Aboriginal Career Start Program

Paul Sayers, Indigenous Recruitment Specialist

The Aboriginal Career Start Program is a partnership with the Saskatchewan Indian Institute of Technologies and the Gabriel Dumont Institute, providing a stepping stone for Aboriginal graduates to a long-term career at the University of Saskatchewan and elsewhere.

**Purpose**
Support career development and employment opportunities for the next generation of Aboriginal financial and administrative professionals through career training and placement at the university.

**TRC Calls to Action**
- Eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.
- Improve education levels and success rates.
- Ensure that Aboriginal peoples have equitable access to jobs, training and education opportunities.

**ASC Provided On-the-Job Training**
- Two-week course to learn:
  - HR/financial software
  - Life skills
  - People skills
  - Job skills
  - University governance
- Mentorship opportunities from other Indigenous faculty and staff.
- 3-4 month job placement at USASK

**GOING FORWARD**
- Second cohort of ACS program in 2017
- Expanding program to Protective Services

**Success**

18 Selected for the ACS Program
9 Full-time work placements at USASK
4 Pursuing further studies at USASK

This program is a great opportunity for recent graduates from partner institutions in our community to learn skills that will serve them well in their careers, whether that is here at the university or in the community.

Peter Stoiccheff, U of S President.
Building Reconciliation at the U of S

Human Resources

Faculty and Staff Aboriginal Self ID Campaign

ELIZABETH DURET, DIVERSITY AND INCLUSION SPECIALIST

TRC CALL TO ACTION
Ensure that Aboriginal peoples have equitable access to jobs, training and education opportunities.

PURPOSE
■ Indigenous/Aboriginal faculty and staff are involved in important research, academic service and university support, and are vital to the USASK community. We want to have engaged, Indigenous/Aboriginal faculty and staff represented at all levels, and in all units of our institution.
■ The Aboriginal Self ID Campaign for faculty and staff launched in Oct. 2016, and invited university employees to declare their Indigenous/Aboriginal ancestry via the PAWS employee channel. The channel is still accessible through PAWS and faculty and staff can declare their ancestry at any time.

Through this initiative, the university will:
■ recognize gaps — have a better understanding of where Indigenous faculty and staff work on campus,
■ focus on initiatives that will build capacity — partnerships at USASK and beyond,
■ identify gaps in recruitment and advancement,
■ enhance and celebrate the Aboriginal/Indigenous faculty and staff complement through programs, services and supports.

GOING FORWARD
Cultural events
“The Strength Within” spring gathering for employees who self declared Aboriginal/Indigenous ancestry. This event will focus on themes of resilience, cultural confidence, health and well-being.

Diversity and inclusion training
■ interactive workshops
■ self-reflective exercises
■ role-playing simulations
■ develop understanding about diversity
■ enhance thought leadership

I declared because I am proud to say I am Métis and instill those values to my children.
Lori Deleorne
Aboriginal Student Centre

I declared because I am proud to be Michif and I want others to share in this pride and hope.
Stryker Calvez
Indian Teacher Education Program (ITEP)

I declared because it is important for Aboriginal students to see that Aboriginal people work at our beautiful university.
Yvette Arcand
College of Medicine

I declared because I am proud of my connection to my Indigenous ancestors, communities and family.
Val Arnault-Pelletier
Gwenna Moss Centre for Teaching Effectiveness

3.3% OF USASK EMPLOYEES HAVE SELF DECLARED

85.7% INCREASE FROM 2014
Aboriginal Student Achievement Program (ASAP)

DESCRIPTION OF ASAP

More than 1000 Aboriginal students are pursuing their goals at the College of Arts & Science at the University of Saskatchewan. The Aboriginal Student Achievement Program welcomes these students into their first year of study, helping them succeed, and building an Aboriginal student community on campus. ASAP supports students as a whole people – academically, financially, personally, socially and culturally.

ASAP is offered within a Learning Communities model; first year Aboriginal students register through an Academic Advisor in small classes, taking sets of common courses together plus tutorials to build academic skills. All courses are taught by professors who understand the cultures and needs of Aboriginal students. In addition to sharing a classroom experience, the students gather as a community for a weekly ASAP LC Hour guided by two upper year Aboriginal peer mentors. During the ASAP LC Hour, students build a community, learn about study skills and career options, participate in cultural activities and get involved in the larger university community. Students also meet throughout the year with dedicated Aboriginal student academic advisors who help support and guide them.

PURPOSE

Academic Advising:
- Dedicated Aboriginal Academic Advisor
- Individual attention to students’ goals and needs
- Holistic and culturally-informed advising
- Early warning system to identify students at risk
- Trish Monture Centre for Student Success – Arts 250

Learning Communities:
- Upper year Peer Mentors
- Weekly LC Hour to build community and make connections to services and supports on campus
- Pre-made first year schedule of classes
- Assistance with registration

ASAP offers a wide range of supports to help Aboriginal students succeed academically, enjoy their university experiences, and overcome any barriers they may face.

Academic:
- Popular first year courses
- Small classes
- Tutorials
- Culturally-aware and engaged faculty
- Strategies for Academic Success course

SUCCESSES AND CHALLENGES

"95% of ASAP students would recommend ASAP Learning Communities to a sibling or friend"  
SOURCE: 2015-16 ASAP LEARNING COMMUNITIES STUDENT SURVEY MARCH 2016  
ASAP has been helping students succeed in the College of Arts and Science for the past five years. A detailed, external program evaluation is underway. The program is challenged by a wide range of external barriers faced by our students. Initial results show us that the program successfully retains students from 1st to 2nd year, but that retention beyond 2nd year, once students leave ASAP, continues to be a challenge.

HOW IT BUILDS RECONCILIATION

ASAP is a program that was developed to eliminate educational gaps between Aboriginal and non-Aboriginal Canadians, leading to improved education and income outcomes. By improving education attainment levels and success rates, this program’s goals are in direct alignment with the TRC’s Calls to Action for Education.

CONTACT

Lori (Slater) Pollock  
Director, Arts and Science Learning Communities

Lori.slater@usask.ca  
306.966.4327

Financial:
- Bursaries for every ASAP student each term
- Bursaries for Aboriginal students with children
- Liaison with First Nations bands
The Trish Monture Centre for Student Success has been renovated, expanded and renamed to serve you better. The office is now open in the Arts Building - rooms 248, 249, and 250. Students in both the Aboriginal Student Achievement Program and the University Transition Program are welcome to use the space for academic advising and studying purposes.

Trish Monture (1958 – 2010):

Trish Monture was a powerful Mohawk woman, an accomplished scholar, writer and activist, a loving mother and a highly respected faculty member in the College of Arts & Science. The renaming of the Aboriginal Student Achievement and Transition Program Office to the Trish Monture Centre for Student Success honours Trish’s profound contributions to our college by offering students a place of peace, friendship and respect as they continue their studies at the University of Saskatchewan.

The Trish Monture Centre for Student Success is home to the Aboriginal Student Achievement Program (ASAP) Learning Communities and the Arts & Science Transition Program (UTRAN) Learning Communities.

Aboriginal Student Advisors at the Trish Monture Centre:
tmc@artsandscience.usask.ca

Our Holistic Advising Model

By learning the histories of Aboriginal peoples, we can find a starting point for reconciliation. The Centre helps Aboriginal students to overcome some of the barriers to post-secondary education by providing a welcoming meeting place and acknowledging the value of Indigenous knowledge in what can often be a Eurocentric framework at the university.

Trish Monture Centre for Student Success

DESCRIPTION

The mission of the Trish Monture Centre is to encourage Aboriginal and Transition Program students in the College of Arts & Science. To do this, the advisors working within the Centre use a holistic approach to academic advising that addresses the student as a whole person. The Trish Monture Centre also provides Aboriginal and Transition Program students with a gathering and study space, including computers, a microwave, free coffee, and a collection of academic resources.

PURPOSE

SUCCESSES AND CHALLENGES

The Trish Monture Centre draws students of all backgrounds into its space, all day long. The balanced living lunches that run monthly promote coming together as a College.

One of the main challenges the Trish Monture Centre faces is in reconciling the academic cycle with Aboriginal students’ worldviews, values, and experiences.

While the Trish Monture Centre can assist students in navigating barriers in the university environment, our students continue to be challenged by external barriers such as financial difficulties.

HOW IT BUILDS RECONCILIATION

Trish Monture
**BRIDGING THE EDUCATIONAL GAP THROUGH KISKIAUMATOWIN**
Mackenzie Moleski and Helen Tang

**INTRODUCTION**
- *Kiskiaumatowin* is a Cree word that describes a type of learning where teacher and student are learning from one another in an interactional way, changing them both
- Science Ambassador Program (SAP) practices kiskiaumatowin by placing university students in northern Indigenous community schools where they deliver science education and learn from the community
- Education is the greatest predictor of socioeconomic wellness and there exists a gap in educational attainment between Indigenous and non-Indigenous people due to colonialism
- Mackenzie Moleski and Helen Tang, two upper year Physiology and Pharmacology students, were placed in an elementary school in Green Lake in May 2016
- In addition to sharing their knowledge with the students, the Science Ambassadors also learned from the youth and their community, demonstrating kiskiaumatowin

**TEACHING THEORY AND METHODS**
- Overarching goal to serve as a positive role model to younger generations and facilitate a curiosity and passion for science
- Interactive sessions: experiments, inquiry-based, contests, creativity, group-work
- Drew from our own educational experiences
- Worked alongside teachers
- Referred to outcomes in the Saskatchewan Curriculum
- Adapted to preferences, requests, and needs of students

**SCIENCE ACTIVITIES**
- Examples of activities that applied the core goals of the SAP Program and principles of *kiskiaumatowin*: Gravity birds, bannock science, penguins, moon rocks, boat challenges

**COMMUNITY ENGAGEMENT**
- The community, staff, and students in Green Lake were receptive and welcoming to Science Ambassadors
- Everyday interactions with students at recess led to targeted science activities towards individual interests
- Opportunities to engage with community members as helpers at track & field day and community carnival
- Built a raised flower bed to grow vegetables and promote sustainability in the community of Green Lake
- Canoe trip allowed for valuable learning and teaching through traditional Indigenous Ways of Knowing and further exploration of Métis culture

**CONCLUSION**
- There is a gap between Indigenous and non-Indigenous educational outcomes in Canada due to the long-lasting impacts of colonialism
- Science Ambassador Program aims to engage youth in science so that they may pursue post-secondary education
- Culturally relevant teaching through *kiskiaumatowin*, where the Science Ambassadors learn from the community and the community learns from the Science Ambassadors
Building an Indigenous Nursing Workforce

The College of Nursing has adopted two main strategies to increase its representation of Indigenous nursing students. The first is our UCAN program, which provides supports all along the pathway towards a nursing career, from school-age health career awareness opportunities, to science and math prerequisites bursaries, from building community and providing tutorial and financial support, to mentorship and NCLEX preparation to support the transition to workforce, and finally encouraging graduate studies.

The second is our distributive learning approach, Learn Where You Live. With campuses in Saskatoon, Regina and Prince Albert (PA), full access sites in La Ronge, Ile a la Crosse and Yorkton, and even more opportunities to complete the Pre-Professional Year, students have a chance to live and study close to home.

Half of our 198 Indigenous students study in PA & the North even though only 20% of our seats are there.

The TRC specifically calls on us to:

- Increase the number of Aboriginal professionals working in the health-care field.
- Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
- Provide cultural competency training for all healthcare professionals.

The College of Nursing is leading the country in Indigenous student numbers (18.9%), retention (93%) and program accessibility, with the highest known proportion of Indigenous students of any university in the country. We will continue to seek new and better ways to contribute to a culturally safe and accessible health care system for all people.

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# Building Bridges Program

## Description

The Building Bridges program is an Aboriginal Student Centre (ASC) - International Student and Study Abroad Centre (ISSAC) partnership. It originated in September of 2013 to provide programming for the whole campus community with a focus on International and Aboriginal relations and cultural understanding.

Over the past 3 years this partnership has engaged over 1100 students, staff, and faculty and community members at the University of Saskatchewan through a variety of activities including social events, workshops and sharing circles.

Building Bridges recognizes that certain people in our society face oppressive experiences because of individual and systemic unequal power related to race, culture, ethnicity, language, nationality, and other forms of conscientiously held belief. This has particularly affected the Indigenous population in Canada.

Building Bridges also recognizes that understanding and working to eliminate oppression is a learning process for us all. We know that different people can be at different stages in the learning process and we all need to make the effort to learn, create opportunities for learning and assist each other in the learning process.

## Purpose

**Objectives**
- Facilitate respectful inquiry and foster open discussion
- Share personal perspectives and experiences through storytelling
- Provide an opportunity to build relationships, to connect and collaborate
- Acknowledge history, recognize social impacts, and empower participants

## Successes and Challenges

### Student and Faculty Engagement:
The program provides a relaxed environment and opportunity for students to develop cultural intelligence and learn about various issues that affect Indigenous and international students and explore their role in promoting cultural understanding.

### Community Engagement:
Our events provides avenues for cross-cultural engagement. Particularly exploring cultural similarities and differences. Events solely targeted at students such as the City of Saskatoon Bus-tour enables student engage with community members in Saskatoon.

### Partnerships and Collaboration:
Building Bridge collaborates with various groups in the University and Saskatoon for its programs including University Faculty, the City of Saskatoon, Office of Treaty Commission, Canadian Roots Exchange, GSA, Confucius Institute, Parents on Campus, Parent Circle etc.

## How It Builds Reconciliation

### Education:
Building Bridges increases students’ capacity for intercultural understanding and builds mutual respect.

“Thank you! I am 22 years old and have only just recently started to learn more about the Indigenous point of view of our history. This definitely helped and was very significant. I am always emotionally moved by events like these.”

“A very powerful activity. Makes for a great springboard for “What next?” What do we do to make change and respond to the TRC’s calls to action. What is my own personal call to action?”

### Information for Newcomers to Canada:
The programming provides the history of Aboriginal peoples of Canada to international students and newcomers to Canada.

“This session brought to perspective the amount of loss of land, people, culture, pride, etc that took place when the settlers came to Canada. The folding of the blankets showed the restrictions the Indigenous people faced.”

## Contact

buildingbridges@uasak.ca
Northern Saskatchewan is a vast region characterised by breath-taking views, world-class fishing, hunting and outdoor activities, and a way of life rich in history, traditions, and knowledge. It is also known for its remoteness and the associated challenges. Northern Saskatchewan also has one of the highest proportion of Aboriginal peoples in all of Canada (over 80%) and the legacy of residential schools can be seen throughout the North. Challenges include:

- Lower levels of access to services and significant infrastructure challenges impede community well-being, quality of life, and socio-economic development.
- Lower educational attainment levels than the rest of the province. Overall, 85% of Saskatchewan’s population between the ages of 25-64 had completed high school or equivalent compared to 55% in the North.
- Despite Saskatchewan as a whole having one of the lowest unemployment rates in Canada (5.9%), northern Saskatchewan had the second highest unemployment rate (17.9%) out of all the provincial and territorial norths.
- Northern Saskatchewan is the second only to northern Manitoba for housing in need of major repairs at 28.1% (national – 7.4%, provincial – 9.3%).

Better access to infrastructure and services will enhance northern communities’ capacity to generate social and economic development. Inadequate infrastructure lowers economic potential and access to markets, resources and technology, and in turn, creates barriers that effect community well-being. Having supports and policies in place that recognize the needs and unique characteristics of the North is crucial for creating a sustainable social environment.

**CONTACT**

www.usask.ca/icngd
Building Reconciliation

CHAIR IN INDIGENOUS SPIRITUALITY AND RECONCILIATION

STMCOLLEGE.CA

ST Thomas More College
University of Saskatchewan

PurPose

BUILDING RECONCILIATION

STM’s endowed Chair in Indigenous Spirituality and Reconciliation was formally inaugurated on May 17, 2016, with a ceremony held at the Gordon Oakes Red Bear Student Centre.

INDIGENOUS ENGAGEMENT AT STM

ACADEMIC INITIATIVES

STM’s Academic Working Group for Indigenous Engagement established by STM Faculty Council with the mandate to “engage faculty directly in developing and advancing academic initiatives that will support the college’s Strategic Plan commitment to Indigenous engagement.” The group sponsored a panel on January 17, 2017, to explore the question: “What does a Catholic College need to know to be truly welcoming to Indigenous peoples?” The presenters were Dr. Marie Battiste, Dr. Verna St. Denis, Erica Violet Lee and John Meiraty. Three areas of focus emerged from that dialogue: 1) learn, 2) support, and 3) engage.

LEARN

FACULTY AND STAFF LEARNING OPPORTUNITIES: STM is currently working with the Gwenna Moss Centre for Teaching Effectiveness to customize the Indigenous Voices program to meet the learning needs of its faculty and staff, annual faculty/staff retreat held at Wanuskewin where we engage local Indigenous leaders, learn of traditions and discuss issues important to Indigenous students in the post-secondary arena.

SUPPORT

INDIGENOUS STUDENT SCHOLARSHIPS AND BURSAIRES: available at STM: STM Aboriginal Entering Student Scholarship, STM Aboriginal Entering Student Bursary, Deilschner Aborginal Scholarship, Sr. Irene Poole Scholarships, Deilschner Aborginal Bursary, STM Continuing Aboriginal Student Bursary. The Working Group is also establishing a Reconciliation Bursary which would be funded through pledges made by STM faculty and staff.

ENGAGE

FACULTY COLLOQUIA: In order to facilitate dialogue within the academic community and broader society, STM will continue to explore topics together with Indigenous scholars and community partners. These collaborations will be highlighted in a series of Faculty Colloquia.

March 7th, Embracing an Indigenous focus, this presentation involves a conversation about research in progress on relationships and disability in the context of Saskatchewan. Sharing Sealed of Our Journeys. The speaker will review a law for every BOD. Presenters will include STM Assistant Professor Sarah Knudson, Tamara Pearl, a nêhiyaw woman from One Arrow First Nation, Saskatchewan and Kelley Bird Naiyowhow, a Cree First Nations man from Montreal Lake reserve.

May 9th, at 2:00 p.m., the colloquium will feature Harry Lafond (Executive Director, Office of the Treaty Commissioner) and Dr. Darrell McLaughlin. They will present on their experience of co-teaching INTS 400, Critical Perspectives on Social Justice and the Common Good.

ABORIGINAL STUDENTS ACHIEVEMENT PROGRAM - Since 2013, our faculty members have been participating in learning communities organized by the Aboriginal Students Achievement Program (ASAP) within the College of Arts and Science;

At 2:00 p.m., the colloquium will feature Harry Lafond (Executive Director, Office of the Treaty Commissioner) and Dr. Darrell McLaughlin. They will present on their experience of co-teaching INTS 400, Critical Perspectives on Social Justice and the Common Good.

BUILDING RELATIONSHIPS

Two major conferences have been held at STM with the purpose of providing a forum for Indigenous Elders and scholars to voice their perspectives. The Respect, Reconciliation and Renewal Conference was held on March 8, 2014 and the Restorative Justice: Building a Culture of Hope Conference was held from October 1-3, 2014.

STM has a representative on the Roman Catholic Diocese of Saskatoon’s Council for Truth and Reconciliation; STM has allocated funding for an Indigenous Graduate Student Fellowship; STM has provided opportunities for Indigenous students to engage in experiential learning in Indigenous communities in the Global South.

Canada 150 celebrations must address injustices

On Dr. Ilene Perrine-Tomlinson Diversity, St. Thomas More College, University of Saskatchewan

Canada 150 provides a historic opportunity to confront the grave injustices and real issues that have shaped the relationships of Indigenous peoples with Canada and the world. The anniversary provides an excellent opportunity to have meaningful conversations and acknowledge the important contributions of Indigenous peoples to Canada.

It is noteworthy that Indigenous and Northern Affairs Canada was generally absent in the run up to the sesquicentennial. The leadership is in the hands of Canadian Heritage and Minister Melanie Joly who has been busily hyping 150th Anniversary events.

Building Reconciliation

Chair in Indigenous Spirituality and Reconciliation was formally inaugurated on May 17, 2016, with a ceremony held at the Gordon Oakes Red Bear Student Centre.

Wisdom listens and understands, values and respects, diversity of experiences and ways of knowing, and appreciates that profound learning is a necessity multiculturally, multidisciplinary, multidimensional and relational. Divine revelation is not confined to any culture or faith tradition; to be spiritual is to be reconciled with nature and with others, and amenable to honoring diverse beliefs.

PurPose

• To ardently explore with humility, respect and courage, the history, cultures and traditions that have shaped the intricate nature of Indigenous spirituality in Canada;
• To interact with and listen thoughtfully to Elders and community leaders who have preserved, protected and communicated this fertile spiritual heritage down the generations;
• To consider and analyze the complexities of the interaction between Indigenous spirituality and Christian traditions historically and currently and to advance reconciliation.

The work of the Chair is guided by an Advisory Circle that includes respected Indigenous community leaders. The Advisory Circle members include A.J. Felix, Elder, Patricia Felix, Elder, Harry Lafond, Acting Treaty Commissioner (co-chair), Colleen Cameron, Gordon Martell, Candace Wasacase-Lafferty, Director of Aboriginal Initiatives, University of Saskatchewan, Terrence Downey, President, STM (co-chair), Darrell McLaughlin, Associate Dean, STM and Gertrude Rompré, Director of Mission and Ministry, STM.

The Chair sponsors various activities such as hosting ceremonies; awarding a teaching fellowship to an Indigenous graduate student; enabling the regular presence of an Elder at STM; meeting guest lecturers; organizing conferences, supporting curriculum development; or, enabling a part-time Indigenous faculty appointment. All activities are to be focused on Indigenous spirituality and reconciliation through the study of one or more of History, culture, traditions, languages and understandings of formal or informal religious and/or spiritual practices.

For many Cree people, oskáppiw is referred to an Elder’s helper or servant, one who brokers relationships; the Chair is to be oskáppiw between Indigenous traditions and the academic community.

2016 Events:

• Treaty Six Plaque installation ceremony.
• Lecture by former National Chief Phil Fontaine, OC, OM, entitled, The Meaning of Reconciliation.
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Office of the Vice President Research

Community Engagement at Station 20 West

DEFINITION
The work of the CE Office helps to extend the mission of the U of S at a local level—bridging Saskatoon’s Core Neighbourhoods and the main campus of the U of S.

We have particular strengths in collaboration, and honouring and integrating diverse ways of knowing and knowledge. We strive to be friendly and accessible, directly connecting discovery, teaching, and outreach with community identified priorities. We incubate exceptional community engaged teaching, learning and discovery involving the complex intersections of inequities, the social determinants of health, reconciliation and knowledge politics.

PURPOSE

PURPOSE

“From a community engagement perspective, having the U of S Community Engagement Office located at Station 20 West is ideal, as it provides opportunities for mutually beneficial community-university partnerships and collaborations. Over the past few years, these opportunities have often extended to United Way and enabled us to participate in community conversations with a wide range of stakeholders.”

-Judy Shum, Director, Community Impact, United Way of Saskatoon and Area

“Social environments and conditions are the foundation for a healthy society, and building a strong foundation requires institutions and communities to work together. The University of Saskatchewan’s Community Engagement Office at Station 20 West does this and actively seeks out these opportunities. They have been an essential partner in efforts to reduce poverty, build food security and sovereignty, and to learn and act on Reconciliation. The value they place on having research and knowledge locally accessible and applied has helped to build bridges and partnerships that otherwise might not have existed, and they have accessed resources (such as researchers, research networks, and grant funding) in support of understanding and documenting progress and outcomes.”

-Dr. Julie Kryzanowski and Tanya Dunn-Pierce, Saskatoon Health Region, Health Promotion Department

CONTACT
Community Engagement and Outreach
Station 20 West, Suite 203, 1120 - 20th Street West
communityengagement@usask.ca
306-966-1313

“Reconciliation is translated into the Cree word “miyôwâhkôhtowin,” meaning “having good relations,”

- Chief Wilton Littlechild, Commissioner of the Truth and Reconciliation Commission of Canada

“Community Engagement describes collaboration between higher education institutions and their larger communities (local, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

- Carnegie Foundation

www.usask.ca/engagement

“Reconciliation & Community Engagement

We bridge campus and community capacity related to Indigenization and we are actively involved with reconciliation initiatives and conversations in Saskatoon. Specifically, we:

• animated non-traditional student stories through the collaborative production of two videos for wide dissemination: http://www.usask.ca/engagement/station-20-west/the-animation-project.php
• provided support for the Wícihitowin Aboriginal Engagement Conference and ensured CE scholars and students had access to the conference recognizing the inseparability of Aboriginal engagement and our work in the inner city,
• prioritize relationship development with key organizations and their staff who are deeply engaged with local reconciliation efforts,
• are active members of Reconciliation Saskatoon and serve on a subcommittee exploring impact and metrics,
• partner on cultural awareness, competency and safety education and training, and
• are well positioned to continue to animate Universities Canada’s principles on Indigenous education and the actions to which university leaders have committed.

(http://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education)

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-Neal Kewistop, Manager, Building Health Equity, Population and Public Health, Saskatoon Health Region

“The partnership between BHE [Building Health Equity] and the CE Office is one that has provided our community with more culturally appropriate services as a result of the networks we’ve been invited to from the CE Office, although the contribution has already borne significant results, we feel that we’ve only begun to scratch the surface of what we could do to benefit the health of our community. We look forward to continuing to foster the relationship between our two respective sectors.”

-Neal Kewistop, Manager, Building Health Equity, Population and Public Health, Saskatoon Health Region
INTRODUCTION

Undergraduate mothers with lived experience of poverty collaborate to create two animated graphic narratives:

- Project participants live in the core and are users of the social enterprise centre (S20W)
- Their needs and daily life practice are different than the general university student body

WHAT DID WE DO?

- Engage undergraduates who live in the core neighborhoods
- Harness Marshall Ganz’s Public Narrative. The story of “Self, Us and Now”
- Highlight Station 20 West
- Integrate the social determinants of health
- Apply qualitative health approaches in useful and practical ways

WHAT DID WE DO?

River of Resilience
Emerging theme

WHY THE ANIMATION?

It is artistic and creates new ways of understanding; amplifying talents and experiences.

1. Capture and trace strategies for survival not recognized by dominant structures
2. Apply learning in the (post secondary) community and influence community change efforts
3. Do this in such a way that the undergraduate participants can state their own ideas of success, education and health

AIMS AND FEATURES

- Making space for an under-represented student subpopulation
- Tracing strategies of survival among university, inner city and home worlds
- Meaningfully distill complex intersections of racialization, poverty and gender to cultivate empathy and deeper understanding within the university to better support inner city students
- Demonstrate to citizens in the inner city how to use community support to claim fairer health and education outcomes within system forces at play
- Affirming actions of skill and reconciliation and communicating values of equity and love

WHAT DID WE DO?

- Focus in on relationship and transformation
  > critical collaboration – continuous looping in on representations and feelings
  > consistent with engaged community research and anti oppressive approaches
  > Move from the intimate to the collective/political voice
  > Shift the balance of power

WHY THE ANIMATION?

1. Capture and trace strategies for survival not recognized by dominant structures
2. Apply learning in the (post secondary) community and influence community change efforts
3. Do this in such a way that the undergraduate participants can state their own ideas of success, education and health

IMPLICATIONS

- Participate in building reconciliation
- Increase empathy and understanding in the university culture
- Inform post secondary culture about making space, inclusivity and better understanding for long-term ethical engagement in meaningful ways
- Increase support of community agencies
- Increase skills of collaborators

IMPLICATIONS

- Participate in building reconciliation
- Increase empathy and understanding in the university culture
- Inform post secondary culture about making space, inclusivity and better understanding for long-term ethical engagement in meaningful ways
- Increase support of community agencies
- Increase skills of collaborators

THOUGHTS FROM STUDENT CO-CREATORS

Tania Those who live in poverty are made to feel shameful by people who will not take the time to listen more and judge less. This sense of shame hinders peoples abilites to use services in their community. Many people do not realize how difficult it is to escape poverty. When you are born within a family that is struggling those struggles become yours to bear and stay with you as you fight to provide more for yourself and your family. I hope this project can be a way to teach others everyone has a story of struggle.

Angel There are people like me who are trying to create a positive change and we are actually just pushing back at the system that put us there. It doesn’t matter how many good choices you make it will always be hard to get out of the cycle. It is a lot of hard work. We need to encourage one another and help one another – we have the right to be anybody and do anything.

Next Steps

- Create tip sheets for researchers and advisors
- Training and recommendations for first point of contact personnel and advisors
- Improve student intake with a social determinants perspective
- Share through media and presentations

To contact us and watch the video go to http://www.usask.ca/engagement/station-20-west/the-animation-project.php
Cultivating Student Engagement in Reconciliation

DESCRIPTION

A group of both Indigenous and non-Indigenous students in the College of Pharmacy and Nutrition created a student-run group near the end of Term 1 of the 2016/2017 academic year, with the support and guidance of both Indigenous and non-Indigenous faculty members.

This student group is committed to reconciliation, Indigenous engagement, and supporting efforts relating to Indigenizing the College of Pharmacy and Nutrition. The involved students plan to propose having this group of students become an official branch of the Saskatchewan Pharmacy and Nutrition Students’ Society (SPNSS) and to have an Indigenous Student Representative sit on the SPNSS Council and liaise between groups.

PURPOSE

This official group of ~20 students in both pharmacy and nutrition will help foster the engagement of the student body in the College as it relates to reconciliation and Indigenizing the College. The students voted to have these mandates present in the title of the group, which is now officially named Students For Indigenous Reconciliation and Engagement, or S-FIRE. The group will be holding its first event for the pharmacy and nutrition student body in March 2017, which happens to be during the nationally celebrated Pharmacist Awareness Month and also Nutrition Month.

SUCCEEDS AND CHALLENGES

CHALLENGES:

As a brand new student group, S-FIRE is not yet ratified, does not have any official policies, procedures, or terms of reference. S-FIRE does not have its own source of funds or its own operating budget. The initial startup of S-FIRE was funded by the Dean’s office in the College of Pharmacy and Nutrition. Low numbers of self-identified Indigenous students in both pharmacy and nutrition also remains a challenge.

SUCCESSES:

The process has been student-driven from the beginning and continues to operate in a way that is by and for the students in the College. The group not only provides an avenue of support and guidance from the students to the faculty and staff, but also serves as a place for Indigenous and non-Indigenous students to support one another in a safe and welcoming environment. Having two faculty members serving in a supportive role has been helpful for this new not-yet-ratified student group to be created and start thriving, especially as it relates to room booking, financial support from the College, and connecting the students to the work of other organizations.

HOW IT-buildS RECONCILIATiON

S-FIRE will certainly play a role in the College of Pharmacy and Nutrition’s response to all seven health-related Calls to Action from the Truth and Reconciliation Commission of Canada, and more. It is anticipated that S-FIRE will not only play a key role in the College’s Indigenizing efforts, but will also serve as a way to attract, recruit, and retain both Indigenous students and also non-Indigenous students who are committed to reconciliation and Indigenous engagement.

A common theme in the understanding of what reconciliation means is recognizing the importance of relationships. S-FIRE will strive to create and maintain relationships with the current and future student body of Pharmacy and Nutrition, and likely also with the past student body (alumni). These relationships will not be constrained to the pharmacy and nutrition student body, but also staff, faculty, other health science student bodies, and communities. Since S-FIRE is brand new, it is difficult to estimate all ways in which this group will build reconciliation, but it is clear this process has already started.

CONTACT

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Building Reconciliation Through Undergraduate Education: 
Developing KIN 398.3 Indigenous Wellness 
College of Kinesiology, University of Saskatchewan

Context

The College of Kinesiology’s ongoing undergraduate curriculum review includes the recommended action of developing a kinesiology designated course on Indigenous health and physical activity that is built into the curriculum. In addition to embracing Indigenizing within the University of Saskatchewan, this course will contribute to citizenship goals of kinesiology undergraduates.

Dr. Leah Ferguson is leading the development of this course.

Evolving Course Details

- Third year undergraduate course for students in the College of Kinesiology
- Term 1 of the 2017/2018 academic year
- Learning outcomes:
  - Integrate historical and contemporary knowledge and practices about Indigenous wellness.
  - Critically examine ways to respond to the Truth and Reconciliation Commission of Canada Calls to Action as growing professionals in areas related to education, health, and sport.
  - Develop and display awareness for Indigenous wellness.
- Include Indigenous ways of learning
  - E.g., sharing circles, storytelling, oral history, ceremony
- Course assignment involving ceremony and oral storytelling
- Invited guests for key learning areas

Course Framework

- Wholistic Wellness
  - Physical Wellness
  - Mental Wellness
  - Emotional Wellness
  - Spirituality Wellness
  - Historical Context
  - Calls to Action

How it Builds Reconciliation

- Engage in critical reflection on the colonial history of Indigenous peoples in Canada
- Increase understanding of Indigenous knowledge and practices (histories, teachings, ceremonies)
- Develop awareness and work to promote and support Indigenous well-being as growing professionals in sport, health, and education fields

Campus and Community Support

Ongoing course development involves many individuals and units:
- Susan Bens, Program and Curriculum Development Specialist
- Gwenna Moss Centre for Teaching Effectiveness
- Indigenous and non-Indigenous researchers in the area of Indigenous health
  - University of Winnipe
  - University of Saskatchewan
  - University of Regina
  - University of Alberta
  - University of British Columbia
- Graeme Joseph, Team Leader, First Nations, Métis and Inuit Student Success
- Gordon Oakes Red Bear Student Centre
- Saskatoon community members

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School Of Physical Therapy

Gathering in Response to Truth & Reconciliation
Sarah Oosman, Val Arnault-Pelletier, Peggy Proctor, Arlis McQuarrie, Ina van der Spuy

DESCRIPTION
The School of Physical Therapy (SPT) formed a “Truth & Reconciliation (TR) Working Group” in December 2015 in order to:

1. Advance the SPT’s respectful engagement and activity related to the university’s and nation’s response to the Truth & Reconciliation Commission (TRC) Report and Recommendations
2. Bring together Indigenous and non-Indigenous university and community members to inform our way forward
3. Maintain a strength-based, transparent and inclusive approach to responding to the TRC Calls to Action
4. Develop principles and values to guide a respectful and meaningful approach to responding to the TRC Calls to Action

The SPT TR Working Group has a responsibility to create a culturally safe teaching and learning space for all SPT students, staff, faculty, clinicians and guests.

A culturally safe space for teaching and learning at our School will:
• Enhance the experience of Indigenous students attending the SPT
• Support the long-term development of culturally competent and humble physical therapy practitioners
• Inform culturally safe practices in our future physical therapy profession and within the Saskatchewan and Canadian health care system

CONTACT
For further information on this initiative and associated activities, please contact Dr. Sarah Oosman (sarah.oosman@usask.ca).

ACKNOWLEDGEMENTS
We would like to thank Elder Louise Halfe, Dr. Margaret Kovach, Mr. Eugene Arcand, former Chancellor Blaine Favel, Dr. Patti McDougall & Dr. Trent Watts for their contribution to our Gathering. Thank you to Candace Wasacase-Lafferty, Graeme Joseph & Ellmere Duquette for their support.

PURPOSE

PRIMARY PURPOSE: to create key guiding principles and values for the SPT TR Working Group. It became clear that at this early stage the Working Group was missing key Indigenous voices necessary to inform the guiding principles and values.

Initial Guiding Principles were created:
1. Inclusion of Indigenous first person voice whenever/wherever possible
2. Community engagement internal and external to the UoS
   a. Métis & First Nations communities
   b. Students
   c. Organizations
   d. Clinicians
   e. Faculty
3. Creativity, innovation and openness are highly valued
4. Active engagement of Indigenous perspectives, opinions, values and culture throughout all group processes, planning and activities
5. Respect and acknowledge diverse worldviews
   a. Shared and equal decision-making
   b. Mutual benefit

SECONDARY PURPOSE at this early stage was to facilitate a Gathering in order to bring a diverse group of community members and university populations together to collaboratively share and engage in dialogue to inform next steps.

The Gathering was intended to bring ideas together from Indigenous and non-Indigenous people to:
• Co-create a relevant composition of our SPT TR Working Group
• Co-create and inform initial guiding principles
• Develop and nurture positive relationships
• Inform physical therapy students, staff and faculty regarding the TRC & beyond
• Promote engagement & dialogue

SUCCESSES AND CHALLENGES
The Gathering was integral to launching a series of important conversations, activities and sharing to inform a longer-term approach to responding to the TRC Report and Calls to Action.

Challenges with flexibility at diverse university levels continue to pose some barriers to accommodating certain cultural activities.

The Gordon Oakes Red Bear Student Centre provided tremendous support and cultural space in hosting this Gathering.

Themes emerging from the Gathering and follow up activities:
• SPT Curriculum
• Experiential Learning
• Relationships & Engagement
• Admissions

HOW IT BUILDS RECONCILIATION
Our team believes that the journey towards ‘reconciliation’ within the School of Physical Therapy is a continual, iterative process of respectful engagement and action. The Gathering is merely a starting point... bringing diverse Indigenous and non-Indigenous perspectives and worldviews together to reconcile processes, teaching & learning activities at the SPT. Our collective vision: to develop culturally aware, competent and humble physical therapy practitioners.
Formally launched in January 2009, the International Centre for Northern Governance and Development (ICNGD) at the University of Saskatchewan was created to act as a catalyst for placing northern Saskatchewan as a leader in the Circumpolar World. It serves the provincial Norths, an area with a high proportion of Indigenous peoples, by contributing to their social and economic prosperity through the creation of interdisciplinary, innovative, and community-driven discovery, teaching, and outreach.

While the ICNGD does not speak directly to any of the recommendations made by the Truth and Reconciliation Commission, we work with northern Indigenous peoples to build capacity so that they can reclaim their culture, language, and identity and be the leaders in building the social and economic prosperity of their communities.

Much of this work is done through the research agenda at the ICNGD. Through consultation, innovation, community input, and mentoring, we are able to co-create robust, practical, and timely research that advances the social and economic well-being of northern Saskatchewan. The research agenda also provides northerners with the opportunity to develop their own research skills, thus building capacity in the North.

In 2016, following the tragedy in La Loche, the ICNGD and New North, the lobbying and advocacy association for the municipalities of northern Saskatchewan, entered into discussions on the development for a new process for dealing with social and economic issues facing the North. After consultation with northern leaders (municipal and First Nations), “A New Northern Strategy: For the North, By the North” was born. This ambitious plan centers around a community-driven research agenda that will provide robust, practical, and timely results to advance the economic and social well-being of northern Saskatchewan. This is accomplished through the involvement of ICNGD graduate students and northern community members in the consultation portion of the strategy, as well as the research activities.

UArctic’s Thematic Networks promote cooperation and collaboration increasing the ability to respond to Arctic issues. ICNGD is a member of three of UArctic’s Thematic Networks.

The objective is to develop a network that supports research and teaching on commercially viable scientific and technological innovations that will support Northern families, communities and societies.

The goal of the network is to address the accessibility and quality of baccalaureate nursing education in the northern regions. The development of a stable, local nursing workforce in the High North promises to improve community health, wellness and self-sufficiency.

The aim of this Thematic Network is to strengthen cooperation and capacity among institutions working on issues of governance in northern regions.
Description
Reconciliation begins at the Western College of Veterinary Medicine (WCVM) by recognizing the need to provide students, faculty and staff with opportunities for education and engagement. The WCVM is focused on increasing its commitment to Indigenous students and communities across Western Canada. This approach encompasses a number of initiatives that include the college’s students, faculty and staff as well as alumni and the public. With the formation of the Dean's Advisory Committee on Indigenous Engagement, the group's Faculty Lead has taken the initiative to expand on four different areas. When combined, these areas will help to create reconciliation at the WCVM.

- Education for all people
- Incorporating Indigenous content into the curriculum
- Improving access to education
- Creating a welcoming and supportive environment where Indigenous students can succeed

Access to education
- SCI-FIVetMed Camps: The WCVM provides up to 18 bursaries per year for Aboriginal children who register for the University of Saskatchewan SCI-FIVetMed camps. These weekly camps take place at the veterinary college every July and August.
- Verna J. Kirkness Science and Engineering Education program: This initiative helps First Nations, Métis and Inuit high school students explore potential careers in science — including veterinary medicine. In the past two years, the WCVM has hosted four western Canadian high school students and helped them explore different aspects of veterinary medicine and research.
- Career fairs for Saskatoon Public School’s Indigenous students.
- Aboriginal education equity program: Each year, two seats are designated in the Doctor of Veterinary Medicine program for students of Aboriginal ancestry. This program is available to residents of Canada’s four western provinces and the North. The WCVM is exploring funding opportunities to expand this program.

Education for all people
- Through the “Indigenizing the WCVM” speaker series, current and retired U of S faculty introduce WCVM students, faculty and staff to the issues that face Canada’s — and more specifically — Saskatchewan’s Indigenous peoples. In the future this program will be expanded to include speakers from outside the university and the province.
- Presentations by speakers from the community and WCVM alumni are being incorporated into the introductory “Survey of Veterinary Medicine” course for all first-year veterinary students.
- Elders and knowledge keepers will assist in helping WCVM faculty identify and understand traditional animal health knowledge of Indigenous peoples.
- Current students will be surveyed about their Indigenous knowledge. The survey will be continued every year for several years. This process will help researchers determine if educational efforts are having an impact and provide direction on what education to offer students. Eventually, the results of these annual surveys will become scholarly research.
- Individual faculty are working with Indigenous people on research projects that will benefit their communities. For example, WCVM researchers are working with northern communities to address the issues of dog overpopulation and parasite control.
- The WCVM’s service learning program brings students and volunteers together to provide veterinary services in northern Saskatchewan, combining education and community outreach.

Creating a welcoming environment
- Indigenous art: Incorporating new artwork and Indigenous symbols throughout the building. A new mural helps people understand the Seven Sacred Teachings. People from across the college are engaged in this project.
- Indigenous Students Circle: A group for Indigenous students at the WCVM has been formed to help provide input and leadership, beginning with the student body. For example, the group worked together to develop a T-shirt design for next year’s Orange Shirt Day.
- Indigenous Alumni Circle: Bringing together Indigenous alumni of the WCVM who can provide guidance about incorporating Indigenous knowledge into the learning process and offer support and mentorship for current students.

Challenges
- Communicating the availability of access programs to Indigenous communities within Saskatchewan.
- Communicating the importance of reconciliation to those at the veterinary college.
- Access to resources — programming has an administrative and financial cost. Staffing resources are needed to organize and deliver the initiatives. Finances are required to pay for speakers who participate in the college’s alumni and speaker series.
- Identifying and accessing people with the appropriate knowledge and skills who are willing and able to share their knowledge and skills in a university setting.

Future outcomes
- Increase the number of Aboriginal students, faculty and staff at the WCVM
- Integrate Indigenous learning into the WCVM curriculum
- Enhance the learning environment for Indigenous students
- Improve cultural awareness and sensitivity among students surrounding Indigenous history and current challenges facing individuals and communities
- Growing relationships with Indigenous communities

How the program builds reconciliation
The WCVM is working to create awareness and acknowledgement of the past and accepting our role in that legacy by forming mutually respectful relationships built on awareness of the past. These initiatives are being carried out through a genuine desire to see Indigenous people become educated, prosperous and successful. By improving access and retention, we hope to assist in closing the educational gap between non-Indigenous and Indigenous students — ensuring a more prosperous future for all Canadians.

Contact
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Dean’s Advisory Committee on Indigenous Engagement
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The U of S College of Pharmacy and Nutrition will admit the first cohort of students into its brand new entry-to-practice Doctor of Pharmacy (PharmD) program in September 2017. The curriculum design and associated assessment learning commitments (Competency Based Assessment and Decision Making) of the PharmD program will incorporate Indigenous learning outcomes, as well as other methods of Indigenizing the program and College. Employing Indigenous content delivery styles, and renewed practices of assessment and evaluation that are consistent with Indigenous ways of knowing, learning, and doing will be an important shift in realizing Indigenous content delivery styles, and renewed practices of assessment and evaluation that are consistent with Indigenous ways of knowing, learning, and doing will be an important shift in realizing Indigenous learning outcomes directly respond to the Truth and Reconciliation Commission’s Calls to Action as a means of closing the health care gaps Indigenous Canadians continue to experience. The accreditation of pharmacy degree programs across Canada continues to deliver select Indigenous content, too.

Indigenous learning outcomes have been drafted by a First Nations faculty member using Bloom’s Taxonomy and proposed in a way that each year students will build on their learning from the previous year(s) as they approach higher-level learning outcomes. Moving forward with the “nothing about us without us” approach, a grant application has been submitted to allow the First Nations faculty member, with the assistance of an undergraduate or graduate student, to visit a number of First Nations communities for consultation.

While Indigenous learning outcomes are being integrated to improve the competence and confidence of pharmacy students on their road to becoming health professionals who will be working with Indigenous clients and patients, the ultimate reason for the integration of Indigenous content is for the benefit of each and every Indigenous patient, client, and community that graduates of pharmacy will interact with in their careers. Not only will integration of Indigenous learning outcomes directly respond to the Truth and Reconciliation Commission’s Calls to Action, it will strengthen our students’ ability to provide culturally safe care.

**CHALLENGES:** Limited financial and human resources to coordinate the integration of Indigenous learning outcomes is a significant challenge, as well as the knowledge, experience, and comfort levels of faculty and staff in teaching Indigenous content and/or teaching in an Indigenous way.

**SUCCESSES:** The involvement and leadership of an Indigenous faculty member has been instrumental in moving forward in a good way. Some successes thus far include, but are not limited to: approval of the new PharmD program with the inclusion of Indigenous learning outcomes, scheduling of a half-day faculty education and development workshop on Indigenous history, health, cultural safety, and Indigenizing pharmacy education, and engagement of students in Indigenous communities will help this continued process.

Indigenous learning in the curriculum and improving support for both Indigenous and non-Indigenous students in this area. Relationships have been developed with numerous Indigenous stakeholders and communities, which will help guide this continued process.

**HOW IT BUILDS RECONCILIATION**

This initiative builds on reconciliation by first providing the “truth” necessary to move forward to reconciliation. While the efforts of the College are connected to all seven of the TRC Calls to Action related to health, the inclusion of Indigenous learning outcomes in the PharmD program is a direct response to Calls to Action #22, 23, and 24. While there are countless interpretations of what reconciliation means, there is a unique interface of Indigenous traditional and sacred medicines with Western medicine (prescription and over-the-counter pharmaceuticals).

Reconciling the relationship of the pharmacy community with our Indigenous communities will further facilitate harmonious integration of traditional and sacred medicines with Western medications and therefore promote a holistic approach to health and wellness.

Through honouring Indigenous ways of knowing, learning, and doing in the classroom and elsewhere in the PharmD program, we are also hopeful to build reconciliation by attracting and retaining Indigenous students who feel comfortable, supported, and celebrated by our College.
Making the Library the Best Place It Can Be for Indigenous Students

DESCRIPTION

3 Initiatives in 2016-2017:

Animated Stories with Undergraduate Students: Navigating University, the Inner City and Home Worlds : Short Video Screening and Presentation by Students

Research Assistance at Station 20 West

ReconciliAction in the Library: It’s Time to Learn, Think and Do Reconciliation

PURPOSE

Each of these three initiatives has its own purpose as follows:

Animated Stories Screenings:
To provide space for Indigenous and non-Indigenous students who are single parents and living in Saskatoon core neighborhoods to tell their stories to Library faculty and staff and to deepen empathy and understanding when serving this clientele.

Research Assistance at S20W:
To bring services of the University Library to Saskatoon core neighborhoods and to demonstrate the Library’s commitment to going beyond the campus walls to provide research assistance to students living and working in the inner city.

ReconciliAction in the Library:
To provide Library employees with an opportunity to learn about Indigenous culture, history and world view in Canada in a supportive environment and to encourage reflections and actions that will help build reconciliation both through their Library work and through their interactions in society as a whole.

SUCCESSES AND CHALLENGES

Successes:
For the Animated Stories video screenings and discussion, the Library faculty and staff were thrilled to hear the stories of students—a rare opportunity to hear from them. One challenge was negotiating staff understanding of student experiences while simultaneously recognizing their own privilege. For the Library Research Assistance sessions offered at S20W, Library faculty enjoyed collaborating with the U of S Community Engagement Office; however, few students took advantage of the sessions, possibly due to the challenge of coordinating librarians’ time with students’ busy schedules. For the ReconciliAction in the Library employee development program, participants thought the 8th screenings and discussion with Indigenous faculty was also informative and helped to understand misconceptions about Indigenous people. However, we are early into the delivering of this program; further insights are forthcoming. Another success is gaining financial support from Library administration.

Challenges of this program are primarily logistical, i.e. trying to coordinate busy faculty schedules and the availability of meeting space in the Library.

HOW IT BUILDS RECONCILIATION

The primary value of the Animating Stories and ReconciliAction initiatives is the opportunity to generate discussion and deepen understanding of how Indigenous and non-Indigenous people are in the situation we are in and opening employees eyes to their own privilege. Participant feedback and response helped provide a “baseline” of where employees are at in their understanding of the impacts of colonization. From this starting point, we are attempting to repair some of the misunderstandings people have about Indigenous people. As a result, the working group was better positioned to plan further educational activities for staff could go.

We understand we can’t provide an answer as to how to reconcile the injustices of the past, that this is the responsibility of individuals. But we hope that with further exposure to the complex factors that have undermined the full participation of Indigenous people in contributing to society, each participant will be inspired to find their own way of building reconciliation, one that “feels right” to them.

As for the Research Assistance sessions, even spending time in the core neighborhoods of Saskatoon, is an eye opener for Library faculty, and helpful in understanding some of the challenges and supports needed for students (and others) living in the inner city.

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Participant Ratings of the 1st Two Sessions

Rated 1/5
Rated 2/5
Rated 3/5
Rated 4/5
Rated 4.5/5
Rated 5/5
The Indigenous Language Certificate (ILC)

DESCRIPTION

The Indian Teacher Education Program (ITEP) and Department of Curriculum Studies have partnered to offer the Indigenous Language Certificate (ILC). The ILC is a two-year program consisting of ten courses, 30 credit units, leading to a full immersion in an indigenous language, as well as a strong understanding of indigenous teaching methodologies. The course content has been developed based on the ITEP mandate and the Ministry of Education definition of Aboriginal Languages, as defined in the provincial curriculum.

Program Requirements: 30 credit units with content specialization in Indigenous Second Language Acquisition Learning and Teaching

Required Courses (30 credit units):
ECUR 425.3 Methods 1 Second Language Methodologies
ECUR 426.3 Second Language Methodologies 2
ECUR 427.3 Introduction to Total Physical Response and Drama for Language
ECUR 428.3 Introduction to Master Apprentice Program
ECUR 429.3 Root Word Method of nêhiyawêwin
ECUR 430.3 Traditional and Contemporary Music, Song and Dance
ECUR 431.3 Digital Technologies for Indigenous Language Learning
ECUR 432.3 L/PYUΔb. Syllabics, Literacy and Numeracy
ECUR 433.3 Identity and Higher Learning (nêhiyawêwin)
ECUR 434.3 Immersion Language Camp (nêhiyawêwin)

PURPOSE

nêhiyawân Ěpó kîsinhonhâhê-kâm-atoskâ-tén nêhiyawêwin, Ěpó mîna kîsohî-économik- nêhiyawikisinwahamêkân, ôtâ kâkî-otinên kîsi- kisinwahamêkîwikamikohk. Saskatchewan has an overwhelming need for qualified Indigenous Language Instructors. In Post-Secondary, there are linguistic-based indigenous language courses but not enough on teaching methodologies. ITEP, SUNTEP and NORTEP also have limited options for Indigenous Languages. There is also limited Professional Development in Indigenous Language Programming. The ILC specializes in teaching methods in working with learners of all language levels of fluency and literacy. ILC helps students gain Aboriginal language pedagogical, methodological, and cultural skills. This certificate offers an immersion based, season-orientated, Aboriginal approach to educating indigenous language speakers and teachers.

SUCCESES AND CHALLENGES

The College of Education is the second-largest College at the U of S. We have graduated over 30,000 students in our 80-year history. We believe education reaches beyond the classroom to shape futures and impact lives.

ILC provides students with the opportunity to obtain an area of specialization in an Aboriginal language that will allow them to instruct and communicate in this area, and consequently, be instrumental in the preservation of the language. It’s recognized as an Additional Qualification Certificate (AQC).

HOW IT BUILDS RECONCILIATION

Article 14.1 states that “Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.” Rights of Indigenous Peoples which also includes specific recognition of the right to revitalize and transmit Aboriginal languages.

Article 45.ii necessitates the adoption and implementation of the United Declaration of the Rights of Indigenous Peoples, which includes specific recognition of the right to revitalise and transmit Aboriginal languages.

Article 13.1 recognizes that “indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures...”. Article 14.3 declares that “States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture provided in their own language.”

CONTACT

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Building Reconciliation at the U of S

INDIGENOUS STEM ENGAGEMENT

Indigenous students are under-represented among U of S undergraduate Science, Technology, Engineering, and Math (STEM) degree programs (3% engineering, 4% science vs. 14% social science, 24% education). Unequal K-12 STEM preparations, a lack of exposure to STEM mentors, cultural isolation of students within STEM programs, and degree outcome uncertainty inhibit post-secondary STEM engagement for many Indigenous students. Access to preparatory content and skills, culturally-responsive advising, connection to mentors and instructors, high faculty expectations, and community and peer support are assets that improve Indigenous students’ post-secondary experience and persistence in STEM degree programs.

Building on these perspectives, as well as the lessons of past programs (MSEP and AFYEP), and current strengths of the Aboriginal Student Achievement Program (ASAP), Trish Monture Centre advisory model (TMC), and Aboriginal Student Centre (ASC) we are building a STEM access pathway that exemplifies best practices for post-secondary teaching and learning, and resonates with the academic, cultural and political contexts of Saskatchewan's Indigenous learners.

This renewed vision for Indigenous STEM Engagement links academically-grounded ACCESS, TRANSITION, and ENRICHMENT programming in a visible pathways model, with embedded opportunities for community and cultural engagement, and entry and exit transitions supported by a holistic advising framework.

PROGRAM PILOT, yr 1 & 2, FALL 2017

| Grade 12 graduates interested in pursuing STEM degrees who lack high school pre-requisites; and/or returning students with > 5 years away from 30-level STEM prep courses |
| Grade 12 graduates with 30-level STEM pre-requisites |
| Post-secondary students with an interest in STEM degree programs who have achieved 2nd year standing and > 24 c.u. |
| Declared STEM students with an interest in exploring Indigenous perspectives in STEM who have achieved 3rd year standing > 42 c.u. |
| Increasing access: STEM Accelerator Program |
  * 90-level Biology, Chemistry, Physics; Certificate of Successful Completion |
| First-Year Aboriginal Student Achievement Program (ASAP ISTEM LC) |
| Bridging to degree programs: 2nd year Indigenous STEM Learning Community (ASAP ISTEM2 LC) |
| Letter of Invitation to Join the ISSC Program |
| Upper-year learning experience: Indigenous STEM Scholar's Circle (ISSC) |
| Degree designation with a Certificate in Indigenous STEM Perspectives |

Visible Pathways Model – Fulcrum for Intercollege STEM Capacity Building

HOW DOES THIS CONTRIBUTE TO RECONCILIATION?
The under-representation of Indigenous peoples and perspectives in STEM degree programs currently results in:
• fewer eligible applicants to professional colleges requiring a foundational degree (Medicine, Dentistry, WCVS);
• few Aboriginal STEM professionals (including science teachers);
• lack of role models to inspire young Indigenous STEM students;
• and a limit on the diversity, richness and social-relevance of the STEM disciplines in our province.

Situated on Treaty 6 Territory in the Homeland of the Métis Nation, our university is called in the spirit of Truth and Reconciliation to ensure that Aboriginal peoples have equitable access to educational opportunities (TRC 92.i) through changes that welcome both Aboriginal peoples and their ways of knowing into our colleges.

Reconciliation in STEM includes working to amelorate a long history of systemic and institutional racism that has limited the cultural-relevance of, and tangible access to, STEM for Indigenous learners. Our goal is to provide a tangible sightline for Aboriginal students to access diverse STEM degree paths, succeed within those programs, and envision themselves as STEM practitioners with valuable capacity to contribute to the future of our province and their home communities. This program will make a strong contribution to the cultural capacity of our University, meeting the needs of Indigenous STEM learners through innovations in program design, student support, community-oriented learning, and culturally-responsive pedagogy.

5. TRC Forum Poster Presentation.

CONTACT: Dr. Kristina Bidwell, Assoc. Dean Aboriginal Affairs; Dr. Sandy Bonny, Program Developer; STEM Access Initiatives
Partnering to Support Parents

**DESCRIPTION**

Over time, the demographic of students on university campuses has changed. In the United States, ¼ of students are found to have dependents and this number is growing (1). Being a student comes with many challenges, but coupling this with the responsibilities of a parent can lead to many extra stressors for some students.

Many university student parents face the challenges of balancing family and school life, time management, mental health concerns, lack of adequate child care, financial support, lack of academic supports, and feelings of isolation (2). A recent Student Health Services survey of Aboriginal students found that 33% had at least one dependent, with 8.7% having 3 or more. Despite the prevalence of students with children, few universities have adapted to support the unique needs of this population (3).

In 2014, due to the lack of family friendly and breastfeeding sites on campus, a student parent created the Parents on Campus group. This group spearheaded the creation of the first “Comfort Room” on campus and continue to act as a social and advocacy group, supporting all student parents at the university. In 2016, the Aboriginal Student Centre created the Parent Circle to address the needs and foster a sense of community for Aboriginal parents.

Understanding the value of collaboration, the Parent Circle and Parents on Campus have come together to offer special events, workshops, and activities.

**PURPOSE**

The Parent Circle and Parents on Campus groups strive to foster the creation of a welcoming and empowering environment at the University of Saskatchewan for students, staff, and faculty who have dependents. Acting as a liaison between parents and university administration, Parents on Campus advocates for the creation of family-friendly spaces including the creation of the Comfort Room, breastfeeding-friendly locations, and children’s play areas on campus. They also provide workshops and activities to promote the building of a parents’ community within the University of Saskatchewan. Collaboration between the groups has seen the creation of activities which include:

- family item swaps
- pool parties
- nutrition workshops
- family legal advice workshops
- Childcare information workshops
- suppers to build community relationships

**SUCCESSES AND CHALLENGES**

**Successes**

- Collaboration has led to the building of a larger parent support community on campus
- Use of multimedia to create podcasts of events so that parents can access information even if they cannot attend the event
- Further acknowledgement by the university administration for the creation of more family-friendly spaces in the future
- Incorporation of healthy lifestyle habits into activities
- Information sessions and family activities create a sense of community and can also lower stress felt by student parents

**Challenges**

- Finding appropriate times in order to have the most accessible events possible
- Being able to reach parents at the University of Saskatchewan when no means of identification is currently available
- Securing accessibility and accommodation support for pregnant mothers
- Finding areas on campus for children and families to play

**HOW IT BUILDS RECONCILIATION**

**Child Wellness**

These programs work together to offer parenting programs and support for Aboriginal parents at the University of Saskatchewan, in an intercultural and inclusive space.

**Education**

The collaboration between the Parent Circle and Parents on Campus prioritizes the continued successes of all parents at the University of Saskatchewan with a focus on supporting the needs of students with children. Creating a supportive environment for student parents fosters the academic achievement of these students.

**Health**

Many of the events and activities created through this collaboration enhance the health of the participants. Nutrition workshops aim to increase healthy living, while pool parties encourage family-oriented physical activity.

**CONTACT**

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Student Development Coordinator  
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Kayla Madder  
Parents on Campus Coordinator  
Campus.parents@usask.ca

**REFERENCES**

sihtoskatowin (working together)

DESCRIPTION
The Circle began to meet informally in 2002 as a support circle for Aboriginal advisors, faculty and staff who needed a place to share information and ideas as well as the opportunity to support one another. It was formalized as a sub-committee of the Advising Council in 2014. Members of the AAC are an invaluable resource for their respective colleges and units, but also to the university community at large. They are most often the individuals connected to the students and their families, and to the Indigenous communities in Saskatchewan and beyond. The support and information sharing they offer to each other is critical to their individual well-being and their success in the University of Saskatchewan.

PURPOSE
Is comprised of Aboriginal Advisors and Coordinators who work with Aboriginal students and with Aboriginal initiatives:
- meets once a month
- reports to and makes recommendations to the Advising Council
- reports to and makes recommendations directly to the Vice-Provost of Teaching and Learning on how to best support Aboriginal student retention and success
- provides a welcoming and supportive atmosphere for new members
- is inclusive, collaborative and respectful of Indigenous ways of knowing and being
- Strategic plan with working groups: Student success /retention; Social, cultural and academic student advising; Professional development; Mission and vision

http://aboriginal.usask.ca/about/aboriginal-advisors-circle.php

PRINCIPLES
Individually and collectively, the Aboriginal Advisors’ Circle is guided by the following principles:
- emphasizing respect, recognition and reciprocity in relationships among students, staff and faculty;
- valuing belonging, safety and the importance of community through holistic supports provided by staff, faculty and Elders;
- engaging in open dialogue and collaboration;
- sihtoskatowin – [people]
- supporting, working and helping each other;
- celebrating our achievements; and
- working toward reconciliation and fulfilling the calls to action of the Truth and Reconciliation Commission of Canada

MEMBERSHIP

<table>
<thead>
<tr>
<th>Education – ITEP/SUNTEP</th>
<th>Agriculture – April Roberts-Poitrast, Alicia Wehrkamp, Kelly Delorme-Greyeyes</th>
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<tbody>
<tr>
<td>Nursing – UCAN</td>
<td>Arts and Science – Kayla Goshulak, Sheryl Prouse, Sandy Bonny, Shanelle Labach, Cindy Koob</td>
</tr>
<tr>
<td>Engineering – Matthew Dunn</td>
<td>Northern Governance – Tessa Mannix</td>
</tr>
</tbody>
</table>

CONTACT
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Associate Director
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Edwards School of Business – Vanessa Leon
Aboriginal Students’ Centre – Graeme Joseph, Amy Sokol Como, Lori Delorme
Aboriginal Initiatives – Candace Wasacase-Lafferty, Jordan Sherbino
Cultural Coordinator – Bob Badger

Student Finance – Lennard Fox
Human Resources – Liz Duret, Paul Sayers, Dana Carriere
Gwenna Moss – Stryker Calvez
Student Learning Services - Donna van de Velde
Student Leaders - Dallas Fiddler, ISC; Terrance Pelletier, IGSC
Recruitment - Danny Freire, Jolyn Sloan
In early December 2016, the College of Nursing sent out a survey to all faculty members and BSN students to gauge their perceptions of the College’s efforts to respond to the Calls to Action of the Truth and Reconciliation Commission. It was concerned particularly with integrating Indigenous concepts and experiences into the curriculum; improving our students’ cultural competency; and achieving a representative nursing workforce in the province of Saskatchewan. The survey was reviewed by the College’s Reconciliation Working Group as well as a faculty committee before distribution.

**STUDENT FINDINGS**

77% of respondents said Indigenous health was addressed in the curriculum. Some thought quality, not quantity was a challenge, citing superficiality or repetition. Nursing students were taught a lot about colonialism, residential schools and Indigenous-specific health statistics and chronic illness burden. They learned much less about traditional medicines, FNMI health care systems, and community-driven wellness initiatives. Half of students had heard from guest speakers on Indigenous health, and had had an Indigenous instructor. Almost a third had had an Indigenous “experience” (clinical, community visit, powwow, smudge). Students expressed a desire for more experiences and speakers, more so than added content in the curriculum. Only 11% of students wanted less Indigenous content.

**FACULTY FINDINGS**

81% of faculty respondents indicated they had addressed Indigenous issues, peoples and/or concepts in their teaching. 93% said they were interested in incorporating more Indigenous content. They indicated the most useful supports towards doing so would be access to modules, lessons and/or in-class activities to incorporate into their teaching: a list of guest speakers to draw from; and professional development opportunities to learn more about Indigenous issues and perspectives. Several faculty members indicated they did not always feel comfortable or knowledgeable enough to teach Indigenous content.

There were some interesting differences between student and faculty perceptions of reconciliation and how to achieve it. Students were much more interested in experiences and speakers, whereas faculty, perhaps cognizant of time and financial constraints, sought opportunities to improve classroom content. Students were also much more interested in anti-racism efforts and education than faculty, who prioritized Indigenous-specific efforts. Both students and faculty identified value in recruiting more Indigenous faculty, instructors and guest speakers. Students commonly perceived superficiality or repetition in the addressing of Indigenous concepts and issues, and wanted a more health-specific focus, with a practical, nursing application. Similarly, faculty wanted to see better coordination, implementation and progression of Indigenous content across the BSN program rather than the current, sometimes disjointed, individual efforts. Most importantly: there was a desire and willingness from a strong majority of students and faculty to see more and better Indigenization and reconciliation – indicating little apparent fatigue with the College’s focus and efforts on reconciliation.
Support for Indigenization: Teaching and Learning
Gwenna Moss Centre For Teaching and Learning

INDIGENIZING CURRICULUM

Indigenous people have a long and complicated history with Canadian society; this includes a problematic relationship with researchers, academics, and other data collectors (RCAP, 1999). Despite improvements in establishing an ethical space for working with Indigenous people, the approaches used for this work are typically framed, collected, and used in a non-Indigenous manner, and don’t necessarily benefit Indigenous people or their communities (TCPS2, 2010).

The fundamental difficulty for academics working with Indigenous people is the underlying Western belief (to some extent) of knowledge in positivistic terms, which contrasts with the relativistic approach to knowledge that Indigenous people have (Little Bear, 2000). It is hard for many Western academics to appreciate how Indigenous people conceptualize and use knowledge; for example, the significance of spirit, land and sky, the four directions, and our relationship to ancestors, animals, and plants, and how they transmit knowledge and understanding. Academics can, and do, describe Indigenous worldviews well, but communicating the meaning, role, and use of these worldviews has been exceptionally difficult (Little Bear, 2000). As such, it is inevitable that academics from a non-Indigenous worldview will unintentionally codify knowledge with their own values and rules about knowledge and, thereby, continue to colonize Indigenous people through the inaccurate teaching of Indigenous knowledge, history or culture.

Indigenization is a strategic and purposeful process to work with and for Indigenous education and people, while supporting the development of a deeper understanding with non-Indigenous people.

FOUNDATIONAL PRINCIPLES FOR INDIGENIZATION

Indigenization from an Indigenous perspective is not ‘reverse colonialism’, but an openness to and respect for different ways of knowing and living. This is a community-focused perspective that considers the well-being of everyone; therefore, respect for individual perspectives is paramount, but not at the cost of the community. This approach toward indigenization supports equitable Indigenous participation in and contributions to Canadian society in a healthy and respectful manner, but on Indigenous terms.

The commitment to the transformative indigenization of the University will necessitate a dedicated response that is equal to or greater than the level of concern, fear, and complacency that exists toward institutional change and the appropriate inclusion of Indigenous people at the University. The commitment will need to be built into and reinforced throughout all University processes, policies, and practices. Without change to the structure and institutional culture, indigenization is unlikely to succeed beyond taking accommodative actions, which Indigenous communities often perceive as tokenism.

OBJECTIVES FOR INDIGENIZATION

Indigenous Representation and Allyship
Support the hiring and promotion of Indigenous people into all areas of the University, including positions of influence and prestige. Recognize and reward good allies who help to further the indigenization priority at the University

Communication – Maintain an appropriate level of awareness, desire, and commitment to building a successful and meaningful indigenization strategy needs open, visible, and consistent leadership over the next few generations

Communication

GOING BEYOND ACCOMMODATION FOR STUDENTS
Transforming perceptions and support for Indigenous people; not just providing extra support to Indigenous students

GOVERNANCE OF INDIGENOUS KNOWLEDGE
Following the principles set out by OCAP®, a system for stewardship of Indigenous knowledge should be developed for Usask

PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF – tailored and collaborative programming to facilitate transformation of institutional culture for individuals, units, colleges and schools

INDIGENOUS VOICES AND CONSULTATION

Indigenous Voices is a professional development tailored program for faculty and staff with experiential educational opportunities to learn about Indigenous culture, history and contemporary issues in pursuit of the TRC’s Calls to Action. The primary goal of this program is to support institutional change toward an inclusive and rewarding environment for Indigenous and non-Indigenous students, faculty, staff and community.

Consult with academic and work units about how to support a campus environment that respects, supports and encourages different ways of knowing in academic and non-academic settings.

CONTACT

Stryker Calvez, PhD – Education Development Specialist
GMCTL Room 50 Murray Building, 306-966-6280, stryker.calvez@usask.ca
Those who complete this course are able to:

- Develop communication strategies that create and enhance culturally respectful health care.
- Explore how the current environment contributes to health disparities.
- Explain how reclaiming Indigenous culture and beliefs may allow for healing.
- Identify how the current health disparities faced by Indigenous peoples have their roots in their historical and current institutional experiences.
- Explore how ‘cultural genocide’ led to intergenerational trauma that impacts the health and wellness of Indigenous peoples.

"Often oral and symbolic, if Indigenous Health is transmitted through the structure of Indigenous languages and passed onto the next generation through modeling, practice, and animation, rather than through the written word... In the context of Indigenous knowledge, therefore, a literature review is an oxymoron because Indigenous knowledge is typically embedded in the cumulative experiences and teachings of Indigenous peoples rather than in a library."[1]

In keeping with this oral tradition, we have chosen to deliver this course through the voices and stories of leaders in Indigenous health care. You will be taken on a journey of personal reflection while exploring the experiences of Indigenous peoples – both past and present – that negatively impact their health and well-being as individuals and as communities.

This course is a collaborative project developed by the Division of Continuing Medical Education and Continuing Physical Therapy Education both from the College of Medicine, University of Saskatchewan, with funding assistance from the Canadian Medical Protective Association. The content was created by Indigenous community members and scholars, some of whom are the on-line instructors. It is designed from an Indigenous world view, delivered through the voices and stories of Indigenous leaders. Upon completion, health care practitioners will be equipped with the knowledge and insights to employ an interprofessional approach in understanding and supporting Indigenous patients. A final required assignment will involve developing your own Culturally Responsive Health Care Plan and Indigenous Communications Strategy that could be utilized to inform and guide yourself and your colleagues within your clinic or practice.

"The information in this course is of such dire importance, and is sometimes poorly understood by some health care professionals today which can perpetuate barriers faced by Aboriginal people today within our system."[2]

Our challenge continues to be trying to raise awareness of the devastating health care disparities among rural and remote Indigenous peoples and the true, underlying causes AND promoting real solutions.

The development and delivery of this online course deals with residential schools and their impacts, specific health needs of Indigenous people and a focus on cultural safety and ethical space.

"This course is a must for anyone, it challenges and deepens our understanding of our own Culturally Responsive Health Care Plan and Indigenous Communications Strategy that could be utilized to inform and guide ourselves and our colleagues within our clinic or practice."

"This course more than exceeded my expectations. It raises personal awareness through self-reflection on a variety of topics with the intent to create culturally appropriate safe and respectful personal and professional environments. This course is a must for anyone. It challenges and deepens ones understanding of their ideas and provides a safe place to explore what Indigenous Wellness is and what we can do as a collective to continue working towards this." - Crystal Gharini, BSW, RSW
To

Purpose
In preparation for the remote clinic, students engage in cultural awareness training with
promote public health by working with local schools to conduct interactive presentations on
the prevention of communicable diseases such as rabies. Veterinary students also help to
The program's goals are to encourage animal welfare by focusing on animal health and
clinics, which are set up in a community facility, now take place twice a year.
Animal Rescue (NAR) — teamed up with the Western College of Veterinary Medicine (WCVM) to
Indian Band, has always had limited access to essential veterinary services. This changed in 2014
The La Ronge area, made up of the communities of La Ronge, Air Ronge and the Lac La Ronge
The closest veterinary clinic to La Ronge, Sask., is 250 kilometres away.

Description
The closest veterinary clinic to La Ronge, Sask., is 250 kilometres away.
The La Ronge area, made up of the communities of La Ronge, Air Ronge and the Lac La Ronge
Indian Band, has always had limited access to essential veterinary services. This changed in 2014
in creative and community engaged ways, regardless of their financial means.

Challenges
- Amenities are limited for veterinary work, so the volunteer group must create a surgery suite in the
local arena. Internet connectivity is also a concern for those managing the animal health records
database.
- Volunteer recruitment is time consuming and challenging. The time commitment for the project is
substantial for volunteer veterinarians, veterinary technologists and students.
- There is remote communication with host communities. Because of the distance, it can be difficult
to effectively publicize the clinic and share the message about its importance.
- There is a cost to services despite extensive in-kind donations from volunteers in the form of
labour, transportation costs and time away from work. Material costs include anesthesia and
clinical supplies. The clinic also demands an extensive amount of time and resources from WCVM
personnel.

Successes
- Our cost recovery model is inclusive and creates opportunities for community engagement and
improved animal bylaw adherence. Northern Animal Rescue and the Lac La Ronge Indian Band
offer subsidies to pet owners who are unable to pay for their animals’ care. No one is turned away
from receiving care; instead, pet licensure and community service are exchanged for veterinary
care.
- Recent statistics show roaming dog populations are starting to decrease.
- Local children are given opportunities to engage with this project. Children visit the clinic site and
are engaged in school presentations. Older children can also volunteer through NAR to help out
with the event. These activities present opportunities for young children and students to develop
an interest in the veterinary field and related professions. This engagement also supports dog bite
prevention and animal welfare education.
- Veterinary students gain vital clinical skills, but more importantly, they develop an awareness
of community responsibility, the history of Indigenous people in Canada and the long lasting
impact of colonization. This knowledge empowers them to become change agents in their own
communities after graduation.

How the program builds reconciliation
This program began by creating a relationship with the community and having them identify
their needs, such as dog population management and regular, accessible veterinary care. This is a
community-engaged, community-driven initiative that relies on strong foundational relationships.
This foundation is essential to the ultimate goals of sustainable pet populations and long-term
welfare solutions.
The group works closely with the Lac La Ronge Indian Band. As often as possible, the event is held on
reserve and presentations are directed to reserve schools.
For the students and non-Indigenous people who participate in the project, reconciliation is learning
about our shared history with Indigenous peoples, creating opportunities for inclusive discussions
about our shared past and moving forward together. Through the program, students build empathy
around the legacy that residential schools and colonization have left for Indigenous and non-
Indigenous Canadians. The program also offers opportunities to move toward a shared future based
on respect and empathy.
Dogs have played important roles in Indigenous communities for centuries. As colonization led to
the dilution or loss of cultural traditions, dogs also lost their traditional roles in some communities.
While this program works to optimize animal health and welfare, it also plays a role in supporting
work that will benefit the health and welfare of people and their communities. Opportunities exist to
build on our project to include collaboration with human health students and professionals already
working in the community. When multiple health care areas collaborate in community-engaged
and community-driven ways, a collective move towards inclusive, cross-cultural and cross-species
wellness is possible.

Supporting partners

Contact
Dr. Jordan Woodsworth, Clinical Associate - Wellness
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Dr. Karen Sheehan, Clinical Associate – Wellness
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Image
The Undergraduate Student Office (UGSO) has undertaken a process that supports Indigenization as a way forward in reconciliation. Staff have committed to reflecting on their position, place and space in relation to colonization, and specifically as this positionality relates to the academy. Through a series of educational and participatory events, staff are actively exploring a plan to become self reflexive, working towards developing processes and protocols to be good allies.

### Cultural Awareness
- Talk to and with Indigenous people.
- Be open and prepared to ask questions, to continue learning.

### Cultural Sensitivity
- Recognize and respect different approaches to knowing the world and living lives.
- Consider that Indigenous people have different ways of knowing when making decisions and acknowledge differences.

### Cultural Competency
- This is about being aware of one’s own positionality, being curious, being involved and taking action.
- Focus on finding ways to empower Indigenous people on their own terms.
- Be willing to adjust your social, cultural, and even linguistic approach to meeting Indigenous needs.

### Cultural Safety
- Being aware that your own cultural values, beliefs, attitudes, and position can have intentional and unintentional impacts on Indigenous people.
- Challenge power imbalances, instructional barriers, prejudice and discrimination, and be an ally for Indigenous ways of being.

### Critical and Self Reflective Practice
- Ensuring a baseline level of knowledge, awareness, and capacity among the UGSO team.
- The educational and experiential components we are involved in are moving us toward a shared standard, and that shared standard is in turn a prerequisite for effectively enacting Indigenization, being true allies of Indigenous students, faculty, and staff.

Stryker Calvez and the Undergraduate Student Office (2017)