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INTRODUCTION AND HIGHLIGHTS

The year 2013 has been a very exciting one at Simon Fraser University for Aboriginal strategic initiatives. The Office for Aboriginal Peoples (OAP) continues to work with on and off-campus partners in the implementation of the Aboriginal Strategic Plan for 2013-18. This plan can be seen in its entirety on the OAP website at http://www.sfu.ca/aboriginalpeoples/

The Office for Aboriginal Peoples, its partners, and Aboriginal strategic initiatives continue to get tremendous support from many areas of the university including from President Andrew Petter; Vice President-Academic and Provost, Dr. Jon Driver; Vice President-External, Dr. Philip Steenkamp; and the Associate Vice President-Students, Dr. Tim Rahilly, to name some. We wish to thank these ones and many others who have helped us to engage and transform the university.

Highlights from the past year include the following: the Indigenous Research Institute continues to grow with regards to its initiatives and membership (now at fifty-four members); the Executive MBA Program in Aboriginal Business and Leadership has gained tremendous respect and is known around the country and internationally, as it prepares to offer its second cohort program in 2014; renovations are currently being undertaken regarding the new and larger Aboriginal Gathering Space in the Academic Quadrangle; and the Elders Program continues to be a strength at SFU, regarding the number of elders, “elder time” on campus, resources dedicated to the program, and its growing reputation in the community.

We are also happy that Simon Fraser University’s strategic vision continues to identify “respect for Aboriginal peoples and cultures” as one of its six underlying principles; that Aboriginal greetings and recognition of traditional Coast Salish territories are now a regular feature at Convocation and other university events; and that well-known and respected First Nations leader, Dr. Wendy Grant-John, was appointed to the university’s Board of Governors. We are also very proud that Simon Fraser University participated in a major way in events surrounding the issue of residential schools. In particular, the Truth and Reconciliation Commission-Reconciliation Canada events that occurred in the Lower Mainland in September 2013. As a lead-up, in February 2013, SFU hosted a Residential School Education Week. Please see Appendix One for a poster showing the Residential School Education Week’s events.

Thereafter, starting on July 8th, SFU Senate passed a motion recognizing the significance of the Truth and Reconciliation Commission of Canada’s national event taking place in Vancouver and included a motion granting
all SFU students academic amnesty if they wished to attend TRC-RC events; a week of First Nations Student Association-led promotional activity took place in the AQ pool area the week of September 3-6th; a well-attended SFU Day for Reconciliation was held on the Burnaby campus on September 12th; carver Isadore Charters brought his Healing Pole commemorating TRC-RC events to the SFU campus for two days in September, working with faculty, students, and staff on this project; and, finally, SFU participated as an official team in the TRC-RC Walk for Reconciliation on September 22nd. On the heels of all this activity came the announcement that the SFU Centre for Dialogue was presenting Chief Robert Joseph with the Blaney Award. Please see Appendix Two re: The Jack P. Blaney Award.

A SFU-SSHRC partnership grant on First Nations language documentation and revitalization was approved in 2013 for funding by SSHRC, to the full amount of the budget submitted: $2.495 million over seven years. Drs. Marianne Ignace, Eldon Yellowhorn, Rudy Reimer, and the Indigenous Research Institute, were co-applicants for this grant, which brings together more than twenty First Nations community organizations and more than twenty academic co-applicants and collaborators to document First Nations languages, develop digital media and storage, and support learners.

As well, the following all continued on with their good work: the Indigenous Student Centre; the Hakai Network for Coastal People, Ecosystems, and Management; the Training of Aboriginal Youth in Biomedical Labs Program; and the Intellectual Property Issues in Cultural Heritage (IPinCH) Project.

As a result of all the above – and initiatives mentioned below – Simon Fraser University has reached record highs when it comes to Aboriginal students attending our university. For example, SFU had its highest ever Fall intake of new Aboriginal students in 2013, with 125 documented enrolments. We await corresponding provincial government data concerning self-declared Aboriginal students now attending SFU - submitted a year or so after the fact – but it is safe to say that SFU’s Aboriginal student population is now between 600-650 and growing. Included in this are increasing numbers of Aboriginal graduate students registered at SFU: again we await government data concerning self-declarations but SFU now has well over 100 such students.

These are just some of the exciting things that have happened at SFU over the past year. Please see the Office for Aboriginal Peoples website at http://www.sfu.ca/aboriginalpeoples/ for a comprehensive listing of the Aboriginal programs, services, and contact people currently at Simon Fraser University.
We wish to acknowledge the traditional territories of the Coast Salish Peoples, on whose lands the Simon Fraser University campuses reside...

*Mythic Messengers* is the title of the First Nations-style image making up the page border in this Annual Report. Local artist Jerry Grey – born in Vancouver and attendee of the Vancouver School of Art - created the original image, which was then cast into a bronze frieze by Haida artist Bill Reid.

*Mythic Messengers* as a high relief bronze frieze, is 8.5m long, 1.2m high, 45.7cm deep, and weighs 1,500 kg. It was commissioned by Teleglobe Canada for its building in Burnaby, B.C. and unveiled on November 7th, 1984. The BCE Group donated it to the Bill Reid Foundation in 2001. It was cast at the Harman Sculpture Foundry, British Columbia.

Bill Reid said regarding *Mythic Messengers*: “This work was inspired by a device often used by Haida artists, an exchange of tongues, whereby power was communicated from one mythic creature to another. At a deeper level, the power of these old forms, born of a mythological past, reinterpreted through new materials and techniques, in a contemporary setting, can still speak to us across time, space, and enormous cultural differences.”

The sixteen mythic creatures squeezed into curious positions in *Mythic Messengers* include:

- The Bear family, a human woman married to the Bear Prince, and their twin cubs
- Nanasimget, his wife, and her Killer Whale abductor
- The Sea Wolf who kills and devours three whales a day
- The Dogfish Woman and her mythic dogfish
- The Eagle Prince

The *Mythic Messengers* bronze sculpture was on loan to the Vancouver International Airport Authority where it was installed on a specially-built architrave in the international terminal near Reid’s *The Spirit of Haida Gwaii* - also known as *The Jade Canoe* - until 2008 when it was installed in the Bill Reid Gallery of Northwest Coast Art where it is now on display. Another casting of *Mythic Messengers* can be viewed at the Canadian Museum of Civilization in Gatineau, Québec.

Other images in this document - used with permission where necessary/appropriate – include Chief Skedans Mortuary Pole (Grizzly Bear) produced by Bill Reid with Werner True in 1964 and which now stands in Stanley Park in Vancouver BC; the official logo of the Musqueam Nation; an Inuit Inukshuk; a Métis sash provided by the Metis Nation BC; and photographs taken by Klahanie R. Rorick.

**SPECIAL ACKNOWLEDGEMENTS**

We wish to thank the Aboriginal Steering Committee for Simon Fraser University who provide guidance to the Office for Aboriginal Peoples; SFU senior administration who are very supportive of the work being done for and with Aboriginal peoples; Elders who provide us with love, care, and guidance; Aboriginal students and alumni of SFU, who are our very reason for being; community members who assist and work with us in the work that we do; our colleagues from around the province/country/world who share information and experience with us and vice versa; SFU staff and faculty who provide us with so much to report on; and lastly, the Office for Aboriginal Peoples’ staff – Klahanie R. Rorick, Joyce Yan, and others who assist in a temporary way – who help the OAP Director and others in ways beyond measure. A sincere word of gratitude to you all!
THE ABORIGINAL STRATEGIC PLAN

Simon Fraser University continues to make progress regarding the implementation of its Aboriginal Strategic Plan. The Office for Aboriginal Peoples was created to work with partners in the on and off-campus communities in this purpose. The resulting teamwork approach has resulted in significant progress being made in many areas. The following is a report compilation of campus-wide, multi-unit Aboriginal initiatives occurring at SFU over the course of the past year.

The ten major components of the Aboriginal Strategic Plan for 2013-18 are thus as follows:

1. Academic Program Development
2. Research Development
3. Student Recruitment, Retention, and Support
4. Liaison and Engagement with the Aboriginal Community
5. Aboriginal Knowledge Development
6. International Engagement
7. Infrastructure and Facilities Development
8. Aboriginal Integration and Leadership Development
9. Government and NGO Relationships
10. Communication Strategies

For easy analysis, Annual Reports will be divided into the ten categories listed above. An Appendix section will also contain more detailed mini-reports submitted by various Faculties/units.

Hence, please consider the Annual Report from the Office for Aboriginal Peoples for 2013:

1. Academic Program Development

- Mr. Ron Johnston, Director, Office of Indigenous Education continues his tenure in the Faculty of Education. He is responsible for many initiatives in the Faculty including program development, community relationship-building, fund-raising, etc. In fact, Mr. Johnston was directly responsible for the acquisition of a $100,000 donation from the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of Canada and the United States (UA Local 170) for the creation of an Indigenous student space in the Faculty.
- The Executive MBA in Aboriginal Business and Leadership in the Faculty of Business continues on with its first program cohort, which will finish in 2014. The program began with twenty-seven students from across BC and Canada. Plans are underway for the next program cohort to begin in September 2014. Please see Appendix Three for further information from the Beedie School of Business.
- Regarding the First Nations Studies Department: It enters its second year with Department status. First Nations Studies Certificate and Diploma Programs continue to be available through First Nations Studies. For those who have completed a Bachelor degree and who wish to learn about First Nations Studies, there is the Post-Baccalaureate Diploma in First Nations Studies. Regarding First Nations Certificate Programs, FNST courses are featured in the following three certificates: (1) First Nations Studies Research (2) First Nations Language Proficiency, and (3) Cultural Resource Management. Other departments offering
programmes with FNST courses include: Certificate in Literacy Instruction in the Faculty of Education; Ethics Certificate in the Department of Philosophy; Legal Studies Certificate Program in the School of Criminology; Social Justice Certificate Program in the Department of Sociology/Anthropology; Environmental Literacy Certificate in the Faculty of Environment; Counselling and Human Development Post Baccalaureate Diploma Program in the Faculty of Education. For information concerning the above First Nations Studies certificate and diploma programs, please see http://www.sfu.ca/fns/programs/certificates/

- A list of SFU courses with “recognized” and/or “significant” Aboriginal content in them continues to be updated and expanded. These courses, from various Faculties/units, now number over 120. This list - with course credit and Writing, Quantitative, and Breadth (WQB) designations also listed - is updated annually and is available for perusal on the Office for Aboriginal Peoples website at: http://www.sfu.ca/aboriginalpeoples/files/Aboriginal-Indigenous-Courses.pdf

- A Centre for First Nations Languages and its concomitant First Nations language programming continues to offer and expand programming and work with expertise in the Aboriginal community.

- The Aboriginal Pre-University Bridging Programs in Community Education Program, Lifelong Learning has the following to report:
  - Lifelong Learning received the second year of University Priority Fund support for 2012-13 in the amount of $200,000 for the two Aboriginal Pre-University Bridge Programs under the strategic initiative “Support for Aboriginal students” with a target initiative being “To help recruit and retain Aboriginal students.”
  - Relationships with Mitsubishi Corporation and MERCK Canada are being fostered in collaboration with SFU Advancement. As a result of generous donations, we were able to provide a limited number of study grants to students in the Aboriginal University Prep and Aboriginal Pre-Health Bridge Programs. The value of these study grants cannot be underestimated as it is well documented that Aboriginal students face significant financial hardships in their pursuit of higher education. The funds have provided an opportunity for twelve Bridge students to pursue their educational goals since the Fall of 2012.
  - In November 2012, the SFU Continuing Studies’ Aboriginal Pre-Health Program participated in the university’s first Aboriginal Health Mentorship Project. Funded by the Aboriginal Health and Human Resources Initiative (Health Canada) and the David and Cecelia Ting Endowment, this project helped a group of Aboriginal students to prepare to pursue careers in Health Sciences. For six months, Pre-Health students were paired with Aboriginal health professionals to develop health-related research projects that the students presented at a public forum in March 2013. “The project was designed to support Aboriginal pre-health students and help them explore some of the challenges of combining culturally traditional practices with mainstream health care approaches,” says Shanthi Besso, the program coordinator in charge of the mentorship project. Please see Appendix Four for a Summary Report re: Aboriginal Mentorship Project.
  - The Faculties of Science and Health Sciences are pleased to report that the Training of Aboriginal Youth in Biomedical Labs (TAYBL) Program was once again funded by Merck Canada for $50,000 a year for the years 2012-14. The program is designed to give Aboriginal students interested in Biomedical Science and Health Science careers an entry level research position in a biomedical lab, and the mentorship that accompanies being in a lab community. In addition, Merck Canada is providing approximately $100,000 to fund a Merck Canada Aboriginal Youth in Health Sciences Fund at SFU. The money is going towards funding various programs such as stipends for students in the Aboriginal Pre-Health Bridging Program (through Lifelong Learning) and undergraduate and graduate research stipends for Aboriginal students in the Faculties of Science and Health Sciences, including students interested in Population Health Sciences.
2. Research Development

- Research projects in many areas, with an Aboriginal focus, continue to be done all over the university.
- The Indigenous Research Institute (IRI) for SFU continues to develop and grow. As of 2013, there are fifty-four (54) members of the Institute. A steering committee for the Institute meets regularly to plan institute activities and meetings. Dr. Eldon Yellowhorn serves as the Acting Director and Dr. Tom Perry serves as Acting Associate Director for the Institute, respectively. A list of Institute members and their research interests was published on the Office for Aboriginal Peoples website in January 2013. This gives readers a chance to see the kinds of Indigenous research initiatives being done at SFU by faculty and graduate students. The Institute also co-sponsored a Residential School Education Week at SFU in February 2013. The IRI also sponsored numerous guest speaker events over the course of 2013. Please see Appendix Five for the official report on Indigenous Research Institute activities for 2012-13.
- In the Fall of 2011, an external review of SFU's Research Ethics Board (REB) and Office of Research Ethics (ORE) was undertaken. The External Reviewers submitted a final report in January 2012 with the Director, ORE (DORE) and REB Chair submitting responses in February and March 2012, respectively. After reviewing the report, the REB, DORE, and the Office of the Vice President, Research undertook a Senate-mandated review of R20.01 (Ethics Review of Research Involving Human Subjects), starting in the Spring of 2012. Together, with the recommendations received from the external review of SFU’s ethics policies and processes, the DORE, VPR, and REB drafted a revised R20.01 policy. Seeking input in the area of Aboriginal research, an ad hoc committee has been established which is working to develop some specific Indigenous research protocol recommendations which can be included in the final documents and which can be used as a basis for ethical research projects involving SFU and the Aboriginal community. This work continues on.
- In 2013, Graduate Studies and the Office for Aboriginal Peoples partnered up to continue to offer a stipend fund for Aboriginal graduate students at SFU who would like to attend and present at academic conferences. The fund for this is currently set at $5,000 annually. Applicants may apply for up to $1000. This is being done on the recommendation of an ad hoc committee which was created to examine ways to increase Aboriginal student opportunities at the Graduate Studies level. The committee sees this particular opportunity as a way for graduate students of Aboriginal heritage to present their research in formal conference settings and as a way for them to increase their career development as researchers. Over the course of 2012-13, five such awards were presented to students.
- Dr. Malcolm King and the CIHR-Institute of Aboriginal People’s Health continues its work at SFU/FHS. Dr. King has an academic appointment in the Faculty of Health Sciences and is thus available for teaching, mentoring students, and advising on CIHR-related “research” issues.
- The Hakai Network for Coastal People, Ecosystems, and Management, based at Simon Fraser University, is an innovative, interdisciplinary team that conducts research, training, and education to support sustainability and conservation in Coastal British Columbia, with a focus on the Central Coast. The theme of the Hakai Network’s research is “Science in a Social Context”. It aims to conduct research that is transformative in its ability to make a difference in coastal British Columbia. The network works collaboratively with First Nations and other partners and is committed to community-based research. The Hakai Network receives its core funding from the Tula Foundation and works in close partnership with the Hakai Beach Institute, a research station on the Central Coast of B.C. operated by the Tula Foundation. The primary First Nations partners are the Heiltsuk Nation (in Bella Bella) and the Wuikinuxv Nation (in Rivers Inlet). Please see Appendix Six for a more detailed report regarding the Hakai Network.
- The Intellectual Property Issues in Cultural Heritage (IPinCH) Project, based at Simon Fraser University, is a seven year international research initiative exploring the rights, values, and responsibilities associated with material culture, cultural knowledge and the practice of heritage research, with a particular focus on Indigenous peoples. IPinCH is a collaboration among scholars and professionals from diverse fields, Indigenous groups, students, and policy makers, focused on improving understanding of the relationship between intellectual property and cultural heritage, and with identifying and addressing issues of access and control in research and non-research settings. The project serves as both a practical resource and
a network of support for communities and researchers engaged in cultural heritage work. Please see Appendix Seven for a more detailed report regarding the IPinCH Project.

3. Student Recruitment, Retention, and Support

- The latest complete record (which includes the latest provincial government data) indicates that there are between 600-650 self-identified Aboriginal students attending SFU in 2013-14. This includes over 100 graduate students.
- In the Fall of 2013, one-hundred and twenty-five (125) self-identified Aboriginal students began their studies at SFU.
- The Indigenous Recruitment Coordinator and supervisory staff continue to work successfully with the community to encourage Aboriginal people to attend SFU. Their specific plans for Indigenous recruitment include building stronger relationships with Lower Mainland high schools and school districts, colleges, and Indigenous communities.
- Recruitment materials designed specifically for the Aboriginal community are updated and are well used by the Indigenous Recruitment Coordinator and assistant.
- A document which highlights Aboriginal student recruitment and retention statistics continues to be created by the Office of Institutional Research and Planning. This document will be updated annually. The information in this document can be used for multi-fold purposes regarding Aboriginal recruitment and retention initiatives at SFU.
- The BC Ministry of Advanced Education currently provides SFU with $52,200 annually for Aboriginal Emergency Assistance. Carry-over of unused funds is permitted. The fund is for Aboriginal post secondary students who require short term assistance to deal with personal emergencies. The SFU Terms of Reference for the fund have been established, and the dispensing of fund monies is being looked after by Awards and Financial Aid and the Indigenous Student Centre.
- The Indigenous Student Centre (ISC) continues to work for and with Indigenous students — First Nations, Métis, and Inuit — to offer information and support services to enhance academic success in culturally respectful, relevant, reciprocal, and responsible ways. These include Peer Educator, Peer Mentor, and Peer Advising Programs; an expanded tutoring program that offers assistance in a wide range of subject areas; a Welcoming BBQ for new and returning students; and the Indigenous Honoring Feast for Indigenous graduates. The ISC works closely with the SFU Indigenous Recruitment Coordinator to ensure a smooth transition from the admissions process to successful semesters and, eventually, graduation. Progress continues regarding the renovation of the new Indigenous Student Centre/First Nations Student Association/Elders space in AQ 2002/03. The space will be available for occupation in 2014. Please see Appendix Eight for a more detailed report from the Indigenous Student Centre.
- Established “contact people” in Academic Advising, Career Services, Graduate Studies, Awards and Financial Aid, and in the Community Education Program (Lifelong Learning) continue to work for and with Aboriginal people at SFU.
- SFU continues to have a well-organized, well-funded, and well-supported First Nations Student Association (FNSA) to assist in Aboriginal student activities and other initiatives. For example, FNSA works in partnership with many units around the university to organize student events, to support student retention initiatives, and to partner up on university presentations e.g. Aboriginal speaker series. Two members of FNSA are also invited to sit on the SFU Aboriginal Steering Committee. Please see Appendix Nine for a more detailed report of First Nations Student Association initiatives over the course of 2013.
- SFU has establishing measures to strengthen and increase support and services for Aboriginal graduate students. This includes better information regarding specific services, more support for the Supporting Aboriginal Graduate Enhancement Programs (SAGE), workshops to assist students in their graduate studies work, and more scholarships specific to Aboriginal graduate students. In 2013, a part-time Indigenous Graduate Student Support Coordinator and a part-time assistant worked for Aboriginal graduate students in the above initiatives and also to work at “building community” amongst the Aboriginal graduate student population.
4. Liaison and Engagement with the Aboriginal Community

- An Aboriginal Steering Committee continues to provide direction to the Office for Aboriginal Peoples regarding priorities/initiatives in the Aboriginal Strategic Plan. The committee is composed of university students, staff, faculty, and senior administration, including the President, Vice President-Academic and Provost, Vice President-External, Associate Vice President-Students, and invited members of the public i.e. Aboriginal leadership or those in positions of authority in Aboriginal organizations.

- Continuing regular discussions and partnership initiatives continue with the Native Education College and the Nicola Valley Institute of Technology. These involve approving transfer credit for courses and programs and ongoing tutoring initiatives – in math/science - involving SFU graduate students at these institutions.

- A partnership has been established between SFU and the Vancouver Aboriginal Friendship Centre regarding the establishment of a one week summer camp for Aboriginal youth, which took place at SFU in the summer of 2013. Approximately twenty Aboriginal youth, aged six to thirteen, from the VAFC were involved in existing SFU summer camp activities involving sport, academics, tours and hikes, and some Aboriginal cultural activities.

- Initiatives are ongoing in the Downtown Vancouver community i.e. the NEC initiatives, Aboriginal speaker events/series at the downtown SFU campuses, and Coast Salish Drumming and Singing Workshops at SFU Woodwards.

- Work continues to be done on many fronts regarding ongoing and potential program and research initiatives involving specific First Nation and Métis communities in BC. Some of these are mentioned in past Annual Reports. As others of these come to fruition, they will be reported on in future Annual Reports.

- The SFU Elders Program continues to make a positive difference on the SFU campuses. The program now has five elders from the local community associated with the program. Four work on the SFU Burnaby campus — in the Indigenous Student Centre and in the Office for Aboriginal Peoples — with another elder working with the Aboriginal Bridging Programs at SFU Surrey. These elders work with students, staff, faculty, and community in many capacities. They appear on the Burnaby campus to assist students twice a week and are being asked to appear at more and more university events/classes.

- Regarding Aboriginal alumni initiatives at SFU: (1) An Aboriginal alumni e-mail list is maintained at the university. Information about SFU events and news is supplied to these alumni through the Tuz e-mail newsletter sent from the Indigenous Student Centre. (2) A copy of the Simon Fraser University News, Aboriginal Peoples Supplement is also sent to Aboriginal alumni through the established list serve in the ISC. (3) A regular feature of the annual Simon Fraser University News, Aboriginal Peoples Supplement is a section highlighting Aboriginal alumni of SFU i.e. when they graduated, their program, and what they are doing now. Such initiatives will build interest among SFU Aboriginal alumni in their alma mater and will eventually/hopefully stoke interest in the formation of an Aboriginal alumni group at the university.

- The fourth annual “Aboriginal Students in Math and Science” workshop was hosted on the Burnaby campus in October 2013 by the Department of Mathematics, IRMACS, and the Office for Aboriginal Peoples. Aboriginal students and their teachers attended from across the province. Expressions of thanks and requests that such a fun and knowledgeable event should continue to be an annual event at SFU were received from students and teachers alike.

- Continuing on is the The Math Catcher: Mathematics Through Aboriginal Storytelling Project, being headed by the Department of Mathematics’ Dr. Veselin Jungic. The project has included the creation of a series of short animated films that accompany picture books, as well as, the development of related activities that introduce math topics and techniques through stories. These stories follow Aboriginal storytelling formats and contain elements of Aboriginal traditions and cultures. Stories have so far been translated into Squamish, Sliammon, Halq'emeyləm, Nisga'a, Helitsuk, and Huu-ay-aht languages and have been introduced to Aboriginal communities around the province. Please see Appendix Ten for further information regarding Math Catcher initiatives.

- The Office for Aboriginal Peoples, Indigenous Research Institute, and First Nations Student Association, co-hosted a Residential School Education Week at SFU in February 2013. Events included two evening speaker series events at the Wosk Centre for Dialogue and a day-time symposium on the Burnaby
campus. Presenters included Truth and Reconciliation Commissioner Marie Wilson, Trent University professor and author John Milloy, Eldon Yellowhorn and William Lindsay from Simon Fraser University, and a panel of residential school attendees/survivors.

- An *Idle No More* “Teach-In” was held on the Burnaby campus in January 2013. Dr. Eldon Yellowhorn and William G. Lindsay moderated/presented. Over 100 people from the on and off-campus communities attended. This was followed in February by an *Idle No More* rally hosted by the First Nations Student Association in Convocation Square.

- An Indigenous Peoples Career Stories event took place once again on the Burnaby campus in the Spring of 2013. The event was co-sponsored by SFU Career Services, the Indigenous Student Centre, the First Nations Student Association, and the Office for Aboriginal Peoples. The Indigenous panel members, from various walks of life, introduced themselves and discussed their background, education, and the obstacles they overcame as they pursued their various professional paths.

- The Regional Student Transitions Consortium (RSTC) Aboriginal Education Advisory Committee continues to meet. This committee brings together senior Aboriginal staff representatives from BCIT, Douglas College, SFU and Aboriginal District Principals and support workers from Burnaby, Coquitlam, and New Westminster School Districts to work collaboratively on generating strategies for improving the educational and transitional experiences of Aboriginal students. The goal of this committee is to bolster the individual student support efforts of each partner institution and school district in order to enhance the transition of Aboriginal students, from grade-to-grade and from secondary to post secondary. Thus far, the RSTC Aboriginal Education Advisory Committee has made significant strides in improving the flow of information between each partner school district and post secondary institution. The group has begun work on projects that will match Aboriginal secondary students from Burnaby, Coquitlam, and New Westminster school districts with post secondary institutions. Other potential goals of the RSTC Aboriginal Education Advisory Committee involve bringing together Aboriginal secondary and post secondary students for meaningful mentoring and tutoring opportunities, and to increase the exposure of secondary Aboriginal students to positive experiences in post secondary settings. The committee’s work is on-going.

- A committee involving members from the Surrey School District and SFU meet regularly to discuss and pursue initiatives. The Aboriginal District Principal for Surrey and Aboriginal staff members from SFU sit on this committee thus have the chance to network in various ways.

5. Aboriginal Knowledge Development

- SFU’s new overall Strategic Vision identifies “Respect for Aboriginal Peoples and Cultures” as one of its six underlying principles.

- A First Nations sweat lodge is currently being planned for the SFU Burnaby campus. It will be available for use in 2014. This is a tremendous opportunity to establish a strong cultural connection between the university and the Aboriginal community and others interested in learning firsthand about this important First Nations cultural tradition.

- Coast Salish Drumming and Singing Workshops continue to take place at the SFU Woodwards campus in an effort to bring more Aboriginal culture/knowledge to the university. Held monthly this year, it is open to beginners and experts, men and women, Aboriginal and non-Aboriginal people.

- A First Nations “welcome” and an acknowledgement of the traditional Coast Salish territories upon which the SFU campuses reside is now a regular feature of many university events, including Convocation.

- The annual Honoring Feast for Aboriginal graduates of SFU was once again held in the Spring of 2013. It was hosted/sponsored by the Indigenous Student Centre and the First Nations Student Association. Squamish Nation ceremonial traditions continue to be observed as part of this event.

- Jenna Walsh continues to serve as the Indigenous Initiatives Librarian in the SFU Library. She provides liaison librarian services for the Departments of First Nations Studies, Archaeology, and Political Science, as well as, a spectrum of Indigenous units and initiatives across the university, including with the Indigenous Students Centre, the Indigenous Research Institute, and the Office for Aboriginal Peoples. She continues
to work closely with liaison librarians and others to focus and enhance the Library’s support for Indigenous initiatives throughout the university.

- **Laughing “Irregardless”: Multimedia Aboriginal Humor**, a series of public programs for the exhibition, *Carrying on “Irregardless”: Humour in Contemporary Northwest Coast Art* occurred at the Bill Reid Gallery from September 2012 to March 2013. This series of public programs, featured well-known Aboriginal artists from all over North America. The exhibition, *RezErect: Native Erotica*, is occurring at the Bill Reid Gallery from September 2013 to February 2014. The opening of the exhibition was featured on CBC’s The National. Please see **Appendix Eleven** for a summary report re: the Bill Reid Centre for Northwest Coast Art Studies.

- Marie Clements — award-winning Métis/Dene playwright, screenwriter, performer, director, and producer — completed her work as Simon Fraser University’s Ellen and Warren Tallman Writer-in-Residence in the Department of English in 2012-13. Ms. Clements focused on her own writing and engaged in a series of activities and events with students and faculty while at SFU.

- A National Indigenous Writers Conference was hosted by SFU on October 19-20, 2013 with Aboriginal writers from across the country presenting and conducting workshops. The conference was organized by Publishing@SFU in the Faculty of Communication, Art and Technology.

6. International Engagement

- In early 2013, SFU and Griffith University were signatories to an Indigenous student/elder/staff/faculty exchange agreement. As a result, the Office for Aboriginal Peoples (SFU) chaperoned a small delegation of Aboriginal students on a one week trip to Griffith University in January 2013. The Director of the OAP, four SFU Aboriginal undergraduate students, and one elder from the SFU Elders Program comprised this group. In Australia, the group toured the various Griffith University campuses, visited specific Faculties, spent time with Griffith University’s Indigenous students/staff/elders/faculty, visited local cultural sites, and partook in Indigenous-specific programming. During the week of October 13-18, 2013 the Office for Aboriginal Peoples (SFU) reciprocated the above trip by hosting a delegation of Griffith University Indigenous students and staff. The Director of Griffith University’s Indigenous Student Centre, four Indigenous undergraduate students, and one staff member/elder comprised this group. The group toured the various SFU campuses, spent time with SFU Indigenous students/staff/elders/faculty, visited local cultural and historic sites, and partook in Indigenous-specific programming.

- On October 17th, Dr. Darryn Russell and Dr. Te Maire Tau, two of New Zealand’s leading Maori academics based at the University of Canterbury in Christchurch — visited SFU to discuss potential partnership initiatives. As part of their visit, they gave a noon hour guest lecture in the Halpern Centre, presenting on the topic “Neo-Liberal Theory and Maori Tribal Sovereignty in New Zealand”. Discussions concerning partnership opportunities are ongoing i.e. Indigenous field school possibilities.

- The Office for Aboriginal Peoples works with the First Nations Studies Department to educate international students at Fraser International College about Aboriginal culture, history, and contemporary issues. This has been done through regular guest lectures. The rationale is to educate future international leaders in government and business on First Nations issues in Canada, as they may one day be doing business together. In 2012-13, Fraser International College introduced a foundation-level course entitled “University Life 101”. Recent SFU graduate and sessional lecturer Mr. Simon Solomon created Aboriginal curriculum modules for this new course. He has now delivered the first of these modules to very positive feedback from FIC students and staff. This new curriculum gives international students insight into the First Nations narrative and has created a wonderful opportunity to expose students to an area of study they might never have considered. Update: Fraser International College and Simon Fraser University’s First Nations Studies Program are currently having discussions regarding offering a stand-alone course on Aboriginal issues at FIC, starting in 2014.
7. Infrastructure and Facilities Development

- A feasibility study for the proposed First Peoples House project on the SFU Burnaby campus was completed in 2013.
- After being provided with direction from senior administration concerning the First Peoples House, a proposed Aboriginal economic incubator/accelerator was created as part of the project.
- Community consultation/discussion concerning the First Peoples House project is ongoing with more being planned.
- Various corporations, companies, and First Nations are being visited by members of the SFU community – Advancement, OAP, senior administration - to discuss the First Peoples House project. Interest in this endeavor is high. Advancement will be seeking commitments from these potential allies, as opportunities and follow-up visits take place.
- A university steering committee continues to oversee the First Peoples House project. The Associate Vice President, Academic chairs the committee, which includes members from Advancement, Facilities, Student Services, and the Office for Aboriginal Peoples.

8. Aboriginal Integration and Leadership Development

- Simon Fraser University currently has fourteen self-identified Aboriginal faculty members. They are located in the Faculty of Arts and Social Science’s First Nations Studies Department (five), the Faculty of Education (five), the Department of Mathematics (one), and the Faculty of Health Sciences (one). The other two faculty members are on two year term appointments, in the Faculty of Education (one) and the Department of Linguistics (one).
- There are also numerous Aboriginal staff working in offices and Faculties around the university. For example, in the Office for Aboriginal Peoples, Indigenous Student Centre, Indigenous Recruitment, CIHR-Institute of Aboriginal Peoples’ Health, Faculty of Education, First Nations Studies Program, Aboriginal Bridge Programs, Student Learning Commons, and the Elders Program.
- In 2012, the Vice President-Academic created/sponsored two ongoing Aboriginal Entrance Awards for Aboriginal graduate students. These awards are presented each year to high-achieving Aboriginal candidates on the recommendation of the Faculties. Each master’s scholarship, worth $30,000 in total, will be awarded over two years. Each doctoral scholarship, worth $54,000 in total, will be awarded over three years. One of the purposes of these scholarships is for SFU to attract high quality graduate students of Aboriginal heritage, who can perhaps be eventually mentored into faculty positions. The award winners for 2013-14 are: Nicole Muir, Psychology, Faculty of Arts & Social Sciences (master’s level award) and Kyle Bobiwash, Biological Science, Faculty of Science (doctoral level award).

9. Government and NGO Relationships

- The Office for Aboriginal Peoples deals with ongoing annual requests from the Association of Universities and Colleges of Canada (AUCC). These are typically requests for updated information on Aboriginal programs, services, students, and Aboriginal staff and faculty at Simon Fraser University. The OAP works with others around the campus to supply reports to the AUCC in a timely manner.
- The Research Universities Council of BC also has annual requests for updated information concerning Aboriginal-oriented services and programming at SFU. The OAP is happy to work with others from around the university in providing this requested information. Please see Appendix Twelve for a copy of the report provided by the Office for Aboriginal Peoples to the Research Universities Council of BC in 2013.
- The Office for Aboriginal Peoples often deals with questions or requests for information from the BC Ministry of Advanced Education. Such requests concern information about programs and/or services or information concerning old/new/ongoing initiatives.
• The Office of the Vice President-External Relations and the Office for Aboriginal Peoples continue to work together and with others around the university regarding meeting with government officials when circumstances allow or dictate. For example, the Minister of Advanced Education, The Honorable Amrik Virk, was invited to participate in the Walk for Reconciliation as part of the SFU team on September 22, 2013 (which he did).

• The Office for Aboriginal Peoples and many others around the university, continue to deal with off-campus NGO’s (or NGO-type organizations) in different capacities. The BC Red Cross and the Vancouver Aboriginal Friendship Centre are examples of such. Such dealings usually involve official initiatives between organizations, exchange of advice, requests for letters of support, and information sharing.

10. Communication Strategies

• As a means of communication, the Office for Aboriginal Peoples continues to expand and update its office webpage at http://www.sfu.ca/aboriginalpeoples/ This centralized and comprehensive website lists — or connects to existing websites which list — Aboriginal programs, services, and contact people at SFU. This centralized website gets tremendous traffic with thousands of hits/visits annually.

• The Indigenous Student Centre communications strategy continues to include an updated website at http://students.sfu.ca/indigenous/ and a weekly electronic newsletter called Tuz. This newsletter is sent by e-mail to enrolled Indigenous students and alumni, faculty and staff, and to “Friends of ISC” contacts within the SFU system. Tuz “has the buzz” on the latest ISC programming, Indigenous scholarship/bursary/fellowship information, job opportunities, special event information, special announcements, and items of special interest to the community.

• Public and Media Relations continues throughout the year to send out news items or news information as they concern Aboriginal people, services, programs, and events at SFU.

• The fourth annual Simon Fraser University News, Aboriginal Peoples Edition was made available in January 2014, in both hard copy and on-line editions. This special publication once again featured Aboriginal people, services, programs, and events of note that took place at or around SFU in 2013. Please see the following link for a copy: http://www.sfu.ca/aboriginalpeoples/sfu-news--aboriginal-editions-.html

• The Office for Aboriginal Peoples continues to deal with frequent requests from media seeking news story information and interviews, as they concern Aboriginal issues. For example, during the course of 2013, the Director of the OAP had numerous interviews with Global TV, CFAX News, The Vancouver Sun, The Georgia Straight, and the Huffington Post (which resulted in OAP/SFU being quoted in numerous national newspapers). The OAP also tries to involve other qualified Aboriginal people from around the campus when such requests come in (Dr. Eldon Yellowhorn from First Nations Studies and Mr. Ron Johnston from the Faculty of Education have proven to be a willing and valuable allies in this regard). A special event took place in the spring of 2013, when numerous SFU Aboriginal students and teaching staff were featured in the CTV television program First Story, as it dealt with the topic of Aboriginal Myths and Misconceptions in media.

Conclusion:

It is evident that much progress continues to be made regarding Aboriginal Strategic Plan initiatives at Simon Fraser University. We thank Aboriginal Steering Committee members, the Simon Fraser University community, and the off-campus Aboriginal and non-Aboriginal communities for their assistance in this process.

For further information concerning the above initiatives, please visit the Office for Aboriginal Peoples website at http://www.sfu.ca/aboriginalpeoples/ Or contact the Office for Aboriginal Peoples directly.
As part of a Residential School Education Week at Simon Fraser University, the First Nations Student Association, the Office for Aboriginal Peoples, and the Indigenous Research Institute are proud to present the following:

1. **Marie Wilson**, Commissioner for the Truth and Reconciliation Commission, will be speaking and answering questions about her work with the TRC on Wednesday, February 20, 2013 from 7:00-9:00 pm at the Wosk Centre for Dialogue at 580 West Hastings Street, Vancouver.

   Since 2009, Marie Wilson has been one of the three Commissioners chosen to lead the historic Truth and Reconciliation Commission of Canada, probing into the history and impacts of more than a century of forced residential schooling for Aboriginal children. Marie has 30 years of professional experience as an award-winning journalist, trainer, and senior executive manager. She has lived, studied and worked in a myriad of cross-cultural environments, including in Europe, Africa, and various parts of Canada. For several years Marie served as an associate board member of what was to become the Aboriginal Peoples Television Network.

2. A Residential School Symposium will take place on the Burnaby campus on Friday, February 22 from 10:00-noon in the newly refurbished SFU Theatre, on the south side of Convocation Square. **William G. Lindsay**, Director of the Office for Aboriginal Peoples, **Dr. Eldon Yellowhorn**, the Chair of the First Nations Studies Department, and a representative from the First Nations Student Association will lead a presentation concerning the overall history and legacy of residential schools. A panel of residential school survivors/attendees will also give their input concerning residential school experiences.

3. **Dr. John Milloy**, will be speaking and answering questions about his work regarding the residential school system on Wednesday, February 27, 2013 from 7:00-9:00 pm at the Wosk Centre for Dialogue at 580 West Hastings Street, Vancouver.

   Dr. Milloy is a professor at Trent University, who has done research for the Royal Commission on Aboriginal Peoples, and later published “A National Crime: The Canadian Government and the Residential School System, 1879 to 1986”. He has also carried out research for the Truth and Reconciliation Commission of Canada and was recently the Special Advisor in History to Justice Murray Sinclair, Commissioner of the Truth and Reconciliation Commission.

**Duncan McCue**, award-winning reporter from CBC’s The National, will be moderating the above evening events on February 20 and 27, respectively.

All of the above events are free. No registration is required. For further information please contact Klahanie R. Rorick at 778-782-8925 or krorick@sfu.ca.
APPENDIX TWO

Ancillary Report re: The Jack P. Blaney Award

*Submitted by Mr. Robin Prest, Program Analyst, School of Public Policy

In January 2014, Simon Fraser University’s Centre for Dialogue awarded Chief Robert Joseph the Jack P. Blaney Award for Dialogue. This award recognized Chief Joseph’s tireless work to renew relationships among Canada’s Aboriginal and non-Aboriginal peoples, built on a foundation of openness, dignity, understanding, and hope. Among other distinctions, Chief Joseph is a Hereditary Chief of the Gwawaenuk First Nation, the Ambassador for Reconciliation Canada, and a Special Advisor to Canada’s Truth and Reconciliation Commission. Between January and March 2014, SFU’s Centre for Dialogue and Chief Joseph hosted a series of community-engaged events that highlighted and build upon concepts of “reconciliation.” This included a dialogue, held in partnership with SFU’s Office for Aboriginal Peoples, that focuses on the university community and how SFU can build upon existing efforts to support reconciliation between Aboriginal and non-Aboriginal peoples.
APPENDIX THREE

Summary Report re: The Beedie School of Business

*Submitted by Dr. Ulrike Radermacher, Associate Director, Graduate Business Programs

The Beedie School of Business launched North America’s first Executive MBA in Aboriginal Business and Leadership in September 2012. The students in this program come from very diverse professional backgrounds and have a range of management experience. They have greatly increased the capacity of the School to interact effectively with First Nations communities and as a result, we are being invited to develop programs and research projects with many communities.

Other institutions are looking to the School of Business for help in how to develop such programs and how to work effectively with First Nations and other Indigenous groups. In addition, international scholars are interested in teaching in the program. For example, Professor Stephen Cornell, Co-director of the Harvard Project on American Indian Economic Development, and Faculty Associate, Native Nations Institute in Tucson, is teaching a course on Strategic and Governance Factors in Aboriginal Business and Governance this fall. Half way through the program, twenty-three of the students are succeeding and the results so far are exciting. The next program offering will be in the Fall of 2014 and we already have over twenty interested and potential applicants.

Dr. Mark Selman has received recognition for his work in Aboriginal business. The Industry Council on Aboriginal Business bestowed him with the “Aboriginal Business Champion” award in July 2013. In April 2013, BC Business Magazine also recognized the EMBA in Aboriginal Business and Leadership as being among the ten most significant innovations in BC.

A team at Beedie is working on establishing a Research Initiative in Indigenous Business and Economic Development at the Beedie School. The goal is to provide a base for research on Indigenous economic development and provide opportunities for practical applications. Initially, the Research Initiative will focus on three main areas identified by scholars and practitioners as the most pressing: entrepreneurship, governance, and capacity building.

Over the past decade or so, Mark Selman has worked closely with First Nations communities, major corporations and individuals and built relationships for collaborations in research and practical work. Nations and corporations that the School of Business have collaborated with include the Haisla and Alcan, Squamish Nation, Nuu-chah-nulth Tribal Council, Federal Ministry of Health, BC Ministry of Aboriginal Relations and Reconciliation (MARR), BC Ministry of Jobs Tourism and Skills Training, Fortis BC, and the Industry Council on Aboriginal Business. Through programs such as MITACS we were able to offer internships to Beedie students who worked successfully with organizations such as the Aboriginal Mothers Centre Society; with the Nisga’a, Nuu-chah-nulth, and Heiltsuk Nations; as well as, the communities of Kanaka Bar, Ahousat, Tloquiat and Bella Bella. The School of Business secured a small SSHRC development grant and is in the process of developing a larger research project.

The School of Business is also building partnerships with the University of Victoria, Vancouver Island University, and the Waikato-Tanui College in New Zealand.
Mentorship project inspires Aboriginal students:

A mentorship project at SFU has helped a group of Aboriginal students prepare to pursue careers in Health Sciences. In November 2012, the SFU Continuing Studies’ Aboriginal Pre-Health Program participated in the university’s first Aboriginal Health Mentorship Project funded by the Aboriginal Health and Human Resources Initiative (Health Canada) and the David and Cecilia Ting Endowment. For six months, Pre-Health students were paired with Aboriginal health professionals to develop health-related research projects that the students presented at a public forum in March 2013.

“The project was designed to support Aboriginal pre-health students and help them explore some of the challenges of combining culturally traditional practices with mainstream healthcare approaches,” says Shanthi Besso, the program coordinator in charge of the mentorship project. “By creating these structured mentorships, we were able to increase cultural guidance and encouragement and give students access to practical health career information and networks.”

St. Paul's Hospital nurse mentors Aboriginal student:

One project participant was Reanne Percival, a young Nisga’a woman from New Aiyansh Village, Northern BC. A nurse who works with HIV/AIDS patients at St. Paul's Hospital served as the young woman’s mentor. The relationship fit, says Percival, because she was interested in doing her research project on sexual health among Aboriginal youth.

Her mentor provided some resources, suggested some research techniques, and gave Percival a tour at St. Paul’s, during which time she met some people who had been affected by HIV. “It helped me realize that Natives and non-Aboriginals aren’t really that different,” she says. “We struggle with the same health issues. The difference is in how they got there.”

Conversations with her family, including her grandmother, a residential-school survivor, helped turn Percival's attention to the history of Aboriginal sexual health. “Aboriginal youth need to have a different approach to sexual health because of their pasts,” she says, explaining that colonization and experiences at residential schools have had an effect on Aboriginal health. Because of her history, she explains, her grandmother was unable to talk to her mother about safe sex. Says Percival: “I think we need to get Aboriginal people more involved in their culture and make them proud of themselves...the more we help educate the parents about abstinence and safe sex, it will help with the ripple effect.”

Aboriginal student inspired to study at SFU:

Before participating in the mentorship project, Percival was unsure whether she would pursue nursing or medicine after graduation. But her research project inspired her. She’s decided that she wants to become an obstetrician/gynecologist and then go back to her community to help with family health. SFU will be a big part of Percival’s journey forward, as she began a Bachelor of Science in the Faculty of Health Sciences at SFU in the Fall of 2013.
Aboriginal mentors eager to work with students:

Miranda Kelly, a health planner at the First Nations Health Authority, was one of several mentors with SFU’s Aboriginal Health Mentorship Project. She remembers what it was like to feel lost in a sea of numbers in her first year of university. A mentor during her fourth year of study helped her immensely—Kelly was able to build her confidence and find her strengths. After beginning her career, she was eager to give the same opportunity to someone else. “I always thought that if there was an opportunity to give back and pay it forward, I’d like to participate,” she says.

Kelly was paired with a student who completed a project on youth suicide. Kelly shared some resources and examples of effective PowerPoint presentations, and was extremely proud of what her mentee came up with. She also found the learning relationship was reciprocal. “I really appreciated how the student brought her own perspective to the work,” she says, explaining that hearing the young woman’s take on issues that affect young people was valuable because experienced professionals can often be “adult-centric.”

Cody Caruso, another project mentor from the First Nations Health Authority, was equally enthused about his experience with the Aboriginal Health Mentorship Project. As a health careers coordinator, his job is to address the shortage of Aboriginal workers in health care. He was thrilled to work with future health professionals, finding it enriching to learn from them. “I was really blown away,” he says. “It’s not every day that you meet with someone who wants to change the world.”

Caruso believes mentoring is a vital, and often underused, part of education practice, and he hopes to keep being involved. “Doing something as simple as developing a relationship with these students is a way to nurture the passion that is only going to be mutually beneficial for all of us. We have many gifts to share with each other: young or old, student or teacher, employee or employer, youth or elder. Mentoring is something that is reciprocal in nature—rarely ever is it one-way.”
APPENDIX FIVE


*Submitted by Dr. Eldon Yellowhorn, Director, Indigenous Research Institute
with input from the Indigenous Research Institute Steering Committee

Re: Research

The purpose of the Indigenous Research Institute is to promote research in areas relate to Indigenous peoples and to facilitate community-based projects with indigenous partners, however it does not have an autonomous research program at the present time. Instead, faculty affiliated with the IRI carry out their research independently and use it as a forum to share their results. The institute promotes collaborative research projects and supports its members for internal and external funding.

Re: Teaching

Elucidating the conditions of Indigenous peoples is the purpose of research and reportage. Periodically current affairs bring special attention to issues involving Indigenous peoples, which in turn captures the attention of the general public. One such opportunity arose with the ‘Idle No More’ movement. In response to the public interest expressed about it the IRI hosted a ‘teach-in’ on January 18, 2013. Dr. Eldon Yellowhorn and Mr. William Lindsay led a discussion/presentation that addressed many of the concerns that informed the narrative illustrated in the media. The response from the university community was overwhelming, which suggested a vacant niche that is underserved.

The IRI, in cooperation with the Office for Aboriginal People and the Department of First Nations Studies, co-sponsored the Residential School Education Week in mid-February. Events included presentations by Marie Wilson, Commissioner with the Truth and Reconciliation Commission, and Dr. John Milloy of Trent University, author of A National Crime: Residential Schools in Canada. Dr. Eldon Yellowhorn and Mr. William Lindsay led a forum, which was open to the university community, on residential schools that included a panel of survivors.

On April 30, 2013, the IRI, in cooperation with the Department of First Nations Studies and the IPinCH Project, co-hosted a Moriori scholar, Maui Solomon, and a New Zealand archaeologist, Susan Thorpe, who were visiting SFU from Rekohu, the Chatham Islands/New Zealand. Their seminar presentation reported on their efforts to record, study and protect Moriori cultural heritage, with special emphasis on the core themes of Indigenous methods and ethics.

Re: Community

The Indigenous Research Institute was launched on June 21, 2012, to coincide with National Aboriginal Day. By our inaugural meeting our membership list had grown to 54 people representing varied disciplines from across the university. Our membership reflects the university community and is open to faculty and graduate students, so creating networks among researchers whose common research agenda intersect with these goals is a priority for this institute. Among its terms of reference is to promote research in areas related to Indigenous peoples, and to facilitate community-based projects with Indigenous partners.

Media relations are important for reaching out to the broader community. The press release about the creation of the IRI yielded a live, in-studio interview on The Early Edition, the CBC Vancouver morning show. Since then various members have been contacted by local and national media outlets to share their expertise and to contribute information and opinions on current affairs.
Re: Continuing

As stated in the terms of reference a steering committee, consisting of Dr. Eldon Yellowhorn (Acting Director), Dr. Tom Perry (Associate Director), Dr. Vicki Kelly, Dr. Mary Ellen Kelm, Dr. Annie Ross and Mr. William Lindsay, was created to govern the overall direction of the Institute and oversees its management. The steering committee meets regularly to plan Institute activities, such as co-hosting events that fall within our mandate. Initially the steering committee contributed to planning the terms of reference and the application process for the IRI. Since its establishment, its activities include organizing and hosting a series of lectures by SFU faculty and visiting scholars. The Office for Aboriginal Peoples’ website contains a portal to a page for the IRI. The Institute continues to accept new membership applications. Members are encouraged to network and to that end an email list was created so that they can share news or form on-line discussion groups. There remains some work to be done, for example, we will continue our search for a logo that can adorn Institute letterhead.

Re: Other Matters

At the inaugural meeting a questionnaire was distributed to those in attendance that solicited suggestions about the meaning and purpose of the Institute. Opportunity to network was the number one response to the question, “What does an ‘Indigenous’ Research Institute mean to you?” Many respondents felt there was a knowledge pool at SFU that was not recognized because the researchers were distributed across the university and no coherent forum to share their research. The IRI can be the channel where scholars working in isolation conducting studies on similar topics can share their results and experiences. Participants felt that opening lines of communication that give voice to the community and being the nexus of community connections be prominent motives for the Institute. Generally there was considerable support for the idea of foregrounding Indigenous research in a collaborative environment that emphasizes the interdisciplinary nature of academe.

Respondents to the question, “What can an ‘Indigenous’ Research Institute do for you regarding research?” pointed out that it could be an important interface between the university and the wider community and raise the profile of SFU among First Nations. Fostering connections, collaborations and cross-fertilization, as well as opportunities for mentorship between junior and senior scholars, were cited as features of the institute that sustained effective scholarly activities.

The final question was: “What potential Institute ‘activities’ would you like to see happen?” It received many helpful suggestions, including a Speaker Series, a refereed journal series, workshops, seminars and community gatherings. The one theme that repeatedly got mention was the need to share the results of scholarly research within the university and with First Nations and the wider community.
APPENDIX SIX

**Summary Report re: The Hakai Network**

*Submitted by Dr. Ken Lertzman, Director, The Hakai Network for Coastal People, Ecosystems, and Management*

Members of the Hakai Network are researchers who support the vision and objectives of the Network and are actively involved in its research. The 123 members represent nine universities from Canada and the United States, three levels of government (Federal, Provincial/State and First Nations), several ENGO’s, and individuals. Research priorities for the Hakai Network are developed collaboratively with its partners. About twenty graduate students and post-doctoral researchers are supported directly by the Network with a number of others being associated with the Hakai Network’s activities. Over the last year, core Hakai Network members (a smaller subset of the 123 mentioned above) generated thirty-two scientific publications and gave sixty-five presentations to public, community, or academic audiences. The Hakai Network hosted a series of seminars, workshops, and research fora at SFU, and participated in a variety of meetings in communities focusing on research priorities and strategy, community engagement, and field classes. We are working to broaden our primary engagement with communities to the four Central Coast First Nations through the Central Coast Indigenous Resource Alliance (CCIRA) and have developed working relationships with a variety of coastal communities beyond the Central Coast.

Primary research programs that the Hakai Network focuses on include:

- Kelp forest ecosystem dynamics and coastal food webs.
- Implementation of Ecosystem-Based Management in the Great Bear Rainforest.
- The herring school: ecology, management, and the culture of herring.
- Interactions between bog forests and near-shore marine ecosystems.
- Fate and the role of marine derived nutrients in riparian forests and streams.
- Ethnobiology of cultural landscapes.
- The Hakai Network also works closely with the Hakai Beach Institute on the design and implementation of their programs in environmental monitoring, landscape change, and long-term ecological research.
APPENDIX SEVEN

Summary Report re: The Intellectual Property Issues in Cultural Heritage (IPinCH) Project

*Submitted by Ms. Kristen Dobbin, IPinCH communications specialist

This was a very busy year for the IPinCH Project. They hosted a number of successful conference panels, workshops, and symposia. This included a workshop in Yellowknife with the Inuit Heritage Trust to discuss the development of a comprehensive heritage management plan; a workshop with Yukon First Nations in Whitehorse on community-led policy-making entitled, “Accessing Justice: Telling Stories and Learning Lessons from Community-Driven Policy Making in First-Nations Communities”; a session at the Society for American Archaeology Annual Meeting in Honolulu, Hawaii, that addressed how archaeologists are taking up the challenges being presented by international cultural resource management policies pertaining to the rights of Indigenous peoples; a symposium and workshop on “Cultural Commodification, Indigenous Peoples and Self-Determination” that brought together a diverse group of Indigenous and non-Indigenous scholars and community representatives to discuss the risks and benefits of commodification, and explore ways to mitigate negative effects on communities; and a panel on “Community-Based Cultural Tourism” at the Sto:lo People of the River Conference.

IPinCH also inaugurated its public Speaker Series with three guests, hailing from New Zealand and the United States. Gwyneira Isaac, Curator of North American Ethnology at the National Museum of Natural History at the Smithsonian Institution, gave a talk about a Smithsonian initiative designed to foster collaborations with communities around engaged languages and knowledge. Maui Solomon and Susan Thorpe of the Hokotehi Moriori Trust spoke about the intellectual property challenges facing Moriori, as well as their IPinCH case study, “The Moriori Cultural Database.”

In 2013, IPinCH supported two new special initiatives. The first, developed by the Sealaska Heritage Institute (SHI) of Alaska, involves a legal analysis of the Marine Mammal Protection Act in order to resolve the barriers it has caused for SHI’s Sustainable Arts program. The second is a documentary film project titled “Tracing Roots”, which follows Haida culture-bearer and Elder, Delores Churchill, on a journey to understand and replicate the spruce root hat found with the individual known as Kwäday Dän Ts’ìnchi (“Long Ago Person Found”), whose 500-year-old remains were found in a receded glacier in Northern BC. This year, IPinCH also launched the IPinCH Fact Sheet Series on various intellectual property-related topics to meet the needs of community members, researchers, and policy-makers.

Finally, in October IPinCH Director George Nicholas was the first recipient of the new SSHRC Partnership Award. This prestigious award reflects the growing recognition of the value of community-based participatory research as an essential methodology in working with Indigenous communities.
Summary Report re: The Indigenous Student Centre

*Submitted by Ms. Jenna LaFrance, Director, Indigenous Student Centre

The SFU Indigenous Student Centre (ISC) continues a successful partnership with the First Nations Student Association (FNSA) for Welcoming Events, tutor program and the Honoring Feast. The ISC is extremely grateful to the FNSA for the funding provided to enrich the support services to the SFU Indigenous student population.

The ISC Tutor Program is currently funded by FNSA. Funding to develop and launch the program in September 2012 was provided by both the Office for Aboriginal Peoples (OAP) and FNSA. The tutor program continues to provide tutoring to undergraduate students. Tutors are mainly SFU graduate and doctoral students. Reviews of the program, informing the continued development, are scheduled throughout the semester as issues arise and at the end of each semester. The ISC Director appreciates this program as an opportunity to address the knowledge gaps Indigenous students are confronted with at the beginning of their post secondary education.

The Indigenous Student Centre also partners with Student Services programs in Student Affairs and New Student Enrollment and Transition to offer a range of relevant ISC programming and services. The SC Peer Cousins Program is adapted from the SFU Peer Mentor Program. The name Peer Cousins acknowledges the family and community-based cultural context that many of our students have as a reference point for receiving knowledge and advice. ISC Indigenous Peer Career Advisor sessions are a partnership between the ISC and SFU Career Services. Sustainable Indigenous Student Services developed with SFU University Priority Funds include student funding initiatives with the Centre for Students with Disabilities and with Residence and Housing.

Outside of Student Services, initiatives include ISC Peer Educator sessions, a partnership between the ISC and the Student Learning Commons, and the Elders Program funded by the OAP and located within the ISC.

Within and exclusive to the ISC are the ISC Indigenous Ancestry Network and the following: a Wednesday weekly lunch-time meeting which offers SFU Indigenous students an opportunity to talk about their ancestry search; the Tuzz weekly online newsletter; the ISC Facebook page; and many contacts from all SFU students, as well as, community colleagues and visitors with a wide range of requests and offers to partner. The new Indigenous Student Centre/Place is eagerly awaited and slated to open in the Spring of 2014. An Elder/First Nations committee will be formed to decide on an official name for the new space. The ISC will work with the SFU Art Gallery to determine the art pieces for the new center.
Who is actually a member of the First Nations Student Association?

All self-identified Aboriginal, First Nations, Inuit, Métis, and Status/Non-Status students here at Simon Fraser University.

Who runs this organization?

The First Nations Student Association is an independent student-run organization. It is not a department of SFU and is not connected to student services. We have no employees and all the work we do is done by students, for students.

What does FNSA do for Aboriginal and non-Aboriginal students at SFU?

Our mandate is two-fold: to personally, academically, and culturally support self-identified First Nations, Inuit, Métis, Status, and Non-Status students and to educate the campus community on First Nations issues. We are here for all students in one capacity or another. FNSA-sponsored lectures and speaker series are open to the entire student body here at SFU, as well as, to the community at large.

FNSA has also advocated for services and resources for students and for the promotion and sponsorship of activities on campus that demonstrate the cultural diversity of First Nations people. Every year we have a Spring Feast open to all of SFU to celebrate our culture. At this event there are traditional dancers, performers, artisans, and craftsmen sharing their culture.

What does FNSA have to offer First Nations, Inuit, Métis, Status and Non-Status students?

**Personally:** FNSA attempts to create a greater sense of community by providing a space where Indigenous students are free to be themselves and to meet other Indigenous students that may also be far from home. We also hold social events, be it lunches, dinners and get-togethers to help students bond with each other. Many skills are needed to be successful, not just academic ones. Many students thus need to build their résumés and FNSA hosts training sessions that will benefit them in this regard. Last year, FNSA ran Food Safe, First Aid, and Board Training sessions to improve upon attendees employable skills.

**Academically:** As a way to introduce Learning Commons workshops to students, a special session is held for Indigenous students at FNSA’s expense to help the students learn effective study habits and exam preparation. Many of the first year FNSA members are from smaller colleges and need help adjusting to SFU’s demanding schedule and work load. Having other Indigenous students to lean on and gain advice from, helps the students survive their first term. FNSA also hosts large events that center around the interests/fields of study of students in FNSA. Such will help them gain networks outside of SFU. To support Indigenous students that are in need of additional educational support the First Nations Student Association matched the Office for Aboriginal Peoples 2013 contribution of $5000 to the Indigenous Student Centre to support tutoring initiatives. From this, FNSA allocated $3000 to undergrads in need of support and $2000 to graduate students looking for tutoring through the Indigenous Student Centre.
Culturally: Over the past year FNSA has hosted numerous drum-making and medicine wheel workshops to help students gain experience in the many First Nations cultures in this country. We have also provided a home in 2013 for the Coast Salish drumming/singing group to promote among the students the art of drumming/singing while on Coast Salish territory. All of our events and meetings are catered by an Indigenous catering company that can provide traditional foods.

What does FNSA have to offer non-First Nations people at SFU?

There are many events that happen throughout the year that everyone is welcome to attend. All marketed events, such as our Aboriginal Criminology Speaker Series, Spring Feast, Indigenous orientation events, Indigenous Peoples Career Stories, and many other FNSA-funded events are open to the student body at large. FNSA partners with the Women’s Centre and SFPRIG to bring attention to issues such as the Red Reasoning event that dealt with women and violence. All of these events are open to the whole student body.

What are some of the other FNSA hosted and funded events from this past year?

SFU Residential School Week

This past Spring (2013) FNSA co-hosted the SFU Residential School Week. This included the following lectures:

*Where is the “I” in Reconciliation* with Marie Wilson, Commissioner for the Truth and Reconciliation Commission of Canada. Herein, she discussed the progress of the TRC to date and the problem of reconciliation between Indigenous peoples and European settlers following decades of forced residential schooling of Aboriginal children.

*Residential School Symposium:* Dr. Eldon Yellowhorn, Chair of the First Nations Studies Department, and William G. Lindsay, the Director of the Office for Aboriginal Peoples, led a presentation concerning the overall history and legacy of residential schools. A panel of residential school survivors/attendees also provided their input concerning their residential school experiences.

*A Site for Reconciliation: Continuing Neglect, Residential Education, and Child Welfare:* Presented by Dr. John Milloy, Professor of Canadian and Indigenous History at Trent University in Ontario. Dr. Milloy has done research for the Royal Commission on Aboriginal Peoples, the TRC, and is the author of *A National Crime: The Canadian Government and the Residential School System, 1879 to 1986.*

Idle No More Rally and The Spring Feast

With both the Spring Feast and Idle No More rally happening in the spring of 2013, FNSA members were extremely busy. Approximately 2000 students attended the Spring Feast in Convocation Square. News crews, community members, and politicians were up on the mountain, as well, for our collaborative Idle No More rally/event.

Although the Idle No More movement may appear to have momentarily disappeared from national media coverage, it is still active in many communities including at Simon Fraser University. On Monday, April 8, 2013 SFU students, alumni, faculty, and staff came together to attend an Idle No More rally at the Burnaby campus. This international grassroots movement is aimed at bringing attention and resolution to many longstanding Aboriginal economic, social, environmental, and human rights issues. This free public event invited both Aboriginal and non-Aboriginal community members from both the university and beyond to join a peaceful protest-style rally to show their support. Several organizations on campus came together to make the event a success, including the First Nations Student Association (FNSA), Simon Fraser Public Interest Research Group (SFPRIG), the Women’s Centre, and the Office for Aboriginal Peoples (OAP). Other university groups that supported the event with their presence were Out On Campus, CJSF Radio, the Indigenous Student Centre, and Sustainable SFU.
As a team building event, FNSA also established a partnership with the SFU food bank to recreate the FNSA logo on cans of food. The cans were then divided up between the food bank and the Aboriginal Friendship Center to feed the needy.

**Red Reasoning**

A partnership with the Women's Centre resulted in an evening of dialogue about women surviving domestic violence. Called *Red Reasoning*, this event featured Dr. annie ross, Joyce Fossella, and Cease Wyss.

**Aboriginal Day Camps**

SFU undergraduate student and FNSA member, Alissa Derrick, along with the cultural coordinator of the Vancouver Aboriginal Friendship Centre, and SFU Recreation, co-hosted Aboriginal youth enrolled in the Vancouver Aboriginal Friendship Centre Summer Day Camp Program for a day – and later a week - of fun activities on the SFU campus. Such included cultural teachings.

**Women Centre Student Parent Halloween Dinner**

In support of the many Aboriginal student/parents in FNSA and in the student body at large, FNSA helped fund a safe Halloween dinner and party for 40 students and their families this past October. As FNSA partnerships grow, we hope to co-host many more community building events for parents here at SFU.

**Aboriginal Criminology Series**

The FNSA-sponsored Aboriginal Criminology Speaker Series kicked off with two events this past year: *Cycle of Juvenile Justice: The Crisis of Aboriginal Youth* and *Aboriginal Offenders and Generational Healing*. These sessions involved the following panelists:

- Flora Raynes, Aboriginal Specialist, Youth Court workers and Counselling Association of B.C.
- Pamela Shields, Barrister & Solicitor, Aboriginal Services Legal Society.
- Richard Lavelle, Aboriginal Liaison, Vancouver Police Department.
- Stephen Anderson, Probation Officer, Ministry of Justice.
- Steve Hanuse, Constable, Musqueam Liaison.
- Doug Owhaniuk, Correctional Program Officer, CSC.
- Arthur Paul, Regional Manager, Native Court workers and Counselling Association of B.C.
- Gerald Adams, Executive Director, Circle of Eagle Lodges Society.
- Laura Baird, Aboriginal Community Development Officer, Correctional Service of Canada.

**Indigenous Honoring Feast**

In the spring/summer of 2013, FNSA co-sponsored the SFU Indigenous Honoring Feast held this year at the Diamond Alumni Club. This annual event is done in collaboration with committee members from many SFU units/departments. FNSA holds a seat on the Honoring Feast committee to help with not only funding but with the organization of the event. Each Indigenous graduate attending the Honoring Feast was gifted a SFU frame for their newly awarded degree.
APPENDIX TEN

Ancillary Report re: Math Catcher Initiatives

*Submitted by Dr. Veselin Jungic, Deputy Director, The IRMACS Centre

Overall Review:

Under the leadership of the Office for Aboriginal Peoples (OAP) and the Department of Mathematics, SFU and the Native Education College (NEC) have continued the joint volunteering program in which SFU math students and faculty go to NEC once a week to help their peers with their math and science homework. This program is in its fourth year.

During the last year the Math Catcher Program visited 33 schools off and on reserves across the province and reached to about 1500 students. More details about the program are available at http://mathcatcher.irmacs.sfu.ca/

Hands-on Math Workshop Day for the Aboriginal Community:

Simon Fraser University rolled out a series of hands-on, math and science related activities when approximately 100 Aboriginal students from Grades 9-11 and their teachers visited the Burnaby campus on October 22, 2013.

The goal of the annual workshop, part of the Math Catcher Outreach Program, is to encourage Aboriginal students to consider STEM (Science, Technology, Engineering, and Mathematics) courses and post secondary education when planning their futures.

The schedule included an SFU campus tour and sessions in the following topics: Indigenous mathematics and word puzzles in Cree, Modular origami, “Aha” math moments, 3D printing in science, and Actuarial mathematics. Instructors for the day’s programming were from the First Nations University of Canada, Douglas College, Okanagan College, and Simon Fraser University.

Organizer Dr. Veselin Jungic, an SFU mathematics professor, says regarding the program: “We try to introduce mathematics to Aboriginal elementary and high school students in a cultural context. We have specially designed materials that demonstrate mathematical concepts that incorporate Aboriginal languages and elements of Aboriginal traditions and cultures.”

Sponsors for this free workshop included the IRMACS Centre, Office for Aboriginal Peoples, the Department of Mathematics, and the Pacific Institute for the Mathematical Sciences (PIMS).

Extra information from Dr. Veselin Jungic, Head of the Math Catcher Program:

In the first 2 1/2 months of 2013 the Math Catcher Program visited: Pemberton Secondary School, Pemberton; Duncan Christian School, Duncan; Dunsmuir Middle School and Lakewood Elementary, Victoria; and the Fraser Academy, Vancouver. The Faculty of Science has generously covered part of the travel expenses. Photos and testimonials from these visits are posted at http://mathcatcher.irmacs.sfu.ca/outreach/visits
In addition, Dr. Jungic gave presentations about the Math Catcher Program to students in the Graduate Diploma in Mathematics and Science Teaching at Douglas College and to the participants of the UBC Aboriginal Math K-12 Symposium.

Work was completed on the bilingual Nisga’a-English picture book “Small Number and the Old Canoe”. This project was initiated by Ms. Edna Nyce, Nisga’a Urban Local Representative for Vancouver, and was financially supported by PIMS and the Vancouver Nisga’a Society.

The schedule for visiting schools for the next couple of months is as follows: March 28 in Chilliwack; April 5 in Surrey; April 17-19 in Cranbrook; April 30-May 2 in Kamloops; and May 9 in Coquitlam.

Dr. Jungic has been invited to talk about the Math Catcher Program at the PIMS Changing of Culture conference on May 10.

Currently Math Catcher is working on the Sencoten language version of the “Small Number and the Old Canoe” animated film (versions of the film have already been created in in Squamish, Sliammon, Halq’eméylem, Nisga’a, Heiltsuk, and Huu-ay-aht).

A new story has been written entitled, “Small Number and the Salmon Harvest”. The UBC Department of Mathematics has kindly agreed to pay for the art work on this project.

In February, a former student of Dr. Jungic’s put him in contact with Ms. Diana Day, Aboriginal Community Development/Engagement, Aboriginal Health Strategic Initiatives, Vancouver Coastal Health. Ms. Day was invited to attend the session at Fraser Academy on March 12. She followed that meeting by the following message: “That was very good. Are you available in April and how many people can you provide a class to? I was thinking to have a district-wide Aboriginal Parent and youth gathering, and also promoting your project to targeted schools and also First Nations communities in our health region.” This could be an opportunity for the Math Catcher Program to reach more Aboriginal students in the Vancouver region.
APPENDIX ELEVEN

Summary Report re: The Bill Reid Centre for Northwest Coast Art Studies

*Submitted by Mr. Bryan Myles, Manager, Bill Reid Centre

Introduction:

The Bill Reid Centre (BRC) possesses a collection of digital images that represent the unique cultures and cultural expressions of over 160 Northwest Coast communities for which a visual record exists. Its uniqueness lies not only in its attempt to be comprehensive, but also in its efforts to engage First Nations communities and add a native voice to images that were predominantly taken by Europeans and Euro-Americans in times of cultural trauma. The location of this resource on-line at the SFU Library will create access to important symbols and iconic objects that symbolize the identity of First Nations people. In addition, it will prove to be a valuable tool for Indigenous and non-Indigenous artists, students, and researchers.

The Bill Reid Centre’s current activities include:

The current focus is to move thousands of images online to our digital collection at SFU Library. This includes tens of thousands of Northwest Coast Artifact images taken at various museums around the world. This also includes thousands of images taken by Adelaide de Menil along the Northwest Coast in the 1960s that document the remains of old village sites before the forest reclaimed them.

The Bill Reid Centre is working to create a small reference book to support the current Rez-Erect exhibition at the Bill Reid Gallery.

The Bill Reid Centre is currently wrapping up a joint research project to conduct research and provide digital cultural resources for the new Songhees Wellness Centre in Esquimalt. The Centre has located and acquired over 500 digital images of the Songhees community. The first 300 or so have been posted on the Songhees Community Portal at http://songheesnation.ca/community/education/virtual-museum/

In support of Lyle Wilson’s exhibition “Paint: The Painted Works of Lyle Wilson” at the Bill Reid Gallery, the Bill Reid Centre worked with UBC teacher practicum students to create online curriculum about Northwest Coast Art. These are located at http://www.sfu.ca/brc/educator-resources.html

In February 2013, the Bill Reid Centre signed an agreement with *Ksan Village to use a number of images taken between 1972 and 1975 that depict a range of traditional activities and performances that were initiated to record the significance and uniqueness of the Gitxsan culture.

The Bill Reid Centre also recently worked with the Dzawada’enuxw First Nations on a photo research and identification project. The project was based on photographs taken by New York photographer Adelaide de Menil during the summers of 1967 -1968. The results are located on the Gwa’yi Community Memories page on the Bill Reid Centre website at http://www.sfu.ca/brc/virtual_village/Kwakwaka_wakw/gwa-yi--kingcombe-/gwa-yi-community-memories.html
Tansi! The year 2013 has been a very exciting one for Aboriginal strategic initiatives at Simon Fraser University. The Office for Aboriginal Peoples (OAP) continues to work with its many partners to implement SFU’s Aboriginal Strategic Plan for 2013-18. One can view the entire Aboriginal Strategic Plan and Annual Reports concerning Aboriginal strategic initiatives at SFU on the OAP website at http://www.sfu.ca/aboriginalpeoples/

There were many highlights this past year:

- SFU’s strategic vision continues to identify “respect for Aboriginal peoples and cultures” as one of its six underlying principles;
- An Aboriginal Steering Committee – composed of members of senior administration, faculty, staff, elders, students, and off-campus community leaders – continues to provide direction to the university regarding the Aboriginal Strategic Plan;
- The Indigenous Research Institute continues to grow with regards to its initiatives and membership (now at 54 members);
- The Executive MBA Program in Aboriginal Business and Leadership has gained tremendous respect and is known around the country and internationally as it prepares to offer its second cohort program in 2014;
- Renovations are underway in the Academic Quadrangle for a new and larger Aboriginal Gathering Space to be opened in the Spring of 2014;
- The Elders Program continues to be a strength at SFU, in terms of the number of elders, the time they spend on campus, the resources dedicated to the program, and its growing reputation in the community;
- Aboriginal greetings and recognition of traditional Coast Salish territories are now a regular feature at Convocation and other university events;
- Well-known and respected First Nations leader, Dr. Wendy Grant-John, was appointed to the university’s Board of Governors this year.

We are also very proud that SFU participated in a major way in the Truth and Reconciliation Commission-Reconciliation Canada (residential school-related) events in the Lower Mainland in September 2013. For example: the SFU Senate passed a motion recognizing the significance of the Truth and Reconciliation Commission’s national event in Vancouver, and granted SFU students academic amnesty if they wished to attend these events. As well, the First Nations Student Association led a series of TRC-RC promotional activities. There was also an excellent turnout for the SFU Day for Reconciliation on September 12 on the Burnaby campus. SFU also participated as an official 300-plus member team in the TRC-RC Walk for Reconciliation on September 22. On the heels of all this activity
came the announcement that SFU’s School of Public Policy was presenting Chief Dr. Robert Joseph, Reconciliation Canada Ambassador, with the 2014 Jack P. Blaney Award for Dialogue for his work around reconciliation and residential schools.

Another highlight of the past year was SFU receiving a $2.495-million, seven-year SFU-Social Sciences and Humanities Research Council (SSHRC) partnership grant for First Nations language documentation and revitalization. SFU researchers Marianne Ignace, Eldon Yellowhorn, Rudy Reimer and the Indigenous Research Institute were co-applicants for this grant. It brings together more than twenty First Nations community organizations and more than twenty academic co-applicants and collaborators to document First Nations languages, develop digital media and storage, and support learners.

As well, the following all continued on with their good work here at SFU: the Indigenous Student Centre; the Hakai Network for Coastal People, Ecosystems, and Management; the Training of Aboriginal Youth in Biomedical Labs Program; and the Intellectual Property Issues in Cultural Heritage (IPinCH) Project.

All of these initiatives explain why SFU has set an Aboriginal enrolment record. This fall, SFU attracted its highest fall intake of new Aboriginal undergraduate students—53 per cent more than last year, with 118 documented enrolments. The overall Aboriginal student population at SFU is now between 600-650 and growing. Included in this are increasing numbers of Aboriginal graduate students, now numbered at well over 100.

These are just some of the exciting things that have happened at SFU over the past year. Also, check out the Office for Aboriginal Peoples’ website at http://www.sfu.ca/aboriginalpeoples/ for a comprehensive listing of the Aboriginal programs, policies, services and contact people at Simon Fraser University.