Introduction

Context

In 2015, the Aboriginal Steering Committee (ASC) for Simon Fraser University commissioned a subgroup of the committee to devise a document that would outline certain Aboriginal cultural and research protocols for use at the University. This information below is meant to provide guidance and advice on a number of relevant issues concerning such protocols.

Terminology

Although not designed as the definitive word on the topic, a document in 2014, concerning the use of Aboriginal terminology at Simon Fraser University has been posted to the Office for Aboriginal Peoples at SFU as a general overview. This was completed in response to many queries, as people sought guidance on this topic. An introduction and short paper concerning the issue of Aboriginal terminology is available on the Office for Aboriginal Peoples website and can be viewed in the following link:

http://www.sfu.ca/aboriginalpeoples/about/aboriginal-terminology-.html

Existing Aboriginal Cultural Protocol Documents for Simon Fraser University

- An Elder’s Program protocols document is available on the Indigenous Student Centre website and can be viewed in the following link:
  http://www.sfu.ca/students/indigenous/elders.html

- A Big Drum protocols document is available on the Office for Aboriginal People’s website and can be viewed in the following link:
  http://www.sfu.ca/content/dam/sfu/aboriginalpeoples/Big%20Drum%20Protocols%20and%20Teachings%20upd%20nov%202017%20(2).pdf
PROTOCOLS SECTION

Acknowledgement of Traditional Territories

- An acknowledgement of local First Nation’s territory has become a regular feature of many Simon Fraser University events. This includes convocations, conferences, events, and meetings.

- Those who graciously acknowledge traditional territory often use the comprehensive term Coast Salish. For example, “To begin our event/celebration, we wish to acknowledge the traditional territory of the Coast Salish peoples…”

- It is certainly appropriate to use the above phrase but it should be noted that this is linguistic terminology of Colonial origin, referring to the Coast Salish language family. This language family encompasses many First Nations, including those mentioned below and others whose traditional territory is found on Vancouver Island and in the United States.

- At Simon Fraser University’s Burnaby campus, an acknowledgement is often – and appropriately - given to the traditional territories of the Squamish (Sk̓wx̱wú7mesh Úxwumixw), Tsleil-Waututh (səlíw ətaʔɬ), Kwí·kwéteml (kʷí·kwəƛ̓əm) and Musqueam (xʷməθkʷəy̓əm) Nations.**

- At Simon Fraser University’s Vancouver campus, an acknowledgement is often – and appropriately - given to the traditional territories of the Squamish (Sk̓wx̱wú7mesh Úxwumixw), Tsleil-Waututh (səlíw ətaʔɬ), and Musqueam (xʷməθkʷəy̓əm) Nations. **

- The SFU Surrey campus is located on, and serves many First Nations local to the campus including, the Semiahmoo, Tsawwassen, Kwantlen, Katzie, the Kwí·kwéteml (kʷí·kwəƛ̓əm), and the Qayqayt First Nations.

- Hence, there is no ‘one way’ to acknowledge traditional territories local to the SFU campuses. It should be noted, however, that representatives from the local nations have at times expressed the wish that their nation be acknowledged by individual names, rather, than be mentioned as part of a group. Hence, the term “including” in acknowledgements is also incorporated.

**Pronunciation guide: Squamish (squa-mish), Tsleil-Waututh (tslay-wa-tooth), Musqueam (mus-kwee-um), Katzie (kate-zee), Kwantlen (kwant-len), Kwí·kwéteml (kwee-kwet-lum), Qayqayt (kee-kite), and Stó:lō (staw-low).

The Squamish (Skwx ú7mesh Óuwumíxw) name: Lheklhúkwaytn.
- Meaning: Place of Arbutus trees/Place to peel Arbutus bark.
- Special note: The shoreline of Lheklhúkwaytn is a traditional sea urchin harvesting area. Nearby Burnaby Lake is also a sacred place that is considered a spiritual doorway/portal.

Tsleil-Waututh (tslay-wa-tooth) and other Hul’qumi’num terms
- These terms are being reviewed and this document will be updated accordingly, in the future.

**Spirituality and Cultural Perspectives**

- Spirituality is an important element amongst all Aboriginal cultures, passed down through generations. Respect is thus shown when public displays of culture and spirituality - including prayers - are done by Aboriginal people.

- It is recognized that Aboriginal peoples come to SFU with diverse spiritual and cultural backgrounds. As such, respect for different practices are requested. For example, public prayers can be encouraged to be done in “one’s own way.” Such a format gives listeners with different beliefs the opportunity to pray to the Creator, and/or their higher power as they understand him/her.

- Conversely, those leading ceremonial practices and/or prayers should be cognizant of the fact that people of different faiths and backgrounds will usually be in attendance. Words and practices should thus show respect for different cultural values and spiritual beliefs.

**Research Ethics**

- Regarding the *Ethics Review of Research Involving Human Participants, Simon Fraser University, Policies and Procedures: Research Involving the First Nations, Inuit and Métis Peoples of Canada (Section Nine)*, please see the following website for the appropriate information:
  
  http://www.sfu.ca/policies/gazette/research/r20-01.html

- Regarding the *Government of Canada, Tri-Council Policy Statement 2 (TCPS 2), Chapter Nine, Research Involving the First Nations, Inuit, and Métis Peoples of Canada*, please see the following website for the appropriate information:
  

- If further information regarding research and Aboriginal peoples is required, there are various Aboriginal offices located at Simon Fraser University which can be turned to for guidance (see below).
CONCLUSION

• Further information regarding Aboriginal peoples, their ways of knowing and doing, and protocols can be sought within the various Aboriginal offices located at Simon Fraser University. These include the Office for Aboriginal Peoples, the Department of Indigenous Studies, Office of Indigenous Relations-Faculty of Arts and Social Sciences, Indigenous Student Centre, Office Indigenous Business and Leadership-Beedie School of Business, and the Office of Indigenous Education in the Faculty of Education.

This Aboriginal protocols document is being devised as a ‘living document’ which may be added to or amended over time.