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

**Background**

Important reconciliation and decolonization work is 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 specifically from October–December 2018. The SFU Reconciliation Working Group* will continue to report out on a quarterly basis and will also produce an annual report.
CLUSTER 1
Safe and Welcoming Indigenous Spaces

INDIGENOUS STUDENT CENTRE EXPANSION PROJECT**
In fall 2018, three meetings were held with Bill Nelson, Project Services Manager, Campus Planning and Development; Eugenie Ko, Director of Administration, Student Services; Marcia Guno, Director, Indigenous Student Centre; and Gail Hirsch, Associate Director, Indigenous Student Centre (ISC). The meetings continue to be collaborative and productive and have helped to further clarify ISC space needs and design a draft floorplan. The ISC hosted a town hall meeting with SFU Indigenous students on Monday, January 21 where the ISC Director presented the draft floorplan to ISC students and welcomed Indigenous student input and feedback. Bill Nelson and Ian Abercrombie as well as the architect for the project responded to technical questions. From this consultation with Indigenous students, the planning group will reconvene to discuss revisions to the draft floor plan, and to finalize ISC and Indigenous student approval of this phase of the ISC expansion.

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CLUSTER 2
Curriculum Innovation and Indigenization

SFU LIBRARY: INDIGENOUS CURRICULUM RESOURCE CENTRE**
Alongside SFU Library’s ongoing efforts to Indigenize and decolonize, funding from the Aboriginal Strategic Initiative will facilitate creation of an Indigenous Curriculum Resource Centre (ICRC).

Over a period of 12 months beginning in May 2019, physical and online spaces will be developed, including guides for instructors about Indigenizing curriculum, and recommended resources to use in courses across disciplines with a focus on Indigenous authors, local Indigenous nations, and open educational resources.

Throughout all stages of ICRC development, Indigenous scholars and other knowledge keepers will be consulted.

As previously reported, the eight participants in the first offering of Decolonizing Teaching requested an extension to the seminar series. Approval for an additional eight seminars through fall 2018 and spring 2018 was received in September 2018. Seven of the eight original participants were able to meet for the four seminars between October and December 2018. The additional sessions provided time for participants to practice facilitating discussions, engage in deeper discussion of topics such as Indigenous epistemologies and the relationship of Indigenous Peoples to the land. They also share progress as they implement their projects. The final four seminars will be held between
February and April 2019. In addition at the participants’ request, an extra informal meeting to unpack an Indigenous novels in depth will be held in January 2019.

The proposals for the remaining four projects (of six) were finalized in fall 2018. Three of the six projects were conducted in courses run in the fall of 2018.

Kora DeBeck is an Assistant Professor in Public Policy. Her project, “Contextualizing Public Policy Analysis: Insights from Indigenous Perspectives” added a module to her graduate course to enable students to inform and deepen their understandings of reconciliation, as well as reflect on how their perspectives of colonization and reconciliation may shape how they approach and conduct public policy analysis. Kora’s project was conducted in a course run during fall 2018.

Read more about Kora’s project: [http://www.sfu.ca/istld/faculty/grant-programs/projects/DT/G0281.html](http://www.sfu.ca/istld/faculty/grant-programs/projects/DT/G0281.html)

Ena Lee is an Assistant Professor in the Faculty of Education, whose project “Decolonizing Academic Literacy in the Canadian Settler University,” aims to shift an academic literacy course designed for Indigenous students from a focus on developing western defined basic literacy skills to one of language as a social practice embedded in Indigenous epistemologies and critical perspectives. In doing so, she hopes to enable students to negotiate more empowered identities as readers, writers, and scholars in ways not traditionally emphasized in mainstream academic literacy practices. Ena’s project was conducted during a course run in fall 2018.

Kendra Strauss is an Associate Professor and Director for the Labour Studies program. Her project, “Decolonizing Labour Studies through Indigenous Literature” uses an Indigenous novel to anchor discussion of the implications of settler colonialism as a system and as lived experience for both Indigenous peoples and settlers in relation to work, labour and the economy.

Read more about Kendra’s project: [http://www.sfu.ca/istld/faculty/grant-programs/projects/DT/G0283.html](http://www.sfu.ca/istld/faculty/grant-programs/projects/DT/G0283.html)

Ann Travers is an Associate Professor of Anthropology, whose project, “Decolonizing Knowledge in (SA 327) Sociology of Knowledge: Major Energy Extraction Projects in BC” will ask students to learn about Indigenous knowledge systems and apply that understanding to a critical exploration of major energy projects in the province of British Columbia.

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SAN’YAS: INDIGENOUS CULTURAL SAFETY TRAINING**

Human Resources is pleased to continue to provide staff and leaders with the opportunity to take the San’Yas: Indigenous Cultural Safety Training. The training is a unique online program aimed to increase foundational knowledge, self-awareness and skills with respect to Indigenous cultural safety. The training is flexible and takes 5-6 hours in total, over a 6-week window. To date, 280 people have completed or registered for the training and HR requested and received ARC funding for 500 employees to access the training.

We encourage any interested staff or managers to sign up at [https://www.sfu.ca/human-resources/learningdevelopment/SanSanSafetyTrain.html](https://www.sfu.ca/human-resources/learningdevelopment/SanSanSafetyTrain.html)

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WINTER 2018 QUARTERLY REPORT ARC Clusters

CLUSTER 3
Student Pathways & Support

IAUPP–INTERIM ABORIGINAL UNIVERSITY PREPARATION PROGRAM

In September 2018, SFU’s IAUPP welcomed its second cohort of 16 students. The program has continued to support the post-secondary journey of our students not only through foundational courses in Math and English, but also through first year academic credit courses in First Nations Studies, Health Sciences, and Education. The instructors have been incorporating Indigenous perspectives into their teaching, which students have greatly appreciated.

A new coordinator, Dr. Antonieta (Mar-y-paz) Rivera from the Didxa'xn nation joined IAUPP last November. She has brought her longtime experience at the UBC Longhouse as well as her Indigenous interdisciplinary approach to our diverse group of students, faculty, and staff.

The IAUPP will welcome applications for a third cohort for Fall 2019. The IAUPP website at http://www.sfu.ca/fass/undergraduate/iaupp.html is a great first source of information for Aboriginal students considering transitioning to SFU with a cohort group of students in a small, safe, supportive environment, and culturally respectful environment.

CONTACT: Dr. Antonieta (Mar-y-paz) Rivera iaupp@sfu.ca

NEW INITIATIVES IN THE TEACHING AND LEARNING CENTRE (TLC)

In Fall 2018, the Teaching and Learning Centre took a highly visible step toward Indigenization by commissioning an Indigenous logo from artist Andrew (Enpaauk) Dexel, a member of the Nlaka’pamux First Nation in southern British Columbia.

The new logo, which depicts a close-up view of an eagle’s head, was unveiled at a presentation in early December. The artist explained that the eagle represents the concepts of teaching, community and humility—words identified by TLC staff as instrumental to their work. The Indigenous logo will complement the Centre’s departmental logo in a number of contexts.

A New Grant Program

The TLC’s new Decolonizing and Indigenizing Grant Program for continuing faculty members was announced in November and has drawn several expressions of interest. A formal call for proposals will be launched in Spring 2019.

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

LOOKING BACK & LOOKING FORWARD: EMPOWERING INDIGENOUS PATHWAYS WITH THE 4RS**

In 2018, the ARC initiative funded the work of the Indigenous Pathways Planning Group (IPPG), co-chaired by Dr. Michelle Pidgeon, an Associate Professor in the Faculty of Education and Dr. Tania Bubela, Dean of the Faculty of Health Sciences. The Planning Group has representation from the Office of the Vice President Academic, the Office of the Registrar, three faculties, the Office of Aboriginal Peoples, the Indigenous Student Centre, and Indigenous students. Its first goal is to develop a better understanding of First Nations, Métis, Inuit (FNMI) student needs and opportunities to embark on their journey to, through, and on from Simon Fraser University. The overarching goal is to develop recommendations for re-imagined pathways and supports for FNMI students, including a permanent replacement for the Interim Aboriginal University Preparation Program (IAUPP).

Dr. Pidgeon is leading a team of research assistants to undertake the program of work for the IPPG. Her scholarship is grounded in the Indigenous Wholistic Framework, which is underpinned by Indigenous research processes and protocols. The work will be informed by the principles of respect, relevance, reciprocity, and relationships. Specifically, it will answer the following questions: (1) What does access and inclusion of FNMI students in Canadian higher education look like, and how does SFU compare in terms of programs and services offered to support the admissions, access, and retention of FNMI students? (2) What are the identified educational visions and needs of local FNMI to support their educational visions and needs? and (3) How can SFU work with local FNMI to support their educational visions and needs?

Work on the first question is well underway, with three Indigenous research assistants, who were hired directly to support this project. The research assistants are working on
an 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. The team is additionally building a database on current research 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’s work. The research team has already developed and received ethics approval for its research protocol so that community engagement activities can begin. The first step will be to have conversations with local FNMI individuals and organizations to hear what their needs are of SFU, what pathways they envision for their youth. Further, given the focus of the program of work, Dr. Pidgeon’s team will work directly with those involved in Indigenous education and career pathways for FNMI youth in the Lower Mainland. These key knowledge holders from community, K-12 sector, and the post-secondary education sector will be invited to participate in sharing circles.

The community consultations will occur over the coming months, the second phase of this project will see invitations extended to participants from the SFU community who support Indigenous students and participants from Indigenous communities who wish to continue to dialogue with SFU to form an Indigenous Advisory Council. The Indigenous Advisory Council will help guide the program of work and to articulate pathways based on mutually agreed to understandings and directions. It will be essential in ensuring that the work is relevant to the FNMI communities with which SFU works and will help set a new institutional course of direction in embodying the “Nothing About Us Without Us” paradigm of the ARC. In this way we can work collaboratively to design and implement Indigenous programs, policies, and services across the three SFU campuses.

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**CLUSTER 4**

**Administration, Hiring and Project Implementation**

**RECONCILIATION ANNUAL REPORT**

The Reconciliation Working Group is pleased to share that the first Reconciliation Annual Report will be released in April/May 2019.

**ANNOUNCEMENTS & NEWS**

**SFU AND SURREY URBAN INDIGENOUS LEADERSHIP COMMITTEE SIGN COLLABORATIVE AGREEMENT**

SFU and the Surrey Urban Indigenous Leadership Committee (SUILC) have entered into a partnership to promote and support the academic, research and community engagement needs and interests of the region’s growing urban Indigenous peoples.

The Collaborative Relationship Agreement builds on SFU’s commitment to urban First Nations, Metis and Inuit peoples in Surrey, and SUILC’s goal of advocating on behalf of Surrey’s urban Indigenous peoples.

The agreement sets the stage for further work to support and increase Indigenous student participation in SFU courses and programs, to promote academic and research initiatives that engage and benefit the urban Indigenous community and to develop opportunities for the university to engage with urban Indigenous peoples in Surrey.
Dr. Eldon Yellowhorn’s book "Turtle Island: The Story of North America’s First People" has won a 2018 EUREKA! Award for the best book for young readers in the non-fiction category honoured by the California Reading Association. Turtle Island has also been shortlisted for the Children’s Literature Roundtables of Canada’s Information Book Award. Dr. Yellowhorn is currently working on a new book titled ‘What the Eagle Sees: Indigenous Stories of Rebellion and Renewal’, coming out later this spring. He serves as the Associate Professor of First Nations Studies. Congratulations!

Dr. George Nicholas, Professor and Chair in the Department of Archaeology’s recent article, “It’s taken thousands of years but Western science is finally catching up to Traditional Knowledge” published in The Conversation, has reached over 250,000 views online. Dr. Nicholas’ article reviews recent scientific research concerning the behaviour of firehawks intentionally carrying burning sticks to spread fire. This behaviour of firehawks or otherwise known as ‘nighthawks’ has long been known to the Alawa, MalakMalak, Jawoyn and other Indigenous peoples of northern Australia. In his article Nicholas examines the double standard that exists concerning the acceptance of Traditional Knowledge by practitioners of Western science. This article is only one part of Dr. Nicholas’ extensive outreach efforts regarding Indigenous heritage and human rights.

To stay up to date with the latest news, events and programs please visit: www.sfu.ca/reconciliation and follow us on Twitter at: @SFU_ARC

If you or your department is engaged in Reconciliation work, please send your stories and pictures to: sfuarc@sfu.ca.

* SFU RECONCILIATION WORKING GROUP MEMBERS:
  - Ron Johnston
    - Pro-Tem (Acting Director)
    - Office for Aboriginal Peoples Reconciliation Co-Facilitator
  - Sobhana Jaya-Madhavan
    - Associate Vice-President
    - External Relations
    - Reconciliation Co-Facilitator
  - Joanne Curry
    - Vice-President
    - External Relations
  - Peter Keller
    - Vice-President
    - Academic and Provost

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