural support for Indigenous students and staff.

### **ONE-ON-ONE INTERVIEWS**

Having one-on-one conversations with key staff stakeholders can add another layer of depth to themes that emerge from broader engagement tactics such as the open house and survey. In total eight one-on-one interviews were held between February to May.

- Three Indigenous staff.
- One Indigenous student.
- One staff member working directly with Indigenous communities and students.
- One non-Indigenous participant.
- Two Indigenous community members.

#### **Summary of Key Themes:**

- Inclusion as a barrier and lack of Indigenous representation.
- Burden of Indigenous colleagues to Indigenize courses and practices.
- Increasing Indigenous research, community collaboration and partnerships.
- Increasing Indigenous student supports.

### **OPEN HOUSE**

In addition to the tactic of focus groups with a targeted audience, a facilitated open house provided the opportunity for information sharing and dialogue with a large number of interested participants from across the university. More than 150 students, faculty and staff engaged with 588 individual responses contributed through sticky notes on the posters, or by scanning a QR code to provide responses. A total of 86 participants chose to participate in the draw for a \$50 grocery gift card. There were many people who chose to participate, but not provide an entrance to the gift card draw in hopes it would go to a student in need.

The open house was held on February 15th, in the Research and Innovation Atrium from 10:00 am to 3:00 pm. Four stations were set up that focused on three to four questions per station around the topics of:

1. Student success
2. Spaces and places
3. Learning and teaching
4. Building community

Participants provided feedback using sticky notes as a user-friendly engagement tool. In addition, students, faculty and staff also had the opportunity to provide their thoughts and insights via a QR code. The QR code survey was available to participants to provide comment from February 12 – May 19, 2023. The survey was accessible via QR code posters available through the Office of Indigenous Engagement, ta-tawâw Student Centre or a link available on the Indigenous Engagement Strategic Plan webpage.

#### **Summary of Key Themes:**

- University education as a steppingstone & the need for more financial supports.
- Experiences of racism, sexism, & discrimination.
- Need for more Indigenous representation on campus.
- Wanting to learn more; about Indigenous Peoples, culture & history.
- Suggestions for learning opportunities, new courses, and Indigenizing courses.
- Increasing Indigenous partnerships and collaboration.

## OVERALL THEMES

There are several common themes that U of R can explore to make it more welcoming and inclusive for Indigenous communities. These themes are based on best practices and successful strategies that have been identified by the engagement participants.

### NEED FOR INCREASED STUDENT SUPPORTS

Throughout engagement many participants identified the need for better student supports. This went beyond just recruitment. Many participants identified opportunities for better equitable access to supports such as transportation funding, mentoring, academic advising and ceremony and cultural supports. By improving these, Indigenous students will feel more supported and connected to their culture while studying at U of R, which can lead to better success and completion of programming.

In addition to student success, many participants acknowledged that promoting respect and understanding among all members of the university community will foster a more welcoming and inclusive campus environment. Ideas to support this were identified as awareness campaigns, cultural events, and other initiatives that celebrate diversity and promote inclusivity.

### FLEXIBLE ADMISSIONS AND RECRUITMENT TO INCREASE INDIGENOUS PARTICIPATION

With approximately 16 per cent of the University students identifying as Indigenous, many participants mentioned a lack of Indigenous representations and the need to support students beyond recruitment.

While the U of R has made significant efforts to increase its Indigenous student population more work is required. A number of participants mentioned the need to develop or update the Indigenous recruitment strategy that specifically targets Indigenous students, staff and faculty. Participants mentioned the need for better promotion of Indigenous support services, and that Indigenous students also need to see Indigenous peoples

represented in the individual faculties. Participants mentioned that recruiting more Indigenous students and staff is an important step towards creating a more inclusive and diverse university community.

Additionally, participants mentioned the need for flexibility in admissions, such as academic requirements and grading. There were many mentions of system barriers that limited Indigenous students' ability to enrol in certain programs because of the rigid and colonial requirements. There was specific mention of the need to review admission requirements related to the required transition math courses from First Nations University of Canada not being credited towards their programs. These barriers were identified as limiting student recruitment and retention in STEM programming.

Many students acknowledged that flexibility and better support services for success would encourage more Indigenous students and staff to look at the U of R in the future academic and career pursuits.

### INCREASE INDIGENOUS ENGAGEMENT AND PARTNERSHIP OPPORTUNITIES

Throughout engagement, many participants mentioned the University's commitment to Indigenous engagement, including many Indigenous and non-Indigenous mentioning the creation of the Associate Vice-President of Indigenous Engagement and the ta-tawâw Student Centre as positive, welcoming, and supportive actions to Truth and Reconciliation.

Participants also identified the need to build better relationships with Indigenous communities. It was identified that the University could build relationships with Indigenous communities by going into community more to engage in meaningful dialogue and collaborating on initiatives. Participants also identified the potential opportunity to host celebrations and symposiums and inviting Indigenous community members and guests to share story and ceremony as part of the University's role, not just actions taken by the Office of Indigenous Engagement or ta-tawâw Student Centre. Participants also mentioned the need for more dedicated cultural spaces and acknowledgements of the Territory as true action towards reconciliation.



Some participants also mentioned the need to build productive partnerships with Indigenous communities in Saskatchewan. It was identified that through these partnerships the University of Regina could build stronger relationships with Indigenous communities and mutual understanding, while also supporting Indigenous self-determination, economic reconciliation, and community development.

## **DECOLONIZING CURRICULUM AND INVESTING IN INDIGENOUS RESEARCH**

Participants throughout the engagement opportunities identified the need for a mandatory Indigenous curriculum to advance Truth and Reconciliation. Participants mentioned that the U of R could decolonize curriculum and incorporate Indigenous knowledge and culture into the curriculum by requiring a course that is specifically designed to teach Indigenous history, culture, and language. This was further expanded when participants suggested that the U of R could support First Nations University of Canada to develop more academic programs that are specifically designed for Indigenous students, such as Indigenous studies, Indigenous law, and Indigenous health, and promote these programs to Indigenous communities and prospective students.

Many participants also identified the need to invest in Indigenous research and scholarship to contribute to the advancement of Indigenous knowledge and support Indigenous communities. There were many comments about the need for meaningful support for Indigenous research. Some participants acknowledged that many Indigenous researchers are working for the betterment and to fulfill the needs and desires of Indigenous communities, however, are often met with barriers and limitations to access research support, funding, and acknowledgement. Participants identified that incorporating these actions could help the U of R establish itself as a leader in Indigenous research and attract more Indigenous talent and students who are interested in pursuing research.



## APPENDIX C: POLICY AND PARTNERSHIP OPPORTUNITIES

There are a number of policies and partnerships that the University of Regina should explore.

Policies are formal guidelines or rules established by the University to provide clear direction and governance on various aspects of university life. These policies serve as a framework to ensure consistency, fairness, and compliance with laws, regulations, and institutional values. Policies that should be reviewed in the context of the University's commitment to Truth and Reconciliation Commission of Canada's Calls to Action include:

1. Admissions policies to ensure inclusive and accessibility for Indigenous students. This could include reviewing admission requirements, ensuring that Indigenous perspectives are integrated into curriculums, and providing support services for Indigenous students.
2. Employment policies to ensure that they are inclusive and supportive of Indigenous staff. This could include reviewing recruitment and hiring practices, providing cultural training for staff, and promoting opportunities for career advancement.
3. Research policies to ensure they are respectful and supportive of Indigenous knowledge and research practices. The University should look at establishing protocols for engaging with Indigenous communities, promoting the use of Indigenous research methodologies, and recognizing the rights of Indigenous communities to control their own data and intellectual property.
4. Governance policies to ensure Indigenous perspectives and voices are represented and valued within the University's decision-making processes.
5. Financial policies, such as purchasing, grants and funding, procurement, expense reimbursement, and financial management guidelines to ensure Indigenous participation and flexibility with protocols.
6. Facilities and campus policies to ensure they support cultural and ceremonial practices, as well as provide flexibility related to Elder supports and services.

There are many opportunities for the University of Regina to pursue collaborative partnerships and relationship. These partnerships can be formed to support better relationships with First Nations University of Canada, Indigenous communities and organizations to support a common goal, share resources and expertise and promote mutual benefits. Partnerships with First Nations University of Canada and Indigenous communities that should be explored are:

1. Research partnerships on projects that are relevant and beneficial to the community. This could include projects on traditional knowledge, land use, or health issues.
2. Education partnerships to develop education programs that are tailored to the specific needs of the community, such as language and cultural programs, and academic programs.
3. Economic partnerships to support economic development initiatives, entrepreneurship programs or partnerships with local businesses that could provide services on campus.
4. Environmental partnerships to foster and development environmental initiatives, such as land restoration or sustainable resource management.
5. Cultural partnerships to celebrate and promote Indigenous culture through events, symposiums, speaking opportunities, exhibitions, and performances.



# APPENDIX D: FIRST NATIONS UNIVERSITY OF CANADA AND UNIVERSITY OF REGINA MEMORANDUM OF UNDERSTANDING 2023



First Nations University of Canada/ University of Regina

## MEMORANDUM OF UNDERSTANDING

2023

### BACKGROUND

In 1976, the Saskatchewan Indian Federated College (SIFC) was established at the University of Regina (U of R) as a federated college. Since this time, a unique post-secondary educational partnership has existed between SIFC and the U of R. In 2003, the SIFC became the First Nations University of Canada (FNUUniv).

In post-Truth and Reconciliation Commission of Canada (TRC) Canada, the nature of all relationships formed around colonial/decolonial shared spaces are quickly changing. Given these changes, there is an opportunity to reinforce this unique partnership to promote the tenets of reconciliation.

### OBJECTIVES

The objectives of the First Nations University of Canada/ University of Regina Memorandum of Understanding (FNUUniv/UR MOU) include:

1. Strengthen Relationships—FNUUniv and U of R have an existing, unique partnership that can, as the TRC demonstrates, be strengthened through relationship-building and maintaining.
2. Support Communication— The FNUUniv/UR MOU will be used to support communication on matters of mutual interest.
3. Strengthen Collaboration – The FNUUniv/UR MOU will be used to frame collaboration efforts. FNUUniv and U of R both have governance models, research and shared programs, curriculum and courses, that intersect with Indigenous peoples. The strengths of each institution can be harnessed to better support one another through increased collaboration.
4. Sustain Commitment—FNUUniv and U of R sustain their commitment to continue to serve Indigenous students the communities they are from, and anyone seeking to better understand Indigenous ways of knowing.
5. Enhance Efficiencies— The FNUUniv/UR MOU will be used to build collaboration, support communication, and strengthen relationships for the broader purpose of enhancing efficiencies to reduce duplications, gaps, and conflicting mandates that relate to Indigenous peoples and ways of knowing within these institutions.

## PRINCIPLES

The FNUniv/UR MOU principles are based on the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), as inspired by the TRC's use of UNDRIP to form the 10 principles of reconciliation.

1. Access and Control of Knowledge:
  - a. The right to education: Both FNUniv and the U of R recognize and understand that Indigenous peoples have the right to establish and control education systems, including Indigenous traditional knowledge systems or Indigenous ways of knowing (Article 14). Both FNUniv and the U of R recognize the need while respecting the organizational model of the federated college/university, to foster and not circumvent Indigenous peoples control over Indigenous-centred educational practices.
  - b. Control over intellectual property: Both FNUniv and the U of R recognize and understand that Indigenous peoples have the right to maintain, control, and protect Indigenous traditional knowledge systems or the intellectual property of Indigenous cultures, languages, and ways of knowing (Article 31). Both FNUniv and the U of R recognize, while respecting the organizational model of the federated college/university, the need to support access to and control over intellectual property of Indigenous ways of knowing.
2. Communication and consultation:
  - a. Duty to Consult: Both FNUniv and the U of R recognize the need to communicate inter-institutionally. Indigenous peoples are employed at both institutions. In these post-secondary environments, Indigenous peoples are teaching and researching, often relying on traditional knowledge systems and creating new results from these intellectual properties. Inter-institutional communication and consultation on Indigenous-specific program development and course offerings, are imperative to the protection and continued use of Indigenous people's intellectual property (Article 19).
3. Appropriate Uses of Indigenous Knowledge (anti-appropriation):
  - a. Appropriate uses of Indigenous ways of knowing: Indigenous peoples have the right to revitalize and disseminate their ways of knowing. Indigenous peoples have the right to be educated in their Indigenous languages, cultural practices, and teaching and learning methods (Article 13). These are not the rights of non-Indigenous peoples. While non-Indigenous peoples do interface with Indigenous traditional knowledge in respectful and appropriate ways, appropriation of Indigenous traditional knowledge can often result. Both FNUniv and the U of R

discourage such cultural and knowledge appropriation and recognize the rights of Indigenous peoples to transmit their knowledge systems.

4. Relationships formed through Mutual Respect

- a. The right to exist: Indigenous peoples have the right and responsibility to establish and control their educational systems and institutions (Article 14), and the right for these to exist free from forced assimilation (Article 8). Both FNUniv and the U of R recognize that, while having a partnership based on an organizational model of federated college/university, there is a broader need for this relationship to be based on mutual respect and authentic communication.
- b. The right to establish and control their educational systems and institutions: The U of R recognizes and supports FNUniv's measured transition to academic autonomy. This transition will occur when it is feasible to do so.

5. Representation:

- a. The right to self-determination: Indigenous peoples have the right to participate in decision-making in matters which affect them (Article 18). Both FNUniv and the U of R recognize the importance of including Indigenous peoples in decisions that impact Indigenous peoples and communities and Indigenous knowledge systems in the academy.

6. Determining Research:

- a. Colonial research: Both FNUniv and the U of R recognize that the history of academic research concerning Indigenous peoples has been used to reinforce colonial agendas. Today, while colonial-framed research practices continue, there are processes to remedy these harms, such as, but not limited to, the repatriation of sacred objects or the revitalization of knowledge systems that have been taken and used inappropriately without the consent of Indigenous communities by researchers.
- b. The right to revitalization and consent: UNDRIP states that Indigenous peoples have the right to practice, revitalize and maintain cultural laws, customs and traditions free, prior, and informed consent on matters that concern the well-being, repatriation, and revitalization of their laws and cultural traditions and customs (Article 11.1 and 11.2; Article 12.1 and 12.2). Indigenous peoples also have the right to be involved in determining and shaping the programs that affect Indigenous peoples' health, housing, and other socio-economic determinants (Article 23). Indigenous peoples further have the right to free and informed consent prior to the approval of any project that affects their traditional lands and/or its resources (Article 32).



- c. The right to determining research: Both FNUiv and the U of R recognize that research with Indigenous communities ought to be framed by methodologies and practices that ensure free, prior, and informed consent. Indigenous peoples have the right to determine research projects to reflect the realities (needs and interests) of their communities and not to fulfill or support colonial agendas. Several research frameworks are available to ensure and support Indigenous peoples' right to determining research, including the OCAP Principles (First Nations Information Governance Centre, 2014, "Ownership, Control, Access and Possession (OCAP™): The Path to First Nations Information Governance) and the Tri-Council Policy Statement's Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada (<http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>).

#### ACTIVITIES:

- The FNUiv/UR MOU is formalized through Sweat and Pipe Ceremonies for the Executive Teams of FNUiv and the U of R. The MOU is celebrated, and commitment is renewed in an annual ceremony.
- The FNUiv/UR MOU is circulated publicly and stored on both institution's websites for public access.
- The FNUiv/UR MOU is used to provide a framework for mutually beneficial partnerships.
- The FNUiv/UR MOU is taken into consideration on all matters regarding governance, curriculum, course development, and research that concerns Indigenous peoples, communities, and Indigenous ways of knowing.
- The FNUiv/UR MOU is used to reduce duplications, gaps, and conflicting mandates within these institutions.
- The FNUiv/UR MOU is reviewed annually by the Executive offices of FNUiv and U of R, with support from the Office of Indigenous Engagement for the purposes of renewing our mutual understanding and commitment to the MOU. Additionally, the MOU will be brought forward annually to communicate intention and commitment to the FNUiv's Board of Governors, Elder's Council, and Academic Council and U of R's Board of Governors, Executive of Council, University Senior Leadership team, and Dean's Council.

#### SIGNATURES:



Dr. Jacqueline Ottmann  
President, First Nations University of Canada



Dr. Jeff Keshen  
President & Vice-Chancellor, University of Regina

## **APPENDIX: UNDRIP, Select Articles**

### *Article 8*

1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.

### *Article 11*

1. Indigenous peoples have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.
2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

### *Article 12*

1. Indigenous peoples have the right to manifest, practice, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.
2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.

### *Article 13*

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

### *Article 14*

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

#### *Article 18*

Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

#### *Article 19*

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

#### *Article 23*

Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programs affecting them and, as far as possible, to administer such programs through their own institutions.

#### *Article 31*

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

#### *Article 32*

2. States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.



Go far, *Together.*



University  
of Regina

Office of  
Indigenous  
Engagement

