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Introduction

This Annual Report has been prepared by the Director of the Office for Aboriginal Peoples with the assistance of community partner’s contributions, as is highlighted herein.

The year 2014 has been a very fulfilling 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 overall Aboriginal strategic initiatives get tremendous support from many areas of the university and the community. We wish to thank these ones and many others who have helped us to engage and “Indigenize” Simon Fraser University to the best of our ability.

Highlights

There are many highlights to report from this past year. Below is a brief snapshot introduction to some of these major accomplishments.

We continue to be grateful to our University’s leadership that Simon Fraser University’s strategic vision identifies “respect for Aboriginal peoples and cultures” as one of its six underlying principles. Some key guiding principles concerning SFU’s commitment to Aboriginal peoples are also found in the University’s Aboriginal Strategic Plan for 2013-18.

In late 2014, the provincial government appointed Mr. Chris Lewis, a member of the Squamish Nation, to the University’s Board of Governors. We are happy and proud to have an Aboriginal voice representing us at the highest levels of our University’s leadership. As noted on the BC government’s website: “Chris Lewis is currently an Elected Councilor for the Squamish Nation with the following portfolios: Intergovernmental Affairs, Health Governance, Fisheries, and Sports and Recreation. In the past, he was a Policy Advisor for the BC Assembly of First Nations. He is presently a board member of the First Nations Employment Society. Mr. Lewis holds his Bachelor of Arts (Geography) from Simon Fraser University.” We thus welcome Mr. Lewis back to SFU!

We were proud and excited to see a beautiful and spacious new Indigenous Student Centre (ISC) open in the Academic Quadrangle this past summer. We were also very happy to welcome a new Director to the ISC, Marcia Guno, a member of the Nisga’a Nation and SFU alumnus. On a related note, responsibility for the SFU Elder’s Program was transferred from the Office for Aboriginal Peoples to the Indigenous Student Centre. This was seen as a natural move for numerous reasons, including the fact that there is a beautiful Elder’s Room in the new ISC.
Graduate Studies also welcomed a new Indigenous Graduate Student Coordinator, Rupert Richardson. Rupert is from the Nuxalk, Guskimukw, Chippewa, and Norwegian Nations. Rupert is in a half-time but permanent position and is already taking a strong lead working with our University’s 130 plus graduate students of Indigenous heritage. Rupert takes over the work done previously by Graduate Studies and the Office for Aboriginal Peoples, who worked in partnership on these endeavors.

We were very gratified to have our first Academic Math Camp for Aboriginal Youth take place at SFU in the summer of 2014. This one month camp, with many sponsoring partners - including various SFU offices and Faculties and the off-campus Pacific Institute for the Mathematical Sciences - was a tremendous success. All camp participants who started the program completed it. Further good news to share is that enough funding has been secured to have the Academic Math Camp for Aboriginal Youth return to SFU for the next three years.

SFU was also happy to host youth from the Vancouver Aboriginal Friendship Centre for a one week summer camp experience in 2014. This was the second consecutive year that SFU Recreation, Indigenous Recruitment, and Office for Aboriginal Peoples provided time and expertise to welcome these VAFC camp participants to the Burnaby campus for a one week summer camp experience in a university setting.

SFU’s Bill Reid Centre, which holds what may be the world’s broadest set of historical First Nations images, moved from Downtown Vancouver to the Burnaby campus this past year. It is expected that this move will improve the Centre’s visibility and its ability to take on larger research projects with First Nations Studies Department faculty and students, and with the broader SFU community.

The SFU President’s Dream Colloquium on Protecting Indigenous Cultural Heritage is happening in early 2015 (planning took place throughout 2014). Herein, six internationally renowned experts will speak on issues concerning the protection of Indigenous people’s cultural heritage worldwide. Next year’s Annual Report will provide further details concerning this colloquium.

On a related note, the Indigenous Research Institute, the Vancity Office of Community Engagement, and the Office for Aboriginal Peoples once again organized and co-hosted a Speaker Series on Aboriginal Issues for 2013-14. Speaking events took place at the SFU Vancouver campuses.

After negotiations that took place throughout the latter half of 2014, Simon Fraser University and the University of British Columbia agreed to partner up on a four year pilot project, co-hosting the annual Indigenous Graduate Student Symposium. Aboriginal and non-Aboriginal graduate students from both Universities and from other institutions around the province will have an opportunity to present their Indigenous-oriented research. SFU offices and Faculties associated with this initiative include Graduate Studies, the Office of Indigenous Education in the Faculty of Education, the Indigenous Research Institute, the Office for Aboriginal Peoples, and the First Nations Studies Department.
We are proud to note that Fraser International College (FIC) created a First Nations Studies 101 course as an offering for the international student body attending the college. FIC prepares students from around the world for entry into SFU as second year undergraduates. The first FNST 101 class was offered at FIC in September 2014 and was filled to capacity. The course is designed to assist FIC students to gain a greater awareness of Canada’s Aboriginal peoples, their cultures, and current issues. The course and the recognized need for it came about as a result of the efforts of FIC and SFU staff and faculty, who guest lectured in the area of First Nations Studies to FIC students, over a three year period beginning in 2011.

SFU hosted its first All Nations/Native Basketball Tournament in October 2014 in partnership with the Native Education College (NEC). More than 20 teams and over 200 players from around BC and Alberta took part in the tournament. All games took place on the SFU Burnaby campus. The NEC and SFU’s Office for Aboriginal Peoples co-organized the event. A basketball workshop for Aboriginal youth – hosted by SFU varsity basketball players and coaches - was held as part of the tournament weekend. By all accounts, the tournament was a great success.

In 2014, the Executive MBA in Aboriginal Business and Leadership began its second program cohort. This SFU Faculty of Business program is once again filled to capacity, with 30 students from across Canada keen to improve their business skills and knowledge in an Aboriginal context. We are also pleased to note that the first program cohort will graduate in 2015.

The Museum of Archaeology and Ethnology - in partnership with the Office of the Vice President, Academic and the Office for Aboriginal Peoples - was happy to host a Carver-in-Residence for the Fall of 2014. Mr. Jackie Timothy (Tla’amin Nation) demonstrated his carving skills to a host of guests and visiting classes, while answering questions about First Nations art and culture.

Finally, the Aboriginal University Prep Program (AUPP) was expanded from one semester to two this year, adding two new courses that were revised to embed Indigenous content. Lengthening the program is aimed at better preparing students for the academic demands of undergraduate studies. Students in both the AUPP and Aboriginal Pre-Health Program receive support from teachers, elders, and tutors in an educational process that affirms and integrates Indigenous perspectives.

The highlights above provide a brief introduction to some of the exciting principal events that took place at SFU in 2014. The report to follow provides details concerning other new and ongoing Aboriginal-oriented initiatives at SFU.

For a comprehensive listing of the Aboriginal programs, services, and contact people currently at Simon Fraser University, please see the Office for Aboriginal Peoples website at http://www.sfu.ca/aboriginalpeoples/
Acknowledgements re: Traditional Territories, Page Border, Photographs/Images

We wish to acknowledge the traditional territories of the Coast Salish Peoples, on whose lands the Simon Fraser University campuses reside. This language definition ensures that consideration is given to the many First Nations who have resided in the Lower Mainland since time immemorial.

We also wish to acknowledge *Mythic Messengers* which is the title of the First Nations-style image making up the page border of 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 separate bronze frieze by Haida artist Bill Reid. 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.

Other images and photographs used in this document were provided by the Musqueam Nation, the Metis Nation BC, OAP staff member, Klahanie R. Rorick, and SFU Creative Services photographer, Dale Northey.

Special Acknowledgements

We wish to thank members of Simon Fraser University’s Aboriginal Steering Committee who provide kind and helpful guidance and direction to the Office for Aboriginal Peoples. Members include: the University President; Vice-President, Academic and Provost; Vice-President, External Relations; Associate Vice-President, Students; Elder’s Program elders who provide us with love, care, and guidance; Aboriginal students and alumni; community members who assist and work with us; our colleagues from around the province, country, and world who share information with us as we endeavor to do with them; SFU staff and faculty who provide us with so much to report on; and Office for Aboriginal People’s support staff: this year, Administrator, Klahanie R. Rorick, and Administrative Assistant, Joyce Yan - who is leaving us in early 2015 to seek new adventures in Hong Kong. All those above assist the Director of the OAP in ways beyond measure in our work for and with Aboriginal peoples and the University community.
The Aboriginal Strategic Plan

Simon Fraser University continues to make great 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 ten major components of the Aboriginal Strategic Plan for 2013-18 are 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

A 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. For easy analysis, Annual Reports are divided into the ten categories listed above. An Appendix section also contains more detailed reports submitted by various Faculties/units.

Hence, please consider the Annual Report from the Office for Aboriginal Peoples for 2014:

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. Mr. Johnston assisted in 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. This space will be created sometime within the next year. See Appendix One for a more complete report of Aboriginal initiatives in the Faculty of Education.
- In 2014, the Executive MBA in Aboriginal Business and Leadership began its second program cohort. This SFU Faculty of Business program is once again filled to capacity, with 30 students from across Canada keen to improve their business skills and knowledge in an Aboriginal context. We are also pleased to note that the first program cohort will graduate in 2015.
- Regarding the First Nations Studies Department: 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: First
Nations Studies Research, First Nations Language Proficiency, and 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; and the Counselling and Human Development Post Baccalaureate Diploma Program in the Faculty of Education. For information concerning 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 and is available for perusal on the Office for Aboriginal Peoples website at http://www.sfu.ca/aboriginalpeoples/files/Aboriginal-Indigenous-Courses.pdf

- The Centre for First Nations Languages offers relevant programs and continues to work with expertise in the Aboriginal community.

- The Aboriginal Bridge Programs housed in Lifelong Learning have the following to report:
  - Two students who graduated from the Aboriginal Pre-Health program in 2014 achieved exceptionally high grades. As a result, both received Aboriginal Entrance Awards to SFU and research assistance positions: one with a national community-based women and HIV study called CHIWOS (www.chiwos.ca) and the other in the area of health policy in Kelly Lee’s lab as part of the Population Health Research Lab Research Assistantship Program. The latter student was also hired to work in the first Math Camp for Aboriginal Youth at SFU for students in grade 8, 9, and 10.
  - Lifelong Learning has, once again, been approved for University Priority Fund (UPF) support for the Aboriginal Bridge Programs for 2014-2015 in the amount of $291,401 with the possibility of renewal for two more years. The UPF goal is to “strengthen the Aboriginal Bridge Programs to better prepare and support students in transition to the University.” This will be the last time that the program is eligible for UPF support.
  - Seven students were able to access a Bridge program because of donations for study grants from Merck Canada and the Mitsubishi Corporation. The value of study grants cannot be underestimated as it is well documented that Aboriginal students face disproportionate financial hardships in their pursuit of higher education. This was the last year of funding from Merck Canada, but the relationship with Mitsubishi Corporation continues to be fostered in collaboration with SFU Advancement.
  - The Aboriginal University Prep Program has been lengthened to two terms, strengthening the pathway to the Faculty of Arts and Social Sciences (FASS). With strong FASS support and new partnerships with the Departments of Humanities and Linguistics, two new courses will be offered in the Spring of 2015: Introduction to the Arts and Social Sciences (EAS 110) and Introduction to the Humanities (HUM 101). Both courses have been revised, embedding Indigenous content and perspectives. See Appendix Two for more detail.
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. See Appendix Three for a more complete report on TABYL initiatives.

2. Research Development

- Research projects in many areas, with an Aboriginal focus, continue to be done all over the university. This segment of the Annual Report will thus focus on research activities as they involve the Office for Aboriginal Peoples and its direct partners.
- The Indigenous Research Institute (IRI) at SFU continues to develop and grow. 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 Director and Dr. Tom Perry serves as Associate Director for the Institute, respectively. A list of Institute members and their research interests is available on the Office for Aboriginal Peoples website. This gives the community a chance to see the kinds of Indigenous research initiatives being done at SFU by faculty and graduate students. The IRI also sponsored numerous guest speaker events over the course of 2014. See Appendix Four for the official report on Indigenous Research Institute activities for 2013-14.
- The Indigenous Research Institute, the Vancity Office of Community Engagement, and the Office for Aboriginal Peoples once again organized and co-hosted a Lecture Series On Aboriginal Issues for 2013-14. Speaking events take place at the SFU Vancouver campuses. See Appendix Five for a list of speaking engagements associated with this lecture series.
- After negotiations that took place throughout the latter half of 2014, Simon Fraser University and the University of British Columbia agreed to partner up on a four year pilot project, co-hosting the Indigenous Graduate Student Symposium. Aboriginal and non-Aboriginal graduate students from both universities and from other institutions around the province will have an opportunity to present their Indigenous-oriented research in a conference setting. SFU offices/Faculties associated with this initiative include Graduate Studies, the Office of Indigenous Education in the Faculty of Education, the Indigenous Research Institute, the Office for Aboriginal Peoples, and the First Nations Studies Department.
A SFU-SSHRC partnership grant on First Nations language documentation and revitalization - approved for funding by SSHRC in 2013 for $2.495 million over seven years - continues its work. SFU researchers, led by Dr. Marianne Ignace, work with 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 to support learners.

In 2014, 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 opportunity is seen as a way for graduate students of Aboriginal heritage to present their research in formal conference settings and as a way to encourage their career development as researchers. Over the course of 2013-14, five stipends of $1000 each were presented to Aboriginal graduate students for these purposes.

Dr. Malcolm King and the CIHR-Institute of Aboriginal People’s Health continues its work in the Faculty of Health Sciences. 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. Cynthia Stirbys also came on board this year as the Institute’s Associate Director. Cynthia joins Nicole Manson, Finance and Human Resources Manager, and Jeff Laplante, Project Manager, in the Institute. See Appendix Six for a more complete report on CIHR-Institute of Aboriginal People’s Health activities in 2014.

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 BC operated by the Tula Foundation. The primary First Nations partners are the Heiltsuk Nation in Bella Bella and the Wuikinuxv Nation in Rivers Inlet.

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. See Appendix Seven for a more detailed report regarding IPinCH initiatives in 2014.
• The Bill Reid Centre, which holds what may be the world’s broadest set of historical First Nations images, moved from Downtown Vancouver to the Burnaby campus this past year. It is expected that this move will improve the Centre’s visibility and its ability to take on larger research projects with First Nations Studies Department faculty and students, and with the broader SFU community. See Appendix Eight for a more complete summary of Bill Reid Centre activities in 2014.

3. Student Recruitment, Retention, and Support

• The latest data for 2014 - including provincial government statistics - indicates that there are approximately 600-650 Aboriginal students attending SFU. This includes over 130 graduate students of Aboriginal heritage. In the Fall 2014 term, 87 self-identified Aboriginal students started their undergraduate studies at SFU.

• A document which highlights Aboriginal student recruitment and retention statistics, and overall Aboriginal student numbers at SFU continues to be created by the Office of Institutional Research and Planning. This document is updated annually. The information in this document is used for a multitude of purposes regarding Aboriginal recruitment, retention, and other initiatives at the University.

• With temporary funding, one additional full time Indigenous Recruiter/Advisor was hired for the 2013-14 recruitment year. The additional staff allowed for quicker response times and enhanced service levels to the Aboriginal students interested in studying at SFU.

• The Indigenous recruiters 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, school districts, and colleges, as well as Indigenous communities throughout the province.

• Recruitment materials designed specifically for the Aboriginal community are updated to compliment the current university recruitment material and are well used by the Indigenous recruitment staff.

• The annual SFU News, Aboriginal Peoples Edition is also used by the University’s Indigenous recruiters in the community. This annual edition puts a positive human face on the many exciting Indigenous stories happening at our University.

• All newly admitted Aboriginal students for the Fall of 2014 were contacted by the Indigenous Recruiter/Advisor from the Student Success and Strategic Support Division before their enrollment date to ensure they had a smooth registration experience and that they were aware of the academic requirements for their program of choice and the academic expectations during their first term.

• The BC Ministry of Advanced Education continues to provide 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. SFU-specific 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 Student Success and Strategic Support Division to ensure a smooth transition from the admissions process to successful semesters and, eventually, graduation. See Appendix Nine for a more detailed report regarding Indigenous Student Centre activities.

• 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 and well-supported First Nations Student Association (FNSA) to assist in Aboriginal student activities and other initiatives. FNSA receives annual funding for such work from the SFU Student Society. 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 initiatives of many kinds. Two members of FNSA are also invited to sit on the SFU Aboriginal Steering Committee. See Appendix Ten for a more detailed report regarding First Nations Student Association initiatives in 2014.

• SFU has establishing measures to strengthen and increase support and services for Aboriginal graduate students. This includes better information regarding specific services, workshops to assist students in their graduate studies work, more scholarships specific to Aboriginal graduate students, and more support for the Supporting Aboriginal Graduate Enhancement (SAGE) Programs. See Appendix Eleven for more information on SAGE Program activities in 2014.

• In 2014, a permanent half-time Indigenous Graduate Student Coordinator position was created to work at “building community” and increase services amongst the Aboriginal graduate student population at SFU.

• A Youth in Care Tuition Assistance Program was offered at SFU for the first time in the Fall of 2014. A maximum of five awards are available each academic year for applicants who are currently “in care” or who were “in care” for one year previously. The University currently has three recipients, two of which are Aboriginal students. Official statistics show that Aboriginal youth have made up – and, unfortunately, still make up - the majority of youth “in care” in BC. We are thus grateful that this program has been created and look forward to the list of award recipients at SFU growing over time.

• Please see Appendix Twelve for further reports regarding other Student Services-related activities in 2014.
4. Liaison and Engagement with the Aboriginal Community

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

- SFU Aboriginal-oriented initiatives continue to happen with the Vancouver community. Examples include the following: the SFU-Native Education College tutoring sessions and All Nations/Native Basketball Tournament partnership; the Speaker Series on Aboriginal Issues at the downtown Vancouver campuses; the Coast Salish Drumming and Singing Workshops at SFU Woodwards; lacrosse coaching sessions involving SFU mentors/coaches and youth from Vancouver’s Urban Native Youth Association; the new SFU-UBC Indigenous Graduate Student Symposium to be held at SFU Harbour Centre in 2014; and the one week SFU summer camp involving youth from the Vancouver Aboriginal Friendship Centre. Further details concerning these Vancouver-related initiatives are found in other places in this report.

- Another Vancouver-oriented First Nations initiative started this past year when faculty and students from Simon Fraser University’s School of Interactive Arts and Technology collaborated with Museum of Anthropology curators and the Musqueam First Nation to develop an interactive tangible tabletop as a component of the MOA exhibition c̓əsnaʔəm: the city before the city. This exhibition was developed in 2014 and will be on display at MOA until December 2015. ?eləwkw̓ – Belongings is a table-top digital display that uses tangible replicas of Musqueam belongings excavated from c̓əsnaʔəm, as well as, contemporary objects that are a part of everyday Musqueam life. Such represents the long history of salmon fishing and the continuity of related knowledge at c̓əsnaʔəm. Highlighting the hən̓q̓əmin̓əm language, each replica has its own story to tell, which is accessed when placed on the tabletop. The table invites visitors to learn about the many cultural and historical meanings of belongings from c̓əsnaʔəm. The full SFU News story regarding this project is available for perusal in the following link: http://www.sfu.ca/sfunews/stories/2015/museum-of-anthropology-exhibit-incorporates-sfu-siat-teams-design.html

- Aboriginal initiatives continue to occur at SFU Surrey. Examples include the following: the Aboriginal Pre-Health and Aboriginal University Prep Bridge Programs; the coordinator who looks after these two programs, Ms. Natalie Wood-Weins, has her office at the Surrey campus; two First Nations elders, Dr. Ethel Gardiner and Ms. Evelyn Locker, specifically work with the above two Aboriginal programs, as do numerous Aboriginal sessional faculty; Indigenous Faculty of Education professor, Dr. Michelle Pidgeon, has her permanent office at the Surrey campus; a SFU-Surrey School District committee – which includes senior Aboriginal staff - meets regularly to discuss areas of common concern and looks for synergies between SFU and the School District; and the Aboriginal District Principal for the Surrey School District currently sits on the SFU Aboriginal Steering Committee. Further details concerning these Surrey–related initiatives are found in other places in this report.
Regular discussions and partnership initiatives continue with the Native Education College (NEC) and the Nicola Valley Institute of Technology (NVIT). These involve approving transfer credit for courses and programs and ongoing tutoring initiatives in math/science involving SFU graduate students at the NEC. The President of NVIT currently serves as a member of the SFU Aboriginal Steering Committee.

SFU hosted its first All Nations/Native Basketball Tournament in October 2014 in partnership with the Native Education College (NEC). More than 20 teams and over 200 players from around BC and Alberta took part in the tournament. At least 300 spectators were on site for the weekend tournament. All games took place on the Burnaby campus. The NEC and SFU’s Office for Aboriginal Peoples co-organized the event. A basketball workshop for Aboriginal youth – hosted by SFU varsity basketball players and coaches - was held as part of the tournament weekend.

For a second consecutive year (2014), SFU Recreation, Indigenous Recruitment, the Office for Aboriginal Peoples and the Vancouver Aboriginal Friendship Centre (VAFC) partnered up on offering a one week summer camp experience at SFU for Aboriginal youth from the VAFC. Over twenty Aboriginal youth travelled to the campus and were involved in existing SFU summer camp activities involving sport, academics, tours, hikes, and an overall introduction to what the campus could offer these youth in future years.

The SFU Elder’s Program continues to make a positive difference on the SFU campuses. The program now has six elders, as a new elder joined the program this past year. Five elders work in the Indigenous Student Centre on the Burnaby campus. Elders also work with the Aboriginal Pre-Health and Aboriginal University Prep Bridge Programs in Surrey. The elders work with students, staff, faculty, and the community in many capacities. They officially appear in the Burnaby campus’ Indigenous Student Centre twice a week, appear at numerous university events, and are invited to guest speak in many classes.

Numerous Aboriginal alumni initiatives at happening at SFU. For example, 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 out weekly from the Indigenous Student Centre. A copy of the annual Simon Fraser University News, Aboriginal Peoples Edition is also sent to Aboriginal alumni through the established list serve. When possible, the annual Simon Fraser University News, Aboriginal Peoples Edition features a section highlighting Aboriginal alumni of SFU i.e. when they graduated, their program, and what they are doing now. It is hoped that the above initiatives will build interest among SFU Aboriginal alumni in their alma mater and will eventually stoke interest in the formation of an Aboriginal alumni group at the University.

The fifth annual “Aboriginal Students in Math and Science” workshop was hosted on the Burnaby campus in 2014 co-hosted 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.
The first Academic Math Camp for Aboriginal Youth at SFU took place in the summer of 2014. This one month camp, with many sponsoring partners - including various SFU offices and Faculties and the off-campus Pacific Institute for the Mathematical Sciences - was a tremendous success. All camp participants who started the program completed it. Further good news to share is that enough funding has been secured to have the Academic Math Camp for Aboriginal Youth return to SFU for the next three years (2015-2017).

*The Math Catcher: Mathematics Through Aboriginal Storytelling* project continues on with its work, headed by the Department of Mathematics’ Dr. Veselin Jungic. The project has overseen the creation of a series of short animated films that accompany picture books and 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'eméylem, Nisga'a, Helitsuk, and Huu-ay-aht languages and have been introduced to Aboriginal communities across the province. See Appendix Thirteen for further information regarding math-related Aboriginal initiatives at SFU in 2014.

Two public sessions were held at SFU in the Fall of 2014 which dealt with the consequences and repercussions of the landmark Tsilhqot'in Aboriginal title case. The first session was organized by a few different units from around the campus and took place at the Wosk Centre for Dialogue. The second session was hosted by the Faculty of Business. Both sessions included presentations by academics/experts, First Nations leaders, and members from the Tsilhqot'in community.

An Indigenous Peoples Career Stories event once again took place on the Burnaby campus in the Spring of 2014. This now annual event is co-sponsored by SFU Career Services, the Indigenous Student Centre, and the First Nations Student Association. Indigenous panel members, from various walks of life, introduce themselves and discuss their background, education, and obstacles overcome as they pursue their various professional paths.

A Regional Student “Transitions” Consortium (RSTC) Aboriginal Education Advisory Committee has been revived. This “Transitions” Consortium brings together Aboriginal staff representatives from BCIT, Douglas College, SFU and Aboriginal District Principals and/or support workers from the Burnaby, Coquitlam, and New Westminster School Districts. They are working collaboratively on generating strategies for improving the educational and transitional experiences of Aboriginal students. The goal of this consortium 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 “Transitions” Consortium has made strides in improving the flow of information between each partner school district and post secondary institution. The group has begun discussions on projects that will match Aboriginal secondary students from the Burnaby, Coquitlam, and New Westminster School Districts with post secondary institutions. Other potential goals of the “Transitions” Consortium 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 consortium’s work is on-going.
A committee involving members from the Surrey School District and SFU meet regularly to discuss and pursue joint initiatives. The Aboriginal District Principal for Surrey and Aboriginal staff members from SFU sit on this committee. This connection allows them to have the chance to network and potentially partner up on specific initiatives.

Simon Fraser University’s Centre for Dialogue was proud to present Chief Robert Joseph with the Jack P. Blaney Award for Dialogue in January 2014, in recognition for his tireless work to renew relationships among Canada’s Aboriginal and non-Aboriginal peoples. Thereafter, the University hosted two Reconciliation Canada (residential school) workshops as part of the University’s continuing commitment to this issue. The first workshop was prepared for interested staff, faculty, and students from SFU and was held on the Burnaby campus. The second workshop was prepared for interested high school teachers and students from local school districts and was held at SFU Harbour Centre. See Appendix Fourteen for a more complete report from the Centre for Dialogue concerning Reconciliation events.

The Vice President-Academic and Provost for SFU, Dr. Jon Driver, was invited by Treaty 8 Council to be a speaker at the National Aboriginal Day celebrations in Fort St. John on June 21, 2014. Dr. Driver was honored to accept this invitation and thus make a positive connection to this Aboriginal community.

5. Aboriginal Knowledge Development

- SFU’s overall Strategic Vision continues to identify “Respect for Aboriginal Peoples and Cultures” as one of its six underlying principles.
- A First Nations sweat lodge is currently in development on the Burnaby campus. This project has taken over two years of planning and consultation to get to this stage, particularly in the creation of legal documents, with the input of Risk Management, Facilities, Health and Safety, and community partners. The sweat lodge will be available for use in 2015. This as 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 and interested community peoples to the University. The workshops are open to beginners and experts, men and women, and Aboriginal and non-Aboriginal peoples.
- 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 2014. It was hosted/sponsored by the Indigenous Student Centre and the First Nations Student Association. Local ceremonial traditions continue to be observed as part of this event.
- Cultural activities continue to be a part of the offerings of the Indigenous Student Centre. For example, workshops dealing with drum-making, medicine pouch-making, cedar weaving, and beading took place over the course of the past year in the ISC. First Nations-style food is also served on a regular basis. Traditional smudging is also allowed in the Elder’s Room, thanks to a specialized ventilation system.
• 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, for 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. See Appendix Fifteen for a more complete report from the Library regarding some of these initiatives.

• The Museum of Archaeology and Ethnology - in partnership with the Office for Aboriginal Peoples and the Office of the Vice President, Academic - was happy to host a Carver-in-Residence for the Fall of 2014. Mr. Jackie Timothy (Tla'amin Nation) demonstrated his traditional carving skills to a host of guests and visiting classes, while answering questions about First Nations art and culture.

• The Bill Reid Gallery in Downtown Vancouver continues to offer Indigenous programming and culturally relevant art shows to the community at large. A process of engaged community education certainly occurs through the work of the Gallery.

6. International Engagement

• SFU and Griffith University are signatories to an Indigenous student, elder, staff, and faculty exchange agreement. As a result of this agreement, the Office for Aboriginal Peoples (SFU) and its Griffith University office counterpart took the initial step of chaperoning small delegations of Indigenous students and staff to each other’s respective institutions. These trips took place over the course of 2012-13. These respective groups toured each other’s campuses, spent time with Indigenous peoples in the home countries, visited local cultural and historic sites, and participated in Indigenous-specific programming. Interestingly, a news article on such exchanges - entitled “We Are All One: Aboriginal Education Without Borders” and featuring SFU participants - appeared in The Tyee in February 2014 (The Tyee is an independent online Canadian news magazine that primarily covers British Columbia). The decided next steps in the evolution of this Indigenous partnership between SFU and Griffith University are a short-term exchange of Indigenous scholars and the creation of an Indigenous field school involving the two institutions. Discussions concerning such are ongoing at this time, although some key staff changes at Griffith University have resulted in some unanticipated delays regarding these initiatives.

• Fraser International College created a First Nations Studies 101 course as an offering for the international student body attending FIC. The first FNST 101 class was offered at FIC in September 2014 and was filled to capacity. The course is designed to assist FIC’s international students gain a greater awareness of Canada’s Aboriginal peoples, their cultures, and current issues.

• The SFU President’s Dream Colloquium on Protecting Indigenous Cultural Heritage is happening in early 2015 (planning took place throughout 2014). Herein, six internationally renowned experts will speak on issues concerning the protection of Indigenous people’s cultural heritage worldwide. Next year’s Annual Report will provide further details concerning this colloquium.
Twenty-eight international experts - including several from SFU - who are all members of the SFU-led Intellectual Property Issues in Cultural Heritage (IPinCH) research team, recently signed an international declaration regarding Canada’s legal and ethical obligations towards First Nation’s cultural and spiritual sites. This Declaration on the Safeguarding of Indigenous Ancestral Burial Grounds as Sacred Sites and Cultural Landscapes followed a recent international gathering of IPinCH members (as reported on in the SFU News).

7. Infrastructure and Facilities Development

- A beautiful and spacious new Indigenous Student Centre (ISC) opened in the Academic Quadrangle in the summer of 2014. Under the leadership of new Director, Marcia Gunu, the space features large windows, administration and student offices, a computer lab, smart board, Elder’s Room, kitchen, study space, and a social gathering area.
- Community consultation, discussion, and fundraising endeavors concerning the First Peoples House project are ongoing. Various corporations, companies, and First Nations are being visited by members of the SFU community – Advancement Office, the Office for Aboriginal Peoples, and senior administration - to discuss and advance the project. Community friends are expressing various degrees of interest/support regarding the endeavor. Advancement is seeking commitments from these potential allies, as opportunities and follow-up visits take place. A proposed Aboriginal Economic Accelerator is being packaged as part of the First Peoples House initiative. A University ad hoc committee continues to oversee the initiative. Such is chaired by the Associate Vice-President, Academic and includes members from Advancement, Facilities, Student Services, and the Office for Aboriginal Peoples.

8. Aboriginal Integration and Leadership Development

- Simon Fraser University currently has thirteen 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 (four), the Department of Mathematics (one), and the Faculty of Health Sciences (one). Two other faculty members, located in the Faculty of Education (one) and the Department of Linguistics (one), are on term appointments.
- 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, Graduate Studies, Indigenous Recruitment, CIHR-Institute of Aboriginal Peoples’ Health, Faculty of Education, First Nations Studies Program, Aboriginal Pre-Health and Aboriginal University Prep Bridge Programs, SFU Library, Student Learning Commons, Co-Operative Education, Bill Reid Gallery, and the Elder’s Program.
- Graduate Studies also welcomed a new Indigenous Graduate Student Coordinator, Rupert Richardson. Rupert is from the Nuxalk, Guskimukw, Chippewa, and Norwegian Nations. Rupert is in a half-time but permanent position and is already taking a strong lead working with our University’s 130 plus graduate students of Indigenous heritage.
• Co-operative Education also created a new role, that of Aboriginal Co-op Coordinator. In this term position role, Trina Setah, will provide outreach and marketing of the Co-op Program and opportunities to enhance the enrolment therein of Aboriginal students attending SFU. See **Appendix Sixteen** for further information concerning the Aboriginal Co-Op Coordinator’s role.

• In 2014, the Office of the Vice President-Academic continued to sponsor two Aboriginal Entrance Awards for 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, is awarded over two years. Each doctoral scholarship, worth $54,000 in total, is 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 2014-15 are: **Christina Collidge** from the Tsleil-Waututh Nation, who entered a master’s program in the Faculty of Communication, Arts, and Technology to study the value and importance of including Indigenous teachings, through oral history and storytelling, within Western academia; and **Jordan Abel** from the Nisga’a Nation, who entered a PhD program in the Faculty of Arts and Social Sciences to study how decolonization is reflected in the works of contemporary Indigenous and non-Indigenous poets.

9. Government and NGO Relationships

• In late 2014, the BC provincial government appointed Mr. Chris Lewis, a member of the Squamish Nation and elected Councilor for the Nation, to Simon Fraser University’s Board of Governors.

• In the Spring of 2014, **William Lindsay**, Director of the Office for Aboriginal Peoples, was invited to an official dinner and meeting with the French Ambassador to Canada, Mr. Philippe Zeller. Lindsay was among several local First Nations leaders and academics invited to the French Consul General’s Vancouver residence for this meeting. Discussions centered on Aboriginal peoples, their history in Canada, and current First Nations and Métis issues.

• 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. See **Appendix Seventeen** for a sample copy of the type of report provided by the Office for Aboriginal Peoples to the Research Universities Council of BC in 2014.

• 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, or 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 contacting or meeting with government officials when circumstances allow or dictate. For example, the Office of the Minister of Advanced Education, The Honorable Amrik Virk, was contacted in the Fall of 2014 to inquire about changes to the Aboriginal Service Plan application process (which they responded to).

As mentioned earlier in this report under Liaison and Engagement with the Aboriginal Community, lacrosse coaching sessions took place this past year involving SFU mentors/coaches and youth from the Urban Native Youth Association. UNYA is a non-profit society (NGO) organized to assist First Nations youth in the urban setting.

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 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 regularly 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 website gets excellent 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, alumni, faculty, 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, announcements, and items of special interest to the Indigenous community.

The University Communications Office (formerly Public and Media Relations) continues throughout the year to send out news releases and/or news stories as they concern Aboriginal peoples, services, programs, and events at SFU and elsewhere.

The fifth annual SFU News, Aboriginal Peoples Edition for 2014 was made available in January 2015, in both hard copy and on-line editions. This eight-page publication features Aboriginal peoples, services, programs, and events of note that took place at or around the University over the course of the past year. For the first time, a “SFU President’s Message” was included on the front page of the edition. Please see the following link for an issue copy:
http://www.sfu.ca/content/dam/sfu/aboriginalpeoples/OAPInsertFeb2015_WEB.pdf
• Media stories concerning Indigenous topics and involving SFU faculty/staff occur frequently. The Office for Aboriginal Peoples often deals with requests from media seeking news story information and interviews, as such concern Indigenous issues. During the course of 2014, the Director of the OAP had interviews with or was quoted in the Globe and Mail, Yukon News, The Canadian Press, Prince George Citizen, The Tyee, Bitch Magazine, CFAX 1070 Radio (Victoria), South Asian News Talk Radio, and CBC Prince George. Topics interviewed about were quite diverse: the 60’s Scoop, missing Aboriginal women, the Tsilhqot'in case concerning Aboriginal title, use of Indigenous images in the media, the Sean Atleo AFN resignation, and international Indigenous student exchanges. The Director of the OAP is happy to assist media when he can. He is also happy to pass along to such requests to those he feels are more qualified to speak about certain topics.

Conclusion:

It is evident from this Annual Report for 2014 that excellent 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. This is very much a team effort!

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.
APPENDIX ONE

Faculty of Education: Indigenous Initiatives Report Summary
Submitted by: Ron Johnston, Director, Office of Indigenous Education

Overview:

The overarching role of the Office of Indigenous Education (OIE) is to advance Indigenous Education within the Faculty of Education. This is accomplished primarily through liaising and relationship-building activities and by providing operational and administrative support and direction for Indigenous services, initiatives, and programs.

Our Faculty is pleased to report that we have an active Indigenous Education Advisory Committee and a compliment of Indigenous faculty and staff, including: three tenured Faculty members (Dr. Dolores van der Wey, Dr. Vicki Kelly, and Dr. Michelle Pidgeon), a Limited Term Lecturer (Mr. Timothy Michel), and an administrator for our Office of Indigenous Education (Ron Johnston). It should be noted that the latter position was initially a two year term appointment, but was granted on-going continuous status in 2014. Recognizing the importance of Indigenous Space within our faculty (and across the university) we are pleased to report that we are in the process of developing our new Aboriginal Gathering Space (opening by the Fall of 2015). Finally, in the spirit of sharing here are a few other initiatives and activities that are going on in the Faculty of Education:

New Indigenous Research:

- "Using Aboriginal Literature to Develop Critical Literacies in the Elementary Classroom": Dr. Dolores van der Wey & Marjean Brown, Burnaby School District (#41).

New Programs with Indigenous Content and Perspectives:

- Dr. Dolores van der Wey (and others’) Master's Program: Curriculum and Instruction - Equity Studies in Education, prep – starts in the Fall of 2015: http://www.sfu.ca/education/gs/degreediploma/masters/ci-equity.html
- Dr. Carolyn Mamchurs’ EdD Program in Transformational Change: http://www.sfu.ca/education/gs/degreediploma/doctoral/transform.html
- PDP – Indigenous Perspectives Teacher Education Module (IPTEM), ongoing http://www.sfu.ca/education/teachersed/pdp/students/pdp-modules/iptem.html
Other Initiatives and Activities:

- 1st Annual Aboriginal Fall Gathering of the Salmon People Event: A Welcome Back Event to promote Indigenous Education & Awareness (Many thanks to the First Nations Student Association for generously providing salmon for this event).
- Annual SFU-UBC Indigenous Graduate Student Symposium (Four Year Pilot, first event will be co-hosted by SFU partners, including the Faculty of Education, on March 7, 2015).
- Newly appointed Indigenous Scholarly Elders, Dr. Ethel Gardner & Dr. Richard Vedan, who joined our Faculty’s Indigenous Education Advisory Committee in November 2014.
- Indigenous Guest Speaker - Dr. Jean Phillips (Queensland University of Technology), which was co-hosted in partnership with the Office for Aboriginal Peoples.
APPENDIX TWO

Aboriginal Bridge Programs
Submitted by Director, Judy Smith

Program Enhancements

1. New Model - Aboriginal University Prep Program (AUPP)

As of the Fall of 2014, after consultation and support from partnering Faculties, the Aboriginal Bridge Advisory Committee, and in response to student feedback, the Aboriginal Bridge Program implemented a new program model for the Aboriginal University Prep Program aimed at strengthening the transition to undergraduate studies in the Faculty of Arts and Social Sciences.

The AUPP program was lengthened to two terms, which included the addition of two new courses that embed Indigenous content and perspectives:

- **EAS 110 Explorations in the Arts and Social Sciences**: Deanna Reder, Associate Professor in the Departments of First Nations Studies and English, revised the original EAS course to embed Indigenous content and perspectives, with the assistance of her student Gabrielle Hill. The course prepares students for the Social Sciences and Humanities. The Linguistics Department, Jane Pulkingham, and Susan Rhodes all made it possible for the ABP to revise and Indigenize the course.

- **HUM 101 Introduction to the Humanities**: A new partnership with the Humanities Department and Eleanor Stebner, Department Chair, has enabled us to revise HUM 101. David Gaertner is embedding Indigenous content and perspectives in the course to increase its relevance to Aboriginal students.

2. Integration into Regular Undergraduate Courses

Professor Rochelle Tucker, instructor of both the Aboriginal Pre-Health (APH) and regular undergraduate sections of HSCI 130, integrated APH students into several regular section lectures as an enhancement to their own course. The combined regular section and APH course model proved very successful, giving students a taste of the true undergraduate lecture experience. Building on that initiative in Fall 2014, the AUPP and APH cohorts were combined and participated in a regular undergraduate section of FNST 101 at the Burnaby campus, in addition to their regular class at Surrey.

Combining the two cohorts built a stronger community of learning and peer support, which will be invaluable as students transition to undergraduate studies. They will have a larger and well-established network of support.
Support from Merck has enabled Aboriginal students to access interdisciplinary teaching and community research experience in biomedical and health sciences at Simon Fraser University (SFU). The training initiatives follow a laddered approach, providing encouragement and support at multiple educational levels. The ultimate goal is to increase the number of Aboriginal students to become future leaders of change across communities in public health and biomedical sciences.

**Merck Funded Aboriginal Youth Training Programs at SFU**

SFU supports several programs that target Aboriginal students in primary and secondary schools. These include Math Catcher, developed by Dr. Veselin Jungic, Deputy Director of the IRMACS Centre. Math Catcher uses animated storytelling to promote mathematics and scholarship in general by encouraging elementary and high school students to recognize how math is used in everyday life and how it forms the basis for many of our daily decisions. Math Catcher has been supported by Pacific Institute for the Mathematical Sciences, SFU, and UBC, and will be supported for the next three years by a new grant from the NSERC Promo Science program. In addition, The SFU Summer Math Camp for Aboriginal Students (supported by NSERC, The IRMACS Centre, the Faculty of Science, the Pacific Institute for Mathematical Sciences, the Department of Mathematics, and the Office for Aboriginal Peoples) supports the participation of Aboriginal secondary students in math and natural sciences.

The Aboriginal Pre-Health Bridge Program, housed in Lifelong Learning at SFU, orients Aboriginal students interested in pursuing a Health Sciences degree to first year university prerequisites in a supportive program that affirms and integrates Indigenous perspectives. Three recent graduates of the Bridge Program are participating in Merck-funded opportunities at the SFU Burnaby campus.

**Merck Funded Aboriginal Youth in Health Sciences Programs at SFU**

The programs supported by Merck began with the Training of Aboriginal Youth in Biomedical Labs (TAYBL) in 2010. Based on the initial success, it was expanded in 2012 with additional Merck funding. These programs are set up to support Aboriginal post secondary students and increase their interest in pursuing health and biomedical science careers.

**Aboriginal Pre-Health Bridge Program Study Grants**

Four grants of $3,000 have been awarded. These have greatly helped the students at that critical stage, preparing them to enter formal university programs leading to health careers. The Bridging Program is a key component of the laddered approach to improving Aboriginal participation in health and biomedical science education at SFU. Three of the students from the Bridge Program are now in SFU degree programs and are progressing well.
Training for Aboriginal Youth in Biomedical Labs (TAYBL)

TAYBL provides research assistantship support for Aboriginal students to train in biomedical labs, mostly in the Faculty of Science. This opportunity provides students with a faculty mentor, fellow students who have been through similar challenges with course work, and shows participants that doing science is within their grasp. Student Kasey Stirling is presently working with Dr. Nancy Hawkins in Molecular Biology and Biochemistry. She had a great and productive Fall semester, doing PCR, genomic lysates, and running analytical gels. Student Hannah Minnabarriet is also working with Dr. Gordon Rintoul in Biological Sciences.

Public Health Lab Research Assistantships

This program is similar to TAYBL but concentrates on research to improve people’s health at local, national, and international levels. Participants include:

- Sheryl Thompson is working on the Global Tobacco Project with Dr. Kelley Lee in the Faculty of Health Sciences, and will submit a paper on the research outcomes i.e. tobacco control and children and maternal health in January 2015.
- Dr. Kelley Lee, a Canada Research Chair nominee is renowned for her expert knowledge of international tobacco control policies and the role of global health organizations to tackle health risks and emergencies faced by the world population.
- Reneilda Sankey has previously worked with Dr. Elliot Goldner in Faculty of Health Sciences, and is now working with the Momentum Health Study in the Downtown Eastside of Vancouver. This program estimates HIV prevalence among men who have sex with men (MSM) in the region.
- Dr. Elliot Goldner, Associate Dean in the Faculty of Health Sciences is founder of the Centre For Applied Research in Mental Health and Addictions. He works closely with the Ministry of Health in British Columbia, St. Paul’s Hospital, BC Children’s Hospital, and community agencies to improve the quality of health services for homeless youth and young people affected by mental health issues.
- Kayla Mitchell works with Dr. Angela Kaida of the Faculty of Health Sciences, as part of the CHIWOS project, housed at the BC Centre for Excellence in HIV/AIDS. The Canadian HIV Women's Sexual and Reproductive Health Cohort Study (CHIWOS), a community-based research study, seeks to understand whether and how women-centered care may improve health outcomes for women living with HIV in Canada.
- Dr. Angela Kaida, Canada Research Chair in Global Perspectives on HIV and Sexual and Reproductive Health has led research programs in South Africa, Uganda, and Canada that shape health policies and interventions to help HIV-affected women to safely achieve their reproductive goals while minimizing risks to their health and to that of their partners and infants.
- Jamie Nordio (supported by both TAYBL and the Public Health program) is working in The IRMACS Centre with the IMPACT-HIV modelling group. Last year, the Republic of Panama adopted a Treatment as Prevention (TasP) strategy for controlling the HIV epidemic. TasP was originally developed in British Columbia. The IMPACT-HIV group has been collaborating with the Panama Ministry of Health, providing analyses to inform the TasP rollout. Over the past two years, Jamie has been developing a mathematical
model of the HIV epidemic in Panama, which is used to answer questions by the Ministry about the optimal allocation of funds to contain the HIV epidemic.

**Aboriginal Graduate Student Grants**

These small research grants have so far been underutilized because (1) the number of Aboriginal students in health is low, and (2) biomedical students of Aboriginal heritage at this level is also low.

**Aboriginal Health Sciences Doctoral or Post-Doctoral Fellowships**

Two $13,800 fellowships have been awarded. Awardee Brittany Bingham’s research focus is in the area of Aboriginal health, specifically looking at service access and utilization among Aboriginal people who are homeless in Vancouver and Winnipeg. The second awardee is Alexandra King, a MD who is studying for a PhD in Faculty of Health Sciences. Her PhD research focuses on First Nations women in BC transitioning to the community following incarceration.

**Selected Merck Funded Alumni**

- Jessica Humchitt was funded by TAYBL for several years and is finishing her B.Sc. Degree.
- Ryan Danroth was supported by TAYBL working with Dr. Zabrina Brumme in the Faculty of Health Sciences. He is finishing his B.Sc. degree, and is currently volunteering at an HIV clinic in Vancouver’s Downtown Eastside. He is planning to apply to medical school at UBC next year.
- Janelle Dobson-Kocsis worked with Dr. Elliot Goldner in the Faculty of Health Sciences and is now at Douglas College. She plans to return to SFU for a graduate psychology degree.

**For further information, please contact:**

Dr. Felix Breden  
Executive Director, The IRMACS Centre  
Professor, Department of Biological Sciences  
Simon Fraser University  
ASB 10905, 8888 University Drive  
Burnaby, BC, V5A 1S6  
Email: breden@sfu.ca

Ms. Joanna Tong M.Sc.  
Director of Advancement, Faculty of Health Sciences  
Simon Fraser University  
Blusson Hall 11300, 8888 University Drive  
Burnaby, BC, V5A 1S6  
Email: joanna_tong@sfu.ca
APPENDIX FOUR

Annual Report for the Indigenous Research Institute, 2013-14
Submitted by IRI Director, Dr. Eldon Yellowhorn

Research

The Indigenous Research Institute (IRI) was created to encourage synergy in research related to Indigenous peoples and to facilitate community-based projects with Indigenous partners. Although the IRI does not have an autonomous research program at the present time, faculty affiliated with it conduct their research independently and share their results through forums and lectures. The Institute promotes collaborative research projects and supports its members for internal and external funding.

Teaching

Through February and March 2014, the IRI co-hosted a successful Lecture Series on Aboriginal Issues. Dr. Eldon Yellowhorn (FNST at SFU) introduced the series with a presentation about his research on the Piikani First Nation and premiered his recently completed documentary “Digging Up The Rez: The Piikani Historical Archaeology Project”. Dr. Krishna Pendakur, from the Department of Economics, spoke of the challenges that Aboriginal people encounter as they enter the Canadian workforce. Dr. Marianne Ignace (FNST at SFU) discussed the value of the Haida language in historical and contemporary research. Dr. Heath Justice, from First Nations Studies at UBC, addressed the status of Indigenous literature in Canada. Dr. Annie Ross (FNST at SFU) discussed the struggles of Indigenous peoples and their search for social justice and land rights in the path of resource extraction. The final lecture featured Duncan McCue, from CBC’s The National and an adjunct professor at the UBC School of Journalism, and William G. Lindsay, Director of the Office for Aboriginal Peoples, speaking together about stereotypes and media representation of Aboriginal peoples.

On March 3, 2014, the IRI co-hosted Dr. Jean Phillips, who is an Indigenous scholar and teacher in the Faculty of Education at Queensland University in Brisbane, Australia. Her lecture, “Compulsory Indigenous Studies & Pre-Service Teacher Education: Curriculum Development, Teaching, and Student Resistance,” spoke to the on-going attempt to create and deliver curriculum specifically for students who will be teaching in Aboriginal schools.

On April 3, 2014, the IRI and the Beedie School of Business, co-hosted a public lecture by Dr. Robert Miller, who is a legal scholar with the Sandra Day O’Connor College of Law at Arizona State University, Tempe, Arizona. His lecture addressed the topic of Indigenous entrepreneurialism and reservation capitalism.

On May 1, 2014, the IRI hosted Dr. Vicki Grieves, who is an Indigenous Research Fellow at the University of Sydney, Sydney, Australia. Following a tour of campus and lunch with IRI members, Dr. Grieves delivered a lecture entitled “Fixing the Hole in Australia’s Heartland: How Government Needs to Work in Remote Australia in September 2012.” Her presentation was facilitated by the Remote Focus Project, which emphasizes the neglected and disregarded remote [Indigenous] Australia and speaks back to the country’s coastal focus where the population and
governments are located. Moreover, she see parallels between Australia and Canada wherein the psychological and geographical remoteness as a barrier influencing government policy toward Aboriginal peoples.

**Community**

The Indigenous Research Institute was launched on June 21, 2012, to coincide with National Aboriginal Day and our membership list now includes fifty-four people representing varied disciplines from across the university. Our membership is comprised of faculty and graduate students, and is intended to facilitate networking among this group of researchers. Included in the terms of reference is the goal 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. Therefore, the Public Affairs and Media Relations (PAMR) office has added several of the IRI Steering Committee members, and regular members, to its SFU Directory of Experts. PAMR regularly reaches out to IRI members for comments to add to its Issues and Experts List and to prepare press releases about Aboriginal subjects that are in the news.

**Continuing**

As stated in the terms of reference, a steering committee, consisting of Dr. Eldon Yellowhorn (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 the IRI 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 e-mail list was created so that they can share news or form on-line discussion groups.

**Other**

Developing an identity for the IRI within the university is an on-going effort. Toward this goal, the steering committee agreed to commission a logo from acclaimed First Nations artist, Juanita Ens. The image, seen below, portrays a salmon egg to convey a message of new beginning and growth. An protuberant eye expresses learning through research and discovering new knowledge. This design now adorns IRI letterhead, signage, and promotional products. Ms. Ens had previously designed logos for the Office for Aboriginal Peoples and the Department of First Nations Studies.
APPENDIX FIVE

Lecture Series on Aboriginal Issues
February-March 2014
Co-Hosted by the Indigenous Research Institute, the Office for Aboriginal Peoples, and SFU’s Vancity Office for Community Engagement

February 11, 2014 "Historical Archaeology and the Piikani First Nation.” Presented by Dr. Eldon Yellowhorn, Professor and Chair, First Nations Studies Department, SFU.

Feb. 18, 2014 "Aboriginal People in Canada's Labour Market: Aboriginal Incomes 1990-2005.” Presented by Dr. Krishna Pendakur, Professor, Economics, SFU.

Feb. 25, 2014 "First Nations Languages in the 21st Century: Collaborative Research with Haida Stories.” Dr. Marianne Ignace, Professor, First Nations Studies Department, SFU.

March 4, 2014 "Why Indigenous Literature Matters.” Presented by Dr. Daniel Heath Justice, Professor and Chair, First Nations Studies Program, UBC and Dr. Deanna Reder, Professor, First Nations Studies Department, SFU.

March 11, 2014 "Aboriginal Resistance and Survivance.” Dr. annie ross, Professor, First Nations Studies Department, SFU.

March 18, 2014 "The Noble Savage: Media Myths and Stereotypes Concerning Aboriginal Peoples.” Co-presented by Duncan McCue, CBC’s The National and Adjunct Professor, School of Journalism, UBC and William G. Lindsay, Director, Office for Aboriginal Peoples, SFU.

*All presentations, excepting the March 11th lecture, will be in the Djavad Mowafaghian World Art Centre, SFU Woodwards, 149 West Hastings Street, Vancouver, 7:00-8:00 pm.

*The March 11th presentation by Dr. annie ross will be in Room 1400, SFU Harbour Centre, 515 West Hastings Street, Vancouver, 7:00-8:00 pm.
Dr. Malcolm King and the CIHR Institute of Aboriginal People’s Health continue their work at SFU/Faculty of Health Sciences. Dr. King has a professorial appointment in the Faculty of Health Sciences and is available for teaching, mentoring students, and advising on CIHR-related research issues. As of January 2015, he and Dr. Alexandra King are co-teaching the Faculty of Health Sciences course “Indigenous Health in Canada” (HSCI 473/891), which will prepare undergraduate and graduate students to more fully understand and critically consider the health and wellness, as well as their drivers, of the First Nations, Métis and Inuit peoples in Canada. They will also host a series of guest lectures by Indigenous health experts from community and academia.

IAPH staff include Nicole Manson, Office and Human Resource Manager; Jeff LaPlante, Project Officer; and Cynthia Stirbys, who joined IAPH in September, 2014 as Associate Director.

The IAPH Strategic Plan for 2014-18, titled, “Wellness, Strengths, and Resilience of First Peoples: Moving Beyond Health Equity” and the IAPH Mentorship Initiative, titled, “Indigenous Mentoring Network Program (IMNP)” have recently been approved by CIHR. IAPH is leading Pathways to Health Equity for Aboriginal Peoples (http://www.cihr-irsc.gc.ca/e/43630.html), CIHR’s flagship research program aimed at addressing the health inequities experienced by Canada’s Indigenous peoples and achieving wellness. Other major initiatives being supported by IAPH include Community Based Primary Health Care (CBPHC) and the Environments and Health Signature Initiative. As part of its mentorship strategy, IAPH leads and supports the annual National Gathering of Graduate Students, which was hosted by the Office for Aboriginal Peoples at SFU in July 2014.
APPENDIX SEVEN

IPinCH Year in Review – 2014
Submitted by Kristen Dobbin

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. The project serves as both a practical resource and a network of support for communities and researchers engaged in cultural heritage work.

CONFERENCES, PANELS & WORKSHOPS

At the meeting of the Society for Applied Anthropology (March 17-22 in Albuquerque, New Mexico) five IPinCH graduate student Fellows presented their work in a panel entitled, “Looking to the Past, Negotiating the Present, Informing the Future: Student Destinations in Engagement with Intellectual Property Issues in Cultural Heritage.” The Cultural Tourism Working Group also organized a panel on the topic of “Intellectual Property Issues and Cultural Tourism: Developing Resources for Communities.” IPinCH also sponsored two forums at the Society for American Archaeology meetings (April 23-27 in Austin, Texas). One focused on “Building a Tactical and Strategic Toolkit for Indigenous Heritage Stewardship” and the other on “CRM-OLGY: Toward a Research Design for Improving The Dominant Form Of Archaeological Practice.” Many other team members gave IPinCH-related presentations at these meetings.

IPinCH held its final team gathering, “Weaving Us Together,” in Vancouver from November 6-8, 2014. This was a great opportunity for team members to get together to share their research findings and to reflect on the successes and challenges of the IPinCH project as a whole. The team explored how to continue to share what IPinCH has learned with communities, policymakers, professional organizations, and the public to help them address their varied needs and interests.

In July, IPinCH and SFU’s Office of Research Ethics co-hosted a half-day workshop to foster understanding across SFU offices about policies and procedures for community-based research. Other collaborative projects are being planned.

PUBLIC LECTURES

In January, Project Director George Nicholas gave the inaugural presentation for SFU’s IRMACS Centre Research Master Class Series, where prominent SFU researchers tell the story of their research path and the “best practices” and tips they learned along the way. In recognition of IPinCH receiving the first-ever Social Sciences and Humanities Research Council of Canada (SSHRC) Partnership Award in October 2013, SFU President Andrew Petter sponsored a special SFU Public Square presentation by Dr. Nicholas in April 2014. In September 2014, Dr. Nicholas participated in a TEDX Yellowknife event on traditional Indigenous knowledge, giving a talk on “Why Heritage is Not Just About Things.” In November, IPinCH, in partnership with the SFU Indigenous Research Institute, hosted Australian guests Amy Roberts and Isobelle Campbell who
spoke on archaeology at Ngaut Ngaut in South Australia. These and many other talks are available as videos and podcasts on the IPinCH website (www.sfu.ca/ipinch).

In 2014, Dr. George Nicholas’ proposal for an IPinCH-themed SFU President’s Dream Colloquium on Protecting Indigenous Cultural Heritage was accepted. This series explores new approaches to collaborative research and policy development, with a particular focus on those that foreground the interests and concerns of Indigenous communities. It features six internationally-recognized speakers in this field, including Indigenous leaders working in heritage-related research, policy development, and practice.

COMMUNITY-BASED INITIATIVES

Five IPinCH-supported community-based initiatives based in Canada, the United States, New Zealand, and Australia wrapped up or moved on to new phases. The teams behind these initiatives have produced insightful reports, as well as podcasts, interviews, videos, and public talks, all available on the IPinCH website.

IPinCH also provided funding for two new initiatives this year. They supported a traditional knowledge license/label workshop for the "Sq’ewlets: A Stó:lo-Coast Salish Community in the Fraser River Valley" Virtual Museum Project, and an innovative new project developed by the Sealaska Heritage Institute, Alaska, which uses zooarchaeological research to protect cultural heritage values.

GRACE ISLET AND THE DECLARATION ON THE SAFEGUARDING OF INDIGENOUS ANCESTRAL BURIAL GROUNDS

In September 2014, members of IPinCH sent an open letter to the Minister of Forests, Lands and Natural Resource Operations and the Director, Archaeology Branch, Ministry of Tourism, Culture and the Arts, sharing their concerns about an unfolding conflict over private residential development on Grace Islet, located on Salt Spring Island, British Columbia. Grace Islet is an ancestral Coast Salish burial islet, on which human remains and numerous burial cairns have been documented. As a result, the provincial Archaeology Branch reached out to request a meeting.

In December 2014, a group of IPinCH researchers and cultural heritage specialists developed a tool that could be drawn on for situations like Grace Islet. The result was a new Declaration on the Safeguarding of Indigenous Ancestral Burial Grounds as Sacred Sites and Cultural Landscapes. The Declaration is a reminder of Canada's legal and ethical obligations with respect to First Nations sacred sites on which human remains of cultural and spiritual significance are interred. The Declaration has since received widespread coverage in provincial and national media outlets, including features in the Globe and Mail, Vancouver Sun, CBC’s The Early Edition, Georgia Strait, and CBC’s All Points West. The aim is to raise awareness of First Nations heritage sites and to positively influence heritage policy in British Columbia and elsewhere.
APPENDIX EIGHT

Report from the Bill Reid Centre
Submitted by Bryan Myles

In June of 2014, the Bill Reid Centre (BRC) moved from Downtown Vancouver to Saywell Hall at the SFU Burnaby campus. The move brings the Centre into closer contact with students and faculty in the Department of First Nations Studies, with which it is affiliated.

One of the primary activities of the Bill Reid Centre is the management of one of the world’s largest digital image collections representing the unique cultures and cultural expressions of Northwest Coast First Nations. The location of this resource online at the SFU Library creates 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 Aboriginal and non-Aboriginal artists, students, and researchers.

Some of the Centre’s activities in 2014 include:

- Moving thousands of images online to the digital collection at SFU Library and to the Reciprocal Research Network at MOA. Currently, a selection of 1000 images depicting objects and amour used in warfare, items worn and used by shamans, and intricately carved spoons handles, are being processed and uploaded for public viewing at http://content.lib.sfu.ca/cdm/search/collection/billreid.

- In 2014 the Bill Reid Centre created a small reference book in support of the exhibition Rez-Erect: Native Erotica at the Bill Reid Gallery. The booklet traces erotic elements in Coastal art going back thousands of years showing their use in pictographs, and showing numerous examples of eroticism in more recent works. This content can be downloaded on the Centre’s Multimedia page at http://www.sfu.ca/brc/multimedia.html.

- In support of the Bill Reid Gallery exhibition AKOS: Corey Bulpit, the Centre created a short multimedia presentation using stills and video shot by the artist. AKOS presents the monumental works of spray can art by Haida artist, Corey Bulpitt. It is a remarkable fusion of Hip Hop and Haida cultures. This production can be viewed on YouTube or the Centre’s Multimedia page at http://www.sfu.ca/brc/multimedia.html.

- In support of the Gallery show, Ts'imsyen Transforming: Morgan Green, the BRC produced a short educational piece to introduce Bill Reid Gallery visitors to the Ts'ymsen Community of Lax Kwalaams. Morgan's lineage descends from Lax Kw'alaams, which is well known for the monumental totem poles and house front paintings created there during the latter part of the 19th Century. This production can be viewed on YouTube or the Centre’s Multimedia page at http://www.sfu.ca/brc/multimedia.html.

- In 2014, the Songhees Nation opened the Songhees Wellness Centre in Esquimalt, BC. The Bill Reid Centre played a significant role in the cultural component of this project by conducting researching and acquiring over 500 historical images of the Songhees and
their material culture that resided in museums and galleries spread across the United Kingdom and North America. The image collection, along with numerous textual resources that document the Lekwungen-speaking people, was also acquired through the project and are now available to the Songhees in their new facility.

- The Bill Reid Centre also worked closely with the Songhees on a publication by and for the Songhees people. The Centre conducted the historical research for the book titled, *Songhees*, and acted as the archival consultant on the project. It is available to the general public through the Songhee people’s gift shop.
The SFU Indigenous Student Centre (ISC) has moved to AQ 2002. The ceremonial opening of the ISC took place on September 2, 2014. The new space is a warm and welcoming space that Aboriginal students can call their community and a “home away from home” on the SFU Burnaby Campus. The new ISC is a 1700 square foot space that includes: open area study space for Aboriginal students, nine computer student workstations, printer and fax, a common area kitchen, a First Nations Student Association office, an Elder’s Room, and a dedicated indoor space where students can exercise the cultural/spiritual ceremony of smudging.

The ISC tutor program continues to provide tutoring to Indigenous undergraduate students. All tutors are SFU graduate and doctoral students and includes six Indigenous graduate student tutors. For the Fall 2014 semester, thirty-two students utilized tutoring through the ISC tutor program. Aboriginal students often meet with their tutors in office space at the ISC. In addition, the Peer Cousins support program had fifteen peer cousins paired off for the Fall 2014 semester. In order to help facilitate Aboriginal student connection to a variety of student support services available at SFU, the ISC has scheduled weekly office hours for the Elder’s Program, Financial Aid and Advising, Academic Advising, Learning Commons writing/research/time management support, the Aboriginal Graduate Student Coordinator, and Aboriginal Co-op Coordinator.

The ISC is pleased to announce a new holistic Aboriginal student support focused program named the CEDAR program, which is funded by University Priority Funds. The CEDAR program’s goals are to strengthen student Cultural connection; to support student Educational success; to recognize, and to be inclusive of Indigenous student Diversity at SFU; all with the goal to support Aboriginal Retention rates at SFU. The program is modelled on Medicine Wheel teachings that place focus on the spiritual, emotional, mental, and physical components of one’s life to create balance and wellness. The CEDAR program incorporates both Indigenous and Western knowledge in the variety of workshops offered. In a collaborative community approach, the program will continue to partner with SFU student support programs on campus. For culturally specific programming, the ISC will continue to invite off-campus Indigenous knowledge keepers to facilitate workshops.

The ISC is honored to continue to engage with our off-campus community partners. For example, in the summer of 2014 we welcomed and hosted a group of twenty First Nations youth from Northern BC to learn about SFU and to consider their educational goals. In the Fall of 2014, ISC was the host for the Aboriginal Student Support Providers from across BC in the BC Aboriginal Coordinators annual provincial conference. The ISC looks forward to continuing to provide holistic student support to Indigenous students at SFU. We will continue to expand our circle by inviting the off-campus community to our Centre. We look forward to building future programming focused on career preparation, to bridging the gap to our Indigenous alumni, and to creating future mentorship programming involving Aboriginal alumni.
APPENDIX TEN

Report from the First Nations Student Association
Submitted by the FNSA Executive

Who is actually a member of the First Nations Student Association (FNSA)?

All self-identified Aboriginal, First Nations, Inuit, Metis, and Status/Non-Status students here at SFU.

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 is done by students, for students.

What does the FNSA do for the students here at SFU? And for which students i.e. just First Nations students or others?

FNSA’s mandate is two-fold: to personally, academically, and culturally support self-identified Aboriginal students and to educate the campus community on Aboriginal/First Nations issues. We are here for all students in one capacity or another. All of our lectures and speaker series are open to the entire student body at SFU and to the community at large.

In the past we have 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 feast open to all of SFU to celebrate our culture called the Spring Feast. At this event there are traditional dancers, performers, artisans, and craftsmen sharing their culture with the students.

What does the 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 meet other Indigenous students that may also be far from home. We also hold socials, be it lunches, dinners and get togethers to help bond students. Many skills are needed to be successful, not just academic ones. Many students need to build their resumes so we host training sessions that will benefit them outside of SFU. Last year we ran FoodSafe, First Aid, and Board Training sessions to improve their employable skills.
In the past year, FNSA has created an SFU endowment to financially support Aboriginal students. This trust will aid six students through two bursaries, two scholarships, and two engagement awards in the Fall of every year.

**Academically:** As a way to introduce the Learning Commons workshops to students, a special session is held for Indigenous students at FNSA’s expense to help students learn effective study habits and exam preparation. Many first year members are from smaller colleges and need help adjusting to SFU’s demanding schedules and work load. Having other Indigenous students to lean on and gain advice from helps students to survive their first terms. FNSA also hosts large events around the interests and in the fields of study of the students associated with FNSA. This will help them gain networks outside of SFU.

**Culturally:** Over the past year FNSA has hosted numerous drum-making and Medicine Wheel workshops to help students gain experience in the cultures of First Nations from across the country. We have also provided a home for the Coast Salish singing group to help the students learn the art of singing while here in Coast Salish territory. All of our events and meetings are catered by an Indigenous catering company that provides traditional foods.

**What does FNSA have to offer a non-First Nations person here at SFU?**

There are many events that happen throughout the year that all are welcome to attend. All marketed events - such as our Aboriginal Criminology Series, SFU Indigenous Day, Indigenous orientation events, and the Indigenous Peoples Career Stories event, to name some examples - are open to the student body at large. FNSA partners with both the Women's Centre and SFPRIG to bring attention to issues around advocacy, such as the “Say No to the Pipeline” rally. All of these partnership events are open to the general student body. If you are interested in receiving e-mails to attend FNSA events please email fnsa-friends-admin@sfu.ca

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

**FNSA Criminology Series:**

“Indian Ernie: Perspectives on Policing and Leadership.” After twenty-seven years with the Saskatoon Police Service, Sgt. Ernie Louttit retired and published his memoirs. The officer, known on the street as “Indian Ernie”, was a key figure in seeing that justice was served in the Neil Stonechild case. In his memoirs he tells stories of his years with the police and the lessons he learned. He shared such with the SFU and the DTES community.

work that spans many fields, and talked about the importance of vision, creation, and leadership in realizing one’s professional and personal goals.

**FNSA Indigenous Feminism Series:**

Our FNSA Indigenous Feminism Series began with a group of students feeling that a sessional instructor devalued the empowerment of Aboriginal women causing the group to seek out empowered SFU students to speak to their passions. Our first speaker was Cherry Smiley, an artist, Indigenous feminist, activist, and prostitution abolitionist, who has just completed her master’s degree at SFU. She was followed by Dr. Sarah Hunt - recent graduate from SFU and an ally to sex workers – who is seeking to strengthen relationships between Indigenous sex workers and other members of Indigenous communities in order to confront the stigma and criminalization which contributes to increased violence in this area. In a third event, in the Fall of 2014, a panel of women from the Downtown Eastside spoke to their experiences with the sex trade and their opposition to it.

**FNSA Empowerment Events:**

Jodie-Lynn Waddilove: As an Aboriginal woman in law, Maclean's Magazine named Jodie-Lynn as "One of Canada's Top 100 Under 30 to watch in the new millennium.” Her career as a lawyer has been nothing but inspirational. Jodie-Lynn came to SFU Harbour Center to speak to a class regarding the law and Indigenous people.

Calvin Helm: An empowering, motivating Indigenous member of the Tsimshian Nation, Calvin comes from the community of Lax Kw’alaams on the Northwest coast of British Columbia. The son of a hereditary chief, he works as an attorney and entrepreneur. Calvin came to SFU to discuss his third book *The Empowerment Mindset*, which follows up on his first two books, which provided a high-level survey of problems and barriers Indigenous people face in often trying circumstances.
Indigenous Career Events Sponsored by the FNSA:
Indigenous Peoples Career Stories 2014
FNSA was the largest sponsor for the panel which included Indigenous people from various walks of life. They introduced themselves and discussed their backgrounds, education, obstacles they had overcome, and their career paths. These Indigenous representatives were from a variety of organizations, industries, and First Nations who came to tell their stories and answer questions. This past year’s panel included:

Captain Michael Harris
Michelle Martinson
Jodie-Lynn Waddylove
Steve Sxwithul’txw
Cease Wyss

Aboriginal Inclusion Network Luncheon

The CEO & President of the Aboriginal Human Resource Council, Kelly J. Lendsay, spoke to Indigenous students about how the Aboriginal Inclusion Network could help them find the right job and employer, and discussed how to build a career path that would feed their passion and emphasize their talent.

Aboriginal Youth Internship Program Luncheon

Bradley Dyck from the program came to meet with students to share exciting information regarding this award-winning program which supports Aboriginal youth’s career and leadership development.

Indigenous Student Center (ISC) Events Co-sponsored by FNSA:

September Welcome Back BBQ
Each Fall, FNSA teams up with the ISC to provide Indigenous food for the Welcome Back BBQ. This event provides an opportunity for students to become familiar with their support system on campus and to meet new friends.

Indigenous Graduate Honoring Feast
Each year, FNSA co-hosts (with the ISC) the graduation Honoring Feast for Indigenous students. This past year we had the most attendees ever!
FNSA Community Events
This past year, FNSA hosted a weekly luncheon to provide the students with the nourishment and sense of community that we hope aids in the completion of their degrees. Each term we also host an evening out which includes dinner and an activity as part of FNSA’s mandate to strengthen the ties within our community.

SFU Community FNSA Sponsored Events:

SFU Indigenous Day! Cultural Groups Git Hayetsk Dancers, Tzo'kam, Smokey Valley Tiinesha Begaye, Kulu Dancers, and Tsatsu stalqayu shared their culture through music, dance, and song. Artists shared their Indigenous knowledge through an exhibit of their work and demonstrations. A Dream Catcher Workshop was free for those interested in trying something new. Elders led talking circles for those interested in learning more about Indigenous culture with question and answer sessions. Indigenous organizations such as the First Nations Cultural Council and UNYA, exhibited their resources for both Indigenous and non-Indigenous attendees. Many SFU Indigenous initiatives were also shared with those in attendance, such as those from the Bill Reid Centre for Northwest Coast Studies, Indigenous OLC, and the Office for Aboriginal Peoples

The FNSA Board for 2013-2014:

Laura Forsythe
Levi Wilson
Maren Thompson
Mike Vegh
Nina Repchuk
Alexander Hobrough
Morgan Varis

If you are a self-identified First Nations, Inuit, Métis, Status or Non-Status student attending SFU and want to become a FNSA member, please e-mail fnsa-board@sfu.ca
SAGE (Supporting Aboriginal Graduate Enhancement) continues to support Aboriginal graduate and undergraduate students across its six pod locations in British Columbia (Lower Mainland co-hosted by UBCV and SFU; Prince George hosted by UNBC; Vancouver Island hosted by UVic; and Okanagan hosted by UBCO). SAGE has over 500 members across the province. SAGE also had sister groups in Ontario at OISE, University of Toronto, Ryerson, and the University of Waterloo.

In the Lower Mainland, SAGE is co-hosted by UBC and SFU. Members meet on a regular 4-6 week basis, alternating sites of the meetings between the two institutions. Everyone is welcome to attend a SAGE meeting, regardless of the location or host. So if you find yourself in Victoria, Prince George, or the Okanagan please contact the provincial coordinator and they can connect you with the local coordinator/host.

The themes of this year’s meetings have included *Alternative Career Paths with a PhD* and *Financing Options for Graduate School*. SAGE also held a two day writing retreat at the UBC Longhouse which helped provide space and peer support/feedback on writing projects. We had such great feedback from the November retreat, that we will be hosting another weekend retreat on the last weekend of January, in lieu of a regular SAGE meeting (on January 31 - February 1, 2015 at the UBC First Nations Longhouse).

In addition to the above writing retreat, the following SAGE meetings and events will be taking place in 2015:

- Saturday, February 21, 9:30-2:00 pm - *Publishing Pathways* at SFU Harbour Centre, Room 2260.
- Saturday, March 7, 8:30 to 4:00 pm - *SFU-UBC Indigenous Graduate Student Symposium* at SFU Harbour Centre, Room 1400-1403.
- Saturday & Sunday, May 23 and 24, 9:30 to 4:00 pm - *SAGE Writing Retreat* at SFU Surrey Campus, Room 4040.

More meetings are being planned, so stay tuned!! If you are interested in joining the SAGE list serve or have questions about SAGE, please contact either Dr. Michelle Pidgeon, faculty mentor, SFU at michelle_pidgeon@sfu.ca or the provincial SAGE coordinator at grad.sage@ubc.ca. Also please check out the SAGE Blog - our newsletter that has community events, job postings, and other helpful resources for all.
New Aboriginal Co-op Coordinator

The first ever part-time/temporary Aboriginal Co-op Coordinator was hired in September 2014, funded through University Priority Funds. The Co-op Coordinator role will generate awareness of Co-op Education amongst the SFU Aboriginal student population, provide career and co-op advising to Aboriginal students, identify and remove barriers for participation in co-op, establish community and employer partnerships, increase overall Aboriginal student participation in the Co-op Education Program, and provide career advice to students (see Appendix Sixteen for further information concerning the new Aboriginal Co-op Coordinator).

Our Learning Community (OLC): Indigenous Site (www.sfu.ca/olc/indigenous)

The OLC Indigenous site provides online career resources for Indigenous students, available 24/7. It is a hub of educational content on personal and professional development with a focus on topical issues for Indigenous students. There are distinct sections: Career Journey Stories, Career Resources, Community Stories, Indigenous Employers, First Nations Student Association Stories, SFU Community Stories, Volunteer Stories, and a SFU Directory. The content is written by Indigenous students, work/study students, and volunteers with the stories shared across the OLC site and widely across social media. Semester newsletters are shared with SFU Indigenous programs and students to showcase recent content on the Indigenous site. The site’s placement in the OLC provides students with instant access to a broad range of topics (www.sfu.ca/olc/topics) including networking, work search, success in the workplace, international, and work/life balance.

Career Services

In addition to providing general career advising within Career Services, a professional Career Advisor is available to meet with students in the Indigenous Student Centre once a week. A current Indigenous student has also been trained to provide supplementary peer support.

In December 2014, SFU Career Services hosted professional development training on "Guiding Circles: An Aboriginal Guide to Finding Career Paths". Guiding Circles is based on a holistic career development approach that combines a traditional Aboriginal worldview with sound contemporary career development concepts. Career Services staff participated, as did representatives from other Student Services groups, and members of the First Nations Student Association interested in career development.
APPENDIX THIRTEEN

Aboriginal Related Math Initiatives
Submitted by Dr. Veselin Jungic

The fifth annual “Aboriginal Students in Math and Science” workshop was held on the Burnaby campus in October 2014 co-hosted by the Department of Mathematics, IRMACS, PIMS, and the Office for Aboriginal Peoples. We had students attend from as far away as Cranbrook. Regarding this event, the following comment is from a feedback form that we received from Mr. Justin Moore, Math & Science Helping Teacher, School District 33 (Chilliwack): “One of the best results was the talk between the students on the drive home. They spent at least 45 minutes discussing what university they want to go to, what they want to study, and what they want to do for a living. The conversation was so rich.”

Continuing on is the The Math Catcher: Mathematics Through Aboriginal Storytelling Project, 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 Blackfoot, Cree, Squamish, Sliammon, Halq'eméylem, Nisga'a, Helitsuk, Huu-ay-aht, and very recently, Hul'q'umi'num' languages and have been introduced to Aboriginal communities around the province. The stories are available at http://mathcatcher.irmacs.sfu.ca/stories.

SFU Academic Summer Math Camp for Aboriginal Students

The SFU Academic Summer Math Camp for Aboriginal Students is a five week long program during which a group of Indigenous high school students attend math and English classes on campus. They also participate in workshops dealing with chemistry, statistics, physics, biology, earth science, engineering, and computing science. The camp participants are also involved in numerous activities related to Aboriginal culture and traditions. The teaching philosophy of the camp is based on two principles: (1) each participant receives the full attention of all teachers and staff, and (2) a strong community of learners is built through a variety of joint activities. During the 2014 program the camp participants received 33 hours of math classes, 33 hours of English classes, 20 hours of lab experience, 12 hours of career planning activities, 10 hours of cultural activities, and 8 hours of recreational activities.

In Dr. Jungic’s words, “The fact that in 2014 out of 25 students who were accepted to the camp, all 25 students completed the program was a huge success story in itself.”

The SFU Academic Summer Math Camp for Aboriginal Students was sponsored by NSERC, PIMS, IRMACS, the Faculty of Science, the Department of Mathematics, and the Office for Aboriginal Peoples.
SFU-Native Education College Tutoring Program

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

Math Catcher Program

Over the last four years the program has visited more than 80 schools, held about 180 workshops and reached more than 4000 students from kindergarten to Grade 12. More details about the program are available at http://mathcatcher.irmacs.sfu.ca/ In 2014, the program visited the following independent schools: Haahuupayak School, Tseshaht First Nation; nkmplqs i snnamaytn kl sqilxwtet Cultural Immersion School, Vernon, BC; Sk'elep School of Excellence, Kamloops, BC; Bella Bella Community School, Bella Bella, BC; and Lالme' Iwesawtexw (Seabird Island Community School), Seabird Island Band, Agassiz, BC. We also welcomed Nisga’a students from the Nass Valley to the IRMACS Centre in August 2014.

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 90 Aboriginal students from Grades 10-12 and their teachers visited the Burnaby campus on October 29, 2014.

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 a welcome by William Lindsay, Director of the Office for Aboriginal Peoples, a SFU campus tour, and sessions in the following topics: “Studenting, Learning, or Thinking: Three Sides of the Same Coin” by Peter Liljedahl, Faculty of Education; "Surprisingly Simple Multi-Robot Systems” by Richard Vaughan, School of Computing Science; "Math and the Olympics" by John Stockie, Department of Mathematics; and “How to Make Ice-cream” by Sophie Lavieri, Department of Chemistry. Mrs. Donalene Rapada, Accountant, Service of Delivery for Squamish Nation, presented on the topic of using mathematics in her everyday work.

Organizer and SFU mathematics professor, Dr. Veselin Jungic, says regarding the program: “We see this event as an opportunity to promote careers in mathematics, science, and engineering specifically to Indigenous students in Grades 11 and 12, just at a time when they are making, or starting to make, decisions about their post secondary options.”

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).
Further information from Dr. Veselin Jungic, Head of the Math Catcher Program

During 2014 the Math Catcher Program visited the following schools: Queen Elizabeth Elementary, Vancouver; Brentwood Bay Elementary, Brentwood Bay; Valleycliffe Elementary School, Squamish; Inquiry Hub Secondary School, Coquitlam; Port Hardy Secondary School, Port Hardy; Waverley Elementary, Vancouver; Parkcrest Elementary, Burnaby; Mount Elizabeth Middle/Secondary, Kitimat; Nechako Elementary, Kitimat; Kitimat City High, Kitimat; Kiladala Elementary, Kitimat; Argyle Secondary, North Vancouver; Mary Hill Elementary, Port Coquitlam; nkmaplqs i snmamayatn kl sqilxwtet Cultural Immersion School, Vernon; James Park Elementary, Port Coquitlam; Maple Grove Elementary, Vancouver; Belmont Secondary School, Victoria; Sk'elep School of Excellence, Kamloops; AE Perry Elementary, Kamloops; Marion Schilling Elementary School, Kamloops; Barriere Elementary, Barriere; Barriere Secondary, Barriere; Raft River Elementary, Clearwater; Clearwater Secondary School, Clearwater; Bella Bella Community School, Bella Bella; Baker Drive Elementary, Coquitlam; Lalme’ Iwesawtexw (Seabird Island Community School), Seabird Island Band, Agassiz; Haahuupayak School, Tseshaht First Nation; Parkland Secondary School, Sydney; North Saanich Middle School, Sydney; Quilchena Elementary, Richmond; W.E. Kinvg Elementary, Surrey; and Valleycliffe Elementary School, Squamish.

During 2014, the money collected through the 2013 Campus Campaign financed the Math Catcher Program. 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 at the following events: “Small Number Celebrates the 20th Anniversary of Science Al!ve”, SFU; “How Math and Aboriginal Learning Go Hand in Hand”, Surrey Teachers' Association Convention; and “Mathematics and First Nations in Western Canada: From Cultural Destruction to a Reawakening of Traditional Reflections on Quantity and Form”, Mathematical Cultures 3, London, England. Work was also completed on the bilingual Squamish-English picture book "Small Number and the Old Canoe".
APPENDIX FOURTEEN


Simon Fraser University’s Centre for Dialogue presented Chief Robert Joseph with the Jack P. Blaney Award for Dialogue on January 15, 2014 in recognition for his tireless work to renew relationships among Canada’s Aboriginal and non-Aboriginal peoples. The Blaney Award is presented every second year to an individual who has demonstrated, internationally, excellence in the use of dialogue to further the understanding of complex and profound public issues.

Chief Robert Joseph

Chief Robert Joseph is a Hereditary Chief of the Gwawaenuk First Nation, Ambassador for Reconciliation Canada, and Special Advisor to Canada’s Truth and Reconciliation Commission, among other distinctions. As Co-Chair of British Columbia’s September 2013 national Truth and Reconciliation event and Ambassador for Reconciliation Canada, Chief Joseph led a historic effort to unite Aboriginal and non-Aboriginal peoples. Events included a 70,000 person Walk for Reconciliation that brought Canada’s many cultures to walk a path together in a shared commitment to reconciliation.

Program Highlights

Major events and outcomes from the 2014 Blaney Award include:

- Highlighting the life and work of Chief Robert Joseph through a series of short videos, which have since been used as an educational resource by Canada's Truth and Reconciliation Commission and local high schools.
- Exploring the role of BC’s education system in supporting reconciliation by engaging students, instructors, and administrators at the SFU Reconciliation Workshop and Youth Voices on Reconciliation high school event.
- Developing shared principles to support the reconciliation of a broad range of historical and contemporary injustices in Canadian society, in conjunction with stakeholders affected by injustice.
- Commissioning a series of reconciliation poems, originally presented in partnership with Vancouver Public Library and since featured in SubTerrain magazine and placed on display at city hall as part of the City of Vancouver’s Year of Reconciliation.

SFU Reconciliation Workshop

The SFU Reconciliation Workshop was a day-and-a-half event on February 6 and 7, 2014, designed to create space for the campus community to discuss the role of SFU in supporting reconciliation among Aboriginal and non-Aboriginal peoples. It was organized by SFU’s Centre for Dialogue in partnership with SFU’s Office for Aboriginal Peoples and Reconciliation Canada, and was part of the 2014 Jack P. Blaney Award for Dialogue. The workshop was the first of its kind for Canadian post secondary institutions, and used methodology developed by Reconciliation Canada and award recipient Chief Robert Joseph.
A major output was a list of actionable ideas for SFU as an institution to build upon regarding its commitment to “honour the history, culture, and presence of Aboriginal peoples.” These ideas were generated by the workshop’s fifty-five participants, who included a range of Aboriginal and non-Aboriginal voices from twenty-eight SFU units and departments. The resulting dialogue report summarizes participant ideas for action under the following six themes:

1. Increasing the prominence of Aboriginal knowledge and culture across the campus community;
2. Including Aboriginal voices in decision-making and evaluation;
3. Increasing opportunities and requirements to learn about Aboriginal peoples;
4. Providing additional Aboriginal student support;
5. Promoting Aboriginal peoples, teaching Aboriginal knowledge; and
6. Integrating Aboriginal culture, knowledge, and history broadly into SFU courses.

These results have since been presented to the SFU Aboriginal Steering Committee, as well as to senior administrators at the Vice-President Academic Administrators Meeting. In many cases, these ideas support and compliment actions being planned in SFU’s Aboriginal Strategic Plan.

More information please see: www.sfu.ca/dialogue/reconciliation
SFU Library maintains its commitment to supporting Indigenous research and researchers. Indigenous Initiatives Librarian Jenna Walsh continues to build collections that support Indigenous research and studies as a vital aspect of building relationships with the community and assist in growing SFU’s already strong reputation for academic excellence in this area.

For example, *Indigenous Peoples: North America* gives SFU researchers access to diverse archival material once spread out in physical collections across North America. This provided an opportunity to investigate the similarities and differences of Indigenous-settler relationships across time and space. Another new resource acquired over the past year is *North American Indian Drama* which provides unprecedented access to Indigenous-written and produced theatre from the 20th and 21st centuries.

Finally, SFU Library is also serving as an institutional partner in the First Nations Language Centre’s SSHRC partnership grant research project. It works to provide digital preservation and access support.
APPENDIX SIXTEEN

An Introduction to the Aboriginal Co-op Coordinator
Trina Setah
Aboriginal Co-op Coordinator
Work Integrated Learning - Co-operative Education

The purpose of the new Aboriginal Co-op Coordinator is to provide outreach and marketing of the Co-op Program and to create opportunities to enhance the enrolment of Aboriginal students in the program. Currently there is an estimated population of 650 Aboriginal students throughout the three Simon Fraser University campuses: Burnaby, Surrey, and Vancouver.

The purpose of the position is to create awareness of co-op opportunities and its benefits as an additive credit to the 120+ credits earned by a student towards their degree during their studies at Simon Fraser University. At SFU, the term co-op means “learning by doing” in the workplace which is an additional learning opportunity that would be an additive credit on top of the 120+ credits earned towards a student’s degree. This opportunity also includes support to students to develop resume, cover letter, and interview skills that would help the student in the co-op work placement - which is a paid work placement by the employer. There are established working relationships with many organizations in British Columbia and internationally for students to take advantage of for their work terms (work experience).

During the student’s work term, a visit will be coordinated by the coordinator to check in and see how things are going with both the student and employer. There are guidelines for both employer and student to follow previous to signing up, follow through while on the job, and while finishing up on the job. There is a report that ties up the work term which is done by the student. A survey and recommendations are followed up by the employer. It is rare when there are bad experiences, as the students enrolling are wanting to make this a positive transition to future opportunities in both school and career. To enroll in co-op is a huge asset for the student regarding the degree that they earn at SFU and what they can put on their resume. It has been proven statistically that students who have enrolled in co-op while earning their degree and who graduate, will have a better chance to secure employment prior to graduation at an organization that best suits them and the employer. The co-op work term also provides networking opportunities that translate into future friendships and career advantages for the student.

In conclusion, the objective of the Aboriginal Co-op Coordinator is to get Aboriginal students to apply for co-op (higher enrollment), and for the coordinator to identify with the students regarding where they are coming from and what they would like to gain from their work experiences. There has definitely been a lot of interest shown regarding this from Aboriginal students, the Indigenous Learning Centre, Career Services, and Work Integrated Learning (WIL). Co-op Education would like to see higher enrollment of Aboriginal students in co-op to support the success of the coordinator position being supported by SFU. The last remaining piece is to create broader opportunities with Aboriginal organizations for Aboriginal Co-op students to apply to for their work terms.
MEMORANDUM

ATTENTION: Research Universities Council of BC
FROM: William G. Lindsay, Director
RE: Outreach from Simon Fraser University to Aboriginal K-12 Communities

DATE: July 30, 2014
PAGES: 1/4

To Mr. Ken Amour, Research Universities Council of BC:

You have asked me for an update of programming and services here at Simon Fraser University that is designed to reach out to Aboriginal K-12 communities. Here is the initial piece of information sent from you to myself, as a prior existing summary-answer to your query:

“SFU provides programs for Indigenous Students in partnership with the Indigenous Student Centre, the Office for Aboriginal Peoples, the First Nations Student Association, and when possible, local Aboriginal communities. These programs include special welcoming activities, ongoing support from First Nations Elders, social activities, etc. As with all students, the goal is to make students feel they belong and have a place on campus.” (END OF QUOTE).

I am happy to report that Simon Fraser University is doing much more in this regard. Some of these endeavors are short term, others more long term. The details are as follows:

1. Simon Fraser University works in partnership with the Vancouver Aboriginal Friendship Centre to offer a one week summer camp experience at SFU. Students from the regular VAFC summer camp join SFU summer camp recreation-related activities for one week in July. SFU Recreation and the Office for Aboriginal Peoples share costs for this endeavor. This summer (2014) was the second consecutive summer that this summer camp experience was successfully undertaken. In addition to reaching out to an Aboriginal community partner, the goal of the camp experience is to introduce participating youth to the university environment in a positive way.

2. A one month Math Camp for Aboriginal Youth was held at Simon Fraser University for the first time in July 2014. This was done in partnership with the Pacific Institute for Mathematical Sciences, IRMACS, the Office for Aboriginal Peoples, SFU Recreation, the Deans of Science and Applied Science, with supporting funds from NSERC.
Aboriginal student participants take English and Math classes in the mornings. They also participate in an internship program whereby students are placed with university faculty and staff. Time is also set aside each week to participate in Aboriginal cultural activities and SFU recreation-related activities. The goals of this camp are (1) to provide a strong academic background in math, science, and English (2) to foster a sense of pride in Aboriginal culture, and (3) to introduce students to the university environment in a positive way.

3. The Squamish Nation and Simon Fraser University have also partnered up on a “Summer Camp for a Day” initiative. Herein, students from the Squamish First Nation visit SFU for a full day of activities during the summer months. The first such endeavor was undertaken in the summer of 2013. Due to scheduling conflicts, we were unable to host the one day camp this year (2014) but we look forward to resuming such again in the years ahead.

4. A Regional Student Transitions Consortium (RSTC) was in operation up to 2014. The Consortium was responsible for establishing and maintaining a series of processes that would increase the number of Aboriginal students graduating from high school and transitioning into local post-secondary education programs. The RSTC operated as collaboration between five partners: BCIT, Douglas College, Simon Fraser University and three school districts: Burnaby (SD41), Coquitlam (SD 43), and New Westminster (SD40). Up to 2014, the Consortium supported a variety of activities aimed at providing a smooth transition for students moving from secondary to post-secondary institutions. Initiatives included:

- Exploring opportunities for dual credit;
- Exploring avenues for providing qualified secondary learners with preferential admission;
- Promoting concurrent studies for students;
- Bringing district and post secondary staff together for the development of new secondary programs;
- Providing speakers for Planning 10 classes;
- Providing secondary learners with chances to engage in meaningful post secondary visits;
- In 2013-14, SFU did specifically reach out to the Burnaby and Coquitlam SD’s Aboriginal District Principals, offering volunteer tutoring services in math and science (involving SFU graduate students). The Office for Aboriginal Peoples also arranged for complimentary tickets to an SFU sporting event, for the Burnaby SD’s Aboriginal high school students.

The RSTC project was overseen by a Steering Committee of upper-level administrators and an Operations Committee or “working group”. The Consortium is currently on hiatus, as of the spring of 2014, as a result of a planned re-structuring.

5. Simon Fraser University was pleased to invite the Aboriginal District Principal for the Surrey School District to sit on the Aboriginal Steering Committee for SFU. The District
Principal was pleased to accept for a three year term beginning in 2014. The purpose is for Surrey SD to provide input into SFU initiatives, as they relate to Surrey’s K-12 system and Aboriginal students therein.

6. Simon Fraser continues to be involved with Reconciliation Canada (residential school) efforts. In early 2014 workshops were held at the Burnaby and Harbour Centre campuses, involving the university community and local school districts. Aboriginal and non-Aboriginal high school students and their teachers were involved in the latter session, entitled Youth Voices on Reconciliation Dialogue, held on March 6, 2014. A report regarding this session has been released by the SFU Centre for Dialogue and can be requested through the Office for Aboriginal Peoples.

7. Simon Fraser University is partnering with the Native Education College (NEC) in playing host to an All Nations/Native Basketball Tournament in October 2014. Teams attending from around the province will be composed of adults and high school age players. Games will take place in the gymnasiums on the Burnaby campus with some recruitment initiatives being planned as well. Funding from the Office of Vice President, Academic, in-kind support from SFU Recreation, and dual organization involving NEC and the Office for Aboriginal Peoples, is allowing this tournament to take place.

8. Ms. Jennie Blankenship, Indigenous Recruitment Coordinator for Simon Fraser University, specifically targets Aboriginal high school students in her recruitment endeavors. Such includes visits to high schools province-wide, participation in Career Fairs, and guided tours of the SFU campuses for visiting groups/individuals.

9. Math Catcher Program Initiatives:

During 2013-14 the Math Catcher Program visited over thirty on-and-off reserve schools across the province, reaching approximately 1500 students. Such included visits to Pemberton Secondary School, Pemberton; Duncan Christian School, Duncan; Dunsmuir Middle School and Lakewood Elementary, Victoria; the Fraser Academy, Vancouver; and other schools in Chilliwack, Surrey, Cranbrook, Kamloops, and Coquitlam. The Faculty of Science at SFU generously covered a portion of the associated travel expenses. Photos and testimonials can be viewed at http://mathcatcher.irmacs.sfu.ca/outreach/visits

Math Catcher Program Director, Dr. Veselin Jungic, also gave presentations about the program to students in the Graduate Diploma in Mathematics and Science Teaching Program at Douglas College and to participants of the 2014 UBC Aboriginal Math K-12 Symposium. Details regarding the Math Catcher Program can be viewed at http://mathcatcher.irmacs.sfu.ca/

Simon Fraser University also rolled out a series of math/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 this annual workshop, which is 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 came from the First Nations University of Canada, Douglas College, Okanagan College, and Simon Fraser University. Sponsors for this free workshop included the IRMACS Centre, the Office for Aboriginal Peoples, the Department of Mathematics, and the Pacific Institute for the Mathematical Sciences (PIMS).

Work was also 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. 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. These projects are designed to install cultural pride in Aboriginal students as they learn mathematics in a non-traditional way.