We acknowledge the traditional territories of the Coast Salish peoples, on whose lands the SFU campuses reside.

**BACKGROUND**

Important reconciliation and decolonization work are being done at SFU by various individuals and departments as the university continues the process to implement the Walk This Path With Us report’s 34 calls to action. This Quarterly Report summarizes the progress on the report’s calls to action from January–March 2019.
The participants have decided to explore the possibility of scheduling a public viewing and discussion of the film. In addition, the facilitation team submitted and has received word of acceptance for presentations related to the work at two educational conferences in June 2019: Canadian Society for the Study of Higher Education (CSSHE 2019) in Vancouver and Society for Teaching and Learning in Higher Education (STLHE 2019) in Winnipeg. These planned presentations will enable others to build upon the learning of the program’s participants.

Based on the experiences of the first cohort of eight participants (and six funded projects), the facilitation team created a revised program description and sent out a call for expressions of interest in a second cohort. Given that the first cohort was not satisfied with six three-hour seminar sessions (requesting an additional eight), the revised program is year-long with fourteen three-hour sessions. In addition, more information was provided about the pedagogical structure and intent of the program (https://www.sfu.ca/istld/faculty/grant-programs/dt.html). The response to this deeper version of the program was positive despite the greater commitment expected from faculty. Fifteen expressions of interest were received. From these, nine projects were accepted based on program criteria and faculty availability. The second cohort will begin their work in fall 2019 with the final seminars in summer 2020.

CONTACT
Dolores van der Wey
dolores_vanderwey@sfu.ca

SAN’YAS: INDIGENOUS CULTURAL SAFETY TRAINING**

"I really appreciated the San’Yas course and have recommended it to colleagues. The material encouraged reflection and provided a safe space for honest sharing and exploring issues in a deep and meaningful way." - Tony Botelho, Director, Career & Volunteer Services

"I highly recommend the San’Yas training. It was extremely thorough, well presented, and allowed for me to thoughtfully consider the information on both a systems/societal level, as well as on a personal level. I learned a lot through this training, and it has had a positive impact on how I approach my work." - Julie Glazier, Case Manager, Sexual Violence Support & Prevention Office
Over 325 individuals from across the university have taken the San’Yas: Indigenous Cultural Safety Training program. The training is a flexible, online program that takes 5-6 hours to complete in total, over a 6-week window. It increases foundational knowledge, self-awareness and skills with respect to Indigenous cultural safety. Human Resources has made the training available with the support of ASI funding.

Interested staff are encouraged to sign up at: https://www.sfu.ca/human-resources/learning-development/SanSafetyTrain.html

CONTACT  Tara Black  tara_black@sfu.ca

**CLUSTER 3  
STUDENT PATHWAYS & SUPPORT**

**TRANSFORMATIVE ACTIONS IN THE TEACHING AND LEARNING CENTRE**

**Faculty Inquiry Grants for Decolonizing and Indigenizing Curricula: Round 1 Underway**

The first application window for the new Faculty Inquiry Grants for Decolonizing and Indigenizing Curricula closed on March 15. The grant program, announced in Fall 2018 by the Teaching and Learning Centre (TLC), drew six expressions of interest and three full applications in this initial round from faculty members teaching credit courses. The applications will be adjudicated by Brad Johnson, TLC director; Dorothy Christian, TLC associate director, Indigenous initiatives; Dara Kelly, associate professor, Beedie School of Business; and Deanna Reder, associate professor, Departments of First Nations Studies and English. Successful applicants will receive up to $6,000 in funding, as well as in-kind support from the TLC, for projects “that include, but are not limited to, decolonizing teaching practices; integrating Indigenous ways of knowing into existing curriculum; and developing inclusive and integrative classroom techniques.”

For more information, visit http://www.sfu.ca/tlc/funding-and-awards/digrants.html

**A Council that Includes Indigenous Student Voices**

“Be a voice for Indigenous students.” That’s the headline of two posters—one for undergraduate students and the other for graduate students—created by the Teaching and Learning Centre (TLC) in March. They are part of a call for applicants to join the Teaching and Learning Centre’s new Advisory Council for Indigenous Initiatives. The council is being convened by Dorothy Christian, who began her role as the TLC’s inaugural associate director, Indigenous initiatives, on February 1. The posters and the call demonstrate the importance the TLC attaches to including the voices of students willing to share their “lived experience as an Indigenous student” in its decision-making processes. Applications closed on April 20, and the selection process is expected to be complete in May.

To apply, please email tlcentre@sfu.ca by April 20, 2019.

Applicants will be interviewed by Dorothy Christian (Secwépemc–Syilx), the Teaching and Learning Centre’s Associate Director, Indigenous Initiatives.

Council selection will be based on:

- Indigenous (on/off reserve), Inuit, or Métis ancestry
- An oral articulation of why you want to join the TLCACII
- An oral articulation of what reconciliation means to you
- A written description of the experiences and skills that you will bring to the Advisory Council
- Terms and conditions such as frequency, location, duration, and honoraria

Other members will include Elders, SFU staff, SFU faculty members and an Indigenous undergraduate student.

**INDIGENOUS PATHWAYS PROGRAM AND THE ABORIGINAL UNIVERSITY TRANSITION PROGRAM (AUTP)**

Work on the first question of what access and inclusion of First Nations, Metis and Inuit (FNMI) students in higher education looks like and how SFU can support the admissions, access and retention of FNMI students is well underway. This work is supported by three Indigenous
research assistants, who are hired to support this project. The research assistants have completed the initial environmental scan of public post-secondary institutional websites for information related to programs, policies, and services for FNMI students, including Indigenous pathways programs across Canada. This environmental scan is further supported by several of Dr. Pidgeon’s other research assistants. Plans are in place to follow-up with particular programs and/or services with respective program coordinators or directors to clarify the collected information. The team is additionally building a database on current research literature related to supporting Indigenous students which is international in scope, including Canada, the United States, Australia, and New Zealand.

The environmental scan forms the informational backdrop for community engagement, which is at the heart of the program of work. The research team has already developed and received ethics approval for its research protocol so that community engagement activities can begin. During the upcoming months, Dr. Pidgeon and her team have begun conversations with local FNMI individuals and organizations to hear what their needs are of SFU and what pathways they envision for their youth. These key knowledge holders will be invited from community, K-12 sector, and the post-secondary education sector (e.g., FNMI youth, parents, Elders, Aboriginal coordinators, Aboriginal academic advisors, FNMI faculty, former and current FNMI students of SFU, etc.).

In addition, invitations will also be extended during the summer term to members from the SFU community who support Indigenous students and/or related programs and services.

**CLUSTER 4**

**ADMINISTRATION, HIRING AND PROJECT IMPLEMENTATION**

**RECONCILIATION REPORT**

The Reconciliation Working Group is pleased to share that the first SFU Reconciliation Annual Report will be released in June 2019. Co-facilitators Ron Johnston and Sobhana Jaya-Madhavan are working with an Indigenous writer to produce the report. Moving forward, in addition to an annual Reconciliation Report, the Reconciliation Quarterly Report will be released bi-annually.
other research universities in B.C., Alberta and Washington State. This student led initiative has proven to be a highly successful event where students are able to share their research and teachings with their peers and the broader academic community, while building lifelong relationships with student colleagues and expanding their network of professional practice and research.

SAVE THE DATE! RECONCILIATION BREAKFAST
ON JUNE 12TH, WEST GYM, 8:30 - 10:00 A.M.
For all SFU community members. Details to follow.

FIRST NATIONS INFORMATION & FEEDBACK SESSION
An invitation went out to First Nations leaders, including members from Musqueam, Squamish, Tsleil-Waututh and Kwikwetlem Nations to participate in an information and feedback session on the proposed First Peoples’ Gathering House and the larger SFU Burnaby Campus Masterplan on April 30th.

SPRING 2019 INDIGENOUS GRADUATE SYMPOSIUM
The 5th annual SFU-UBC Indigenous Graduate Student Symposium took place in mid-March and this year it was SFU’s turn to host. The Friday night social was well attended, as was the main event on Saturday, and featured the honouring of distinguished Indigenous Scholar and SFU alumnus, Dr. Joanne Archibald – UBC Professor Emeritus and recent recipient of the Order of Canada. Grand Chief Stewart Phillip, Union of BC Indian Chiefs, was the keynote speaker for the evening. Chief Phillip was joined by his spouse Joan Philip to share their teachings and words of wisdom.

Musqueam Elder Shane Point helped start the day off in a good way on Saturday followed by Dr. Margret Kovach, University of Saskatchewan, who was the keynote speaker. Those who attended were able to learn from over 23 student presenters who were predominantly from UBC, SFU, as well as other research universities in B.C., Alberta and Washington State. This student led initiative has proven to be a highly successful event where students are able to share their research and teachings with their peers and the broader academic community, while building lifelong relationships with student colleagues and expanding their network of professional practice and research.

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