



UNIVERSITY OF
TORONTO

**Interim Report of the Steering Committee for the U of T
Response to the Truth and Reconciliation Commission of Canada**

July 7, 2016

Terms of Reference:

The President and Vice-President and Provost announced the creation of the Steering Committee for the U of T Response to the Truth and Reconciliation Commission of Canada (the “Committee”) on January 15, 2016, one month following the release of the Final Report of the Truth and Reconciliation Commission of Canada (“TRC”). The Committee is advisory to both the President and the Provost, who provided the Committee with its Terms of Reference, attached as **Appendix A**.

These Terms indicate that the primary work of the Committee is to “review and recommend priorities concerning the [TRC’s] Calls to Action that are applicable to the University of Toronto.” Specifically, the Committee is asked to “make recommendations regarding how the University community can implement the TRC Calls to Action, in alignment with the University of Toronto’s mandate and mission”. In addition, the Committee is tasked with making an inventory of divisional initiatives relative to the TRC, and with recommending how to build on promising programs and initiatives. The Committee is also to review the role of the University’s Council for Aboriginal Initiatives in the oversight of responses to the TRC Calls to Action and divisional initiatives related to the TRC.

The Terms further request that the Committee review and make recommendations concerning:

- a) Recruitment of and support for Indigenous students at the University of Toronto, at the undergraduate, second-entry and graduate levels on all three campuses.
- b) Recruitment of and support for Indigenous employees, staff and faculty at the University of Toronto on all three campuses.
- c) Indigenous alumni engagement and involvement, especially in the area of supporting student success.
- d) Inclusion, where appropriate, of Indigenous content in curriculum throughout the University, and the enhancement of existing Indigenous-focused courses and academic programs.
- e) Inclusion of Indigenous issues, research and themes in the University’s programming, such as the Canadian sesquicentennial celebrations throughout 2017.

The Terms of Reference enable the Committee to establish working groups to address specific issues.

The Committee is asked to provide the President and Provost with an Interim Report by June 30, 2016, and a Final Report by December 31, 2016.

Membership:

The Committee is co-chaired by Jonathan Hamilton-Diabo, Director, Aboriginal Student Services at First Nations House and Coordinator of the Council for Aboriginal Initiatives, and Professor Stephen Toope, Director of the Munk School of Global Affairs. Assessors for the Committee are Professor Sandy Welsh, Vice-Provost Students and Professor Sioban Nelson, Vice-Provost Academic Programs and Vice-Provost, Faculty and Academic Life. The Committee is also advised by two Indigenous Elders, Traditional Teacher Lee Maracle and Elder-in-Residence Andrew Wesley, who attend all meetings of the Committee.

Nominations of faculty, staff and students to the Committee were sought from the University community, and a large number of nominations was received. Members of the Committee were ultimately selected on the basis of their interest in, experience with, or expertise on the issues faced by the TRC; the need to reflect the diversity of the University Community and its three campuses also guided the final selection process.

In addition to the Co-Chairs, Assessors, and Indigenous Elders, the Committee has ten members:

Faculty:

Professor Brian Gettler, Assistant Professor, Department of Historical Studies, University of Toronto Mississauga

Professor Bruce Kidd, Vice-President and Principal, University of Toronto Scarborough

Professor Keren Rice, University Professor and Chair, Department of Linguistics; Interim Director, Centre for Indigenous Initiatives, Faculty of Arts and Science

Dr. Lisa Richardson, Assistant Professor, Department of General Internal Medicine; Co-Lead, Indigenous Health Education, Faculty of Medicine

Professor Eve Tuck, Associate Professor, Department of Social Justice Education, Ontario Institute for Studies in Education

Students:

Megan Bertasson¹, Doctoral Candidate, Ontario Institute for Studies in Education

James Bird, Undergraduate Student, St. George campus

Diane Hill, Undergraduate Student, University of Toronto Scarborough

Staff:

Jackie Esquimaux-Hamlin, Resource Centre Coordinator, First Nations House

John Monahan, Warden, Hart House

¹ Megan Bertasson joined the Committee as of June 10, 2016, following the resignation of doctoral student Jessica Cook of OISE due to other commitments.

Working Groups:

As indicated above, the Terms of Reference ask the Committee to review and make recommendations in specific areas; they also encourage the creation of working groups. In its first meeting, the Committee thus decided that it would support the creation of working groups covering the following five topics:

- 1) Indigenous Curriculum
- 2) Indigenous Students
- 3) Indigenous Faculty and Staff
- 4) Indigenous Co-Curricular Education
- 5) Indigenous Research Ethics and Community Relationships

The Committee deliberately refrained from providing the Working Groups with mandate letters or terms of reference, preferring rather to encourage the groups to feel unconstrained in their consideration of these general topics. The Working Groups were nevertheless encouraged to develop recommendations to the Committee that are mindful of the tri-campus and complex nature of the University, and to bear in mind the issues being considered by the other Working Groups.

In considering membership of the Working Groups, the Committee Co-Chairs and Assessors reviewed the nominations made to the Committee, and also considered the inclusion of other individuals who had expressed interest in the work of the Committee. The Co-Chairs and Assessors concluded that each Working Group should be led by two co-chairs, and that effort should again be made to reflect the diversity of the University Community. Each Working Group has at least one Committee member as a member, enabling the Working Groups to be directly connected with the work of the Committee as a whole. Full membership of the Working Groups is attached as **Appendix B**.

The Assessors and one of the Committee Co-Chairs met with the Working Group Co-Chairs in May to answer any questions that they might have, and to provide general guidance. During that conversation, a desire was expressed by several of the Working Group Co-Chairs for the guidance of an Indigenous Elder. As a result, each of the Working Groups that so requested is being connected with an Indigenous Elder to guide their work.

In addition, the Working Groups were encouraged to conduct additional consultations on the topic under consideration with other stakeholders. These consultations may be conducted both formally and informally. A variety of ways to engage student voices in particular was discussed.

The Working Groups each submitted an interim report to the Committee. The Working Group Co-Chairs have been asked to submit their final reports to the Steering Committee Co-Chairs by mid-October, which will permit the Steering Committee to consider the reports and prepare its own final report to the President and Provost for submission by December 31.

Call for Submissions:

In an effort to further diversify the range of voices on these issues, the Committee Co-Chairs and Assessors decided that a call for submissions should be made to the broader University Community. Accordingly, on April 14, 2016, the Vice-President and Provost issued a call for submissions “regarding implementation of the [TRC’s] Calls to Action as they apply to the University.” A deadline of October 1, 2016 was given for these submissions.

This Call was circulated to all student groups, was contained in the Provost's Weekly Digest, was included in the Bulletin, and was further circulated by members of the Steering Committee to relevant stakeholders both inside and outside the University. The Call for Submissions will be recirculated in September. The Committee will review all submissions in preparing its final report.

The Committee's work to date:

The Committee has held three all-member meetings to date.

The primary achievements of the Committee thus far have been, first, the creation of the five Working Groups, the topics of which were decided upon by the Committee as a whole. Second, as requested in the Terms of Reference, the Committee led the creation of an inventory of Indigenous-themed programs and initiatives across the University. Every division, including the University Libraries, was asked to contribute any ongoing initiatives and programs to this list. The latest version of the inventory is attached as **Appendix C**. In the fall, the Committee will re-approach the divisions for updates on the status and ongoing viability of these initiatives. Such an inventory of Indigenous initiatives had previously not existed at the University, and has proved an interesting and helpful resource for both the Committee and the Working Groups.

The Committee also began initial discussions on the very broad topic of Indigenous Students.

The Committee has not yet formed any recommendations; it will review the Working Groups' final reports and the submissions received before doing so. However, the Committee was in agreement that the following assumptions will underpin its remaining work and recommendations.

First, the members are in agreement that the Committee's ultimate recommendations will be forward-looking and action-oriented, with tangible and well-defined goals.

Second, a further framing assumption which has received considerable support from members of the Committee is that the University should seek to graduate more Indigenous students, and to make the University of Toronto "worthy" in every respect of these students.

Third, the work of reconciliation will not be accomplished in a matter of months or even years. The final recommendations of the Steering Committee will be part of a continuing set of processes, and the University will need to consider how to continually encourage and monitor future commitments towards ever greater reconciliation. The Steering Committee will therefore aim to include in its final report recommendations as to institutional mechanisms to promote continuing action.

The Committee agreed that building blocks will need to be put in place in order to ensure that these underlying assumptions are reflected in the Committee's final report.

**Steering Committee for the U of T Response to the
Truth and Reconciliation Commission Report:
Terms of Reference**

1. Review and recommend priorities concerning the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action that are applicable to the University of Toronto. Specifically:
 - a) Make recommendations regarding how the University community can implement the TRC Calls to Action, in alignment with the University of Toronto's mandate and mission; and
 - b) Develop an inventory of existing divisional initiatives relating to the TRC's Calls to Action, and recommend how to build on promising programs and initiatives.

2. Review the role of the Council for Aboriginal Initiatives (including the respective roles of the Council and of First Nations House) in the oversight of:
 - a) Responses to the TRC Calls to Action and other Aboriginal Initiatives across the University; and
 - b) Initiatives furthering the President's Priority of re-examining and reinventing undergraduate education.

3. Review and make recommendations concerning:
 - a) Recruitment of and support for Indigenous students at the University of Toronto, at the undergraduate, second-entry and graduate levels on all three campuses.
 - b) Recruitment of and support for Indigenous employees, staff and faculty at the University of Toronto on all three campuses.
 - c) Indigenous alumni engagement and involvement, especially in the area of supporting student success.
 - d) Inclusion, where appropriate, of Indigenous content in curriculum throughout the University, and the enhancement of existing Indigenous-focused courses and academic programs.
 - e) Inclusion of Indigenous issues, research and themes in the University's programming, such as the Canadian sesquicentennial celebrations throughout 2017.

4. The Steering Committee may establish working groups to address each specific area identified and invite staff, faculty and students from within the University community to participate. People with relevant experience and expertise from outside the University may also be invited to participate.

5. Present to the President and the Vice-President and Provost an interim report of the Group's work by June 30, 2016, and a final report by December 31, 2016.

WORKING GROUPS OF THE TRUTH AND RECONCILIATION COMMISSION STEERING COMMITTEE

WORKING GROUP SUBJECT	CO-CHAIRS	MEMBERS
INDIGENOUS CURRICULUM	Bonnie Jane Maracle (staff, First Nations House (FNH) learning strategist)	Liz Smyth (faculty/Vice-Dean School of Graduate Studies (SGS), Professor, OISE)
	Faye Mishna (faculty/Dean, Social Work)	Keren Rice (faculty, Professor, Linguistics; Director, Centre for Aboriginal Initiatives)
		Anita Benoit (faculty, Assistant Prof., Dalla Lana School of Public Health)
		Sandra Styres (faculty, Assistant Prof., OISE)
		Zachary Biech (undergrad student, St. George)
		Ken Derry (faculty, Assoc. Prof. Teaching Stream, Religious Studies, UTM)
INDIGENOUS STUDENTS	Shannon Simpson (staff, FNH Coordinator Of Academic Supports)	Luc de Nil (faculty/ Vice-Dean Students, SGS, Professor, Rehabilitation Sciences)
	Sean Kinsella (staff, UTM Coordinator of Residential Transitions Programs)	Ken Withers (staff, Director, UofT Office of Student Recruitment)
		Jason Bazylak (faculty, Assoc. Prof. Teaching Stream, FASE)

		Deborah Robinson (staff, FAS Registrar)
		Alexis Archbold (staff, Assistant Dean Students, Law)
		Diane Hill (undergrad student, UTSC)
		Lisa Boivin , (undergrad student, St. George)
		Christine McFarlane (grad student, OISE)
INDIGENOUS FACULTY AND STAFF	Erin Jackson (staff, Executive Director, Integrated HR)	Megan Bertasson (doctoral student, OISE)
	Suzanne Stewart (faculty, Assoc. Prof., OISE)	Glen Jones (faculty/Dean, OISE)
		Jackie Hamlin-Esquimaux (staff, FNH Resource Centre Coordinator)
		Karyn Recollet (faculty, Assistant Prof., Women & Gender Studies)
		Lisa Richardson (faculty, Assistant Prof.; Co-Lead, Indigenous Health Education, Medicine/ Toronto Western Hospital)
INDIGENOUS CO-CURRICULAR EDUCATION	Susan Blight (staff, FNH Aboriginal Student Life Coordinator)	Dhanela Sivaparan (grad student, OISE; Native Students' Assoc. Member and SAGE Coordinator)
	David Newman (staff, Senior Director, Student Experience)	James Bird (undergrad student, St. George)
		Jessa Wichert (undergrad student, UTM)
		Erika Bailey (staff, Centre for International Experience)

INDIGENOUS RESEARCH ETHICS AND COMMUNITY RELATIONSHIPS		Liza Arnason (staff, Director, Student Life, UTSC)
		John Monahan (staff, Hart House Warden)
		Marilyn Johnson (staff, Centre for Community Partnerships, Aboriginal Community Partner Liaison)
	Lori Ferris (faculty, Professor, Dalla Lana School of Public Health; Associate VP, Research)	Amanda Sheppard (faculty, Assistant Prof., Dalla Lana School of Public Health/ Sick Kids Hospital)
	Earl Nowgesic (faculty, Assistant Prof./ Interim Director, Waakebiness Bryce Institute for Indigenous Health, Dalla Lana School of Public Health)	Eve Tuck (faculty, Associate Prof., OISE)
		Bill Gough (faculty/ Dean, UTSC)
		Pam Walker (doctoral student/ lecturer, OISE and Nursing)
		Krista Maxwell (faculty, Assistant Prof., Anthropology)
		Brian Gettler (faculty, Assistant Prof., UTM)
		Drew Gyorke (staff, Director, Agency & Foundation Funding, Research Services)



INDIGENOUS INITIATIVES & PROGRAMMING AT THE UNIVERSITY OF TORONTO

The following is a representative scan of ongoing initiatives and programming with Indigenous content or themes that are offered across the University of Toronto. This list of initiatives was compiled through a survey of all University divisions conducted in the spring of 2016.

Individual faculty and student research projects and one-time conferences and events are not included in this inventory, which is divided into the following categories:

1. recruitment/admissions;
2. curriculum;
3. co-curricular activities;
4. community outreach;
5. structural initiatives.

Applied Science and Engineering

Curriculum:

- New graduate course in Infrastructure Engineering in Remote First Nation Communities beginning Fall 2016.

Structural:

- Advisory Committee on Aboriginal Engineering Initiatives and Outreach: this committee started activities in November 2015 and serves as a discussion forum for ideas, initiatives and information-sharing to assist the Dean in promoting a welcoming and culturally sensitive environment and to improve access to the profession for Indigenous students. Information and awareness workshops include one with Prof. Suzanne Stewart who will highlight the background and context of the TRC and its Calls to Action, and one with Bonnie Jane Maracle (Aboriginal Learning Strategist with the U of T Academic Success Centre) and Elder Cat Criger on how they include Indigenous perspectives, practices and pedagogies into their work with students at the University of Toronto.
- Director, Engineering Pathways and Indigenous Partnerships: New position; have hired Dr. Wendy Mortimer to assist the Faculty in identifying systemic barriers to engineering careers for Indigenous youth, and develop a program to overcome these barriers at U of T. We plan to pilot the program in 2017.

Community Outreach:

- Outreach program with local Indigenous youth in grades 3 – 8 will raise interest in science and engineering in Spring/Summer 2016. The Engineering Outreach office will host a series of In-School Workshops for students in grades 3 – 8 at the First Nations School and other schools in the TDSB which have a higher proportion of Indigenous youth. These workshops will use discovery-based activities to highlight topics in science, technology, engineering, and mathematics (STEM). The Faculty is planning on following-up these workshops with a week-long engineering camp in August involving First Nations School students.
- Two Metis students from Thunder Bay will be joining the Da Vinci Engineering Enrichment Program (DEEP) for a week-long on-campus course, and the Faculty is continuing to work to promote the program for additional aboriginal student involvement.
- Faculty and staff representatives from Engineering will join members of OISE at a gathering of STEM teachers in Fort Francis, in the Rainy River District in Northern Ontario. There they will engage in teacher training initiatives and run engineering-related programming for students.

Architecture and Landscape Design

Curriculum:

- The Faculty has a number of courses with relevant units addressing Indigenous knowledge in a global context. Recent courses include: Postcolonial Studies in Architecture and Architecture and Cultural Difference.
- Beginning in the 2016-2017 academic year, undergraduate students are strongly encouraged to take ABS201Y1: Introduction to Indigenous Studies: Foundations, History, and Politics.
- FALD is hoping to develop additional units within programs in both architectural studies and visual studies to address the historical and contemporary concerns of Indigenous communities within the context of the design disciplines and visual arts, both in Canada and globally.
- Graduate courses with Indigenous perspectives include Historical Perspectives on Topics in Architecture; Contested Sites/Sacred Sites; and Fort York's Fluid Landscapes.

Arts & Science

Recruitment/ Admissions:

- The Centre for Aboriginal Initiatives supports the recruitment and retention of Indigenous graduate and undergraduate students, and is working to enhance the visibility of Indigenous peoples at the University of Toronto.

Curriculum:

- Aboriginal Studies Program: Specialist, major, and minor options are offered. Aboriginal Studies is an interdisciplinary undergraduate program dedicated to the study and research of Indigenous peoples in Canada and throughout the world. The program offers a significant number of dedicated courses that engender a rigorous and respectful understanding of Indigenous peoples' languages, knowledges, cultures, histories, politics, arts, intellectual traditions and research methodologies. A key feature of the program is its respect and promotion of Indigenous knowledges, as evidenced by the commitment to Aboriginal language instruction and courses devoted to the topic of Indigenous knowledge itself.
- Significant number of dedicated courses directly focused on Indigenous peoples' languages, knowledges, cultures, histories, politics, arts, intellectual traditions and research methodologies.
- Service learning course: The course Indigenous Theory, Research and Methods includes a service learning component through which students are placed in Indigenous organizations in Toronto.

Community Outreach/ Structural:

- Centre for Aboriginal Initiatives: CAI Houses the SAGE initiative (Supporting Aboriginal Graduate Enhancement) and the Indigenous Language Initiative. Fosters innovative, participatory research with urban Aboriginal peoples and develops collaborations with Indigenous communities and community organizations. CAI cultivates research related to Indigenous pedagogy, methodologies and epistemology that focus on Indigenous peoples as cultural workers, social change agents, leaders and thinkers.

Dalla Lana School of Public Health

Curriculum:

- **Collaborative Program in Aboriginal Health:** The Collaborative Program involves graduate units in the Faculties of Arts and Science, Medicine, and OISE; and is in collaboration with the Faculty of Arts and Sciences' Aboriginal Studies Program. The main objective of the program is to provide training in Aboriginal health research and practice for graduate students, while enhancing mutually beneficial relationships with Indigenous communities and organizations.

Community Outreach/ Structural:

- **Waakebijnness-Bryce Institute for Indigenous Health:** The Institute identifies and cultivates partnerships with Indigenous communities, supports Indigenous faculty and trainees and provides seed funding to support pilot projects. This work is founded on respectful, sustainable and equal partnerships between Indigenous communities and the University of Toronto.

Dentistry

Recruitment/ Admissions:

- Admissions policy for Indigenous applicants: The Faculty of Dentistry welcomes applications from Indigenous Peoples (Metis, Status Aboriginal, Non-Status Aboriginal, Inuit) in recognition of their under-representation in the profession and of the unique contribution that trained members of this group can make. Applications from qualified persons of Indigenous ancestry will receive special consideration for admission.

Curriculum:

- Dental Public Health course teaches about the State-Indigenous relationship in relation to health care. This covers the history, politics, and economics of dental care for Indigenous populations, the status of Indigenous oral health, oral health care policy, and equity in oral health and access to dental care. Dental Public Health faculty are involved in policy development and CIHR-funded research related to Indigenous oral health issues.

Co-Curricular Activities; Community outreach:

- Placements in Indigenous communities: Undergraduate dental students participate in two rotations to the Weeneebayko General Hospital in Moose Factory, ON, where inhabitants are mainly Cree or of Cree descent. In the first rotation, two students during the summer between third and fourth year are selected to participate for three weeks each. The second rotation involves approximately six pairs of fourth-year students who are selected to participate for 2 weeks each during the second half of the academic year. While on rotation, students provide all aspects of dental care under the direct supervision of a staff dentist to those in need.
- Hospital Dental Residents also do a rotation in Sioux Lookout for three weeks (separately). They receive orientation at the zone hospital, and then are flown to a Indigenous community to provide dental services. While on rotation, residents work 9-5, six days a week, and there is often still a waiting list of a week's worth of patients needing treatment. These rotations are facilitated by the Ontario Dental Association, through a contract with Health Canada.

Forestry

Curriculum:

- Most Forestry courses introduce basic principles of relationship building with Indigenous peoples, and a significant number of research theses are conducted in northern Ontario and Quebec communities addressing sustainable forest resource management and forest governance. Mandatory graduate and undergraduate courses with significant Indigenous content include Current Issues in Forest Conservation, International Field Course in Forest Conservation, Forest Conservation Biology, Case Study Analysis in Forest Conservation, Conservation of the World's Forests, and Tropical Forest Conservation.
- Graduate optional summer field course working with Indigenous Kayapo communities in Brazil.
- Academic exchange program (4-5 courses), at both the undergraduate (BA, BSc) and graduate (MFC-Master of Forest Conservation) levels, based with Indigenous communities in Haida Gwaii, BC, and maintains collaboration with the Haida Gwaii Higher Education Society.

Co-Curricular activities/ Community Outreach:

- Graduate student summer internship placements with Indigenous communities across the country. Recent projects have addressed pressing issues such as; a comparative analysis of Aboriginal and Non-Aboriginal environmental preferences and sustainable forest management.
- Key collaborations focused on research also occur with Indigenous communities across the country funded by grants supporting Faculty.

Kinesiology and Physical Education

Recruitment/ Admissions

- Two spaces a year are dedicated for Indigenous students.

Community Outreach:

- SOAR Indigenous youth gathering over March Break.

Law

Recruitment/Admissions:

- Dedicated admission process for Indigenous JD Program applicants, including a context-sensitive consideration of applications.

Curriculum:

- Aboriginal Law Program (ALP): The ALP promotes cultural initiatives at the law school and is devoted to recruiting Indigenous students. The Faculty has one of the highest graduation rates for students of Indigenous heritage in the country.
- Certificate in Aboriginal Legal Studies is offered. The program complements students' legal training by providing an interdisciplinary framework within which concepts and methods from the study of law can be applied to a relevant topic in Aboriginal Studies. Students complete the Certificate in accordance with Law Faculty requirements and in conjunction with the Aboriginal Studies Program through the Faculty of Arts and Science.
- Courses (Academic, Experiential, Mooting) include Aboriginal Peoples and Canadian Law, Aboriginal Peoples in the Canadian Criminal Justice System, Issues in Aboriginal Law and Policy.

Structural:

- The Aboriginal Law Program Coordinator works with the Aboriginal students to provide supports that include academic, personal, social/cultural and career matters. The Coordinator also oversees initiatives that link undergraduate students to enrolled law students.

Community Outreach/ Co-Curricular Activities

- June Callwood Fellowship: a community-based internship program which allows students to gain practical experience in Indigenous community organizations and provide those organizations with needed support.
- Experiential courses such as Aboriginal Peoples and Canadian Law Practicum, Gladue Court Practicum, Aboriginal Legal Services Toronto (ALST) Clinic, and Intensive Program in Aboriginal Lands, Resources and Government.
- Indigenous Law Journal; Aboriginal Moot.
- Programming includes: Elder in Residence, Visiting Elders, Fall Feast, Hand Drumming, Beading and Smudging
- Law Student Groups: Aboriginal Law Students' Association, Aboriginal Law Club.

Medicine

Recruitment/Admissions:

- A dedicated Indigenous Student Application Program (ISAP) is in place to increase the number of Indigenous (First Nations, Inuit, and Métis) medical students at U of T. Applicants must meet the same requirements for MCAT results, GPA and course prerequisites as all other applicants. The program does not have a designated quota for admission.

Curriculum:

- Aboriginal Curriculum Leads have been hired to look at reviewing the curriculum offered to MD students.
- Aboriginal Health Elective: provides a unique opportunity for first and second year medical students to engage with leaders in the Aboriginal community, learn about the health and social challenges faced by Aboriginal people in Canada, and gain a deeper understanding of Aboriginal culture. Through this elective sponsored by the Medical Alumni Association, students explore topics including Aboriginal concepts of health and wellness, Aboriginal culture and history, chronic disease in contemporary Aboriginal society, and how to create culturally safe environments for Aboriginal patients. Speakers range from traditional Aboriginal healers to Aboriginal health professionals to expert Aboriginal researchers. Some specific sessions will address the residential school system, mental health in the Aboriginal community, and cultural competency.
- Aboriginal Health Collaborative Program is housed with the Faculty through its Public Health Department.

Structural:

- Office of Indigenous Medical Education is home to the Faculty's curricular co-leads in Indigenous Health Education, an Elder and the Indigenous Peoples' Undergraduate Medical Education (UME) Program Coordinator. This office provides a culturally safe space within UME and is working to advance Indigenous community engagement and supports. The office is also working to incorporate Indigenous teachings regarding medicine for all students to improve the discourse in Indigenous Medical Education.

Community Outreach:

- Partnership between Faculty of Medicine and Anishnawbe Health Service in Toronto, which creates placements for medical students. Also partners with the Indigenous Physicians Association of Canada.
- Summer Mentorship Program (collaborates with Pharmacy)

Music

Curriculum:

- Music has a number of full courses or courses with relevant units (both in-classroom and experiential learning components). Courses include:

Undergraduate:

- Music in Cultural Perspectives
- Music in North America
- Global Popular Musics
- Topics in Ethnomusicology – Introduction
- Current Issues in Ethnomusicology
- Cultural Convergence in Contemporary Composition

Graduate:

- Truth and Reconciliation
- Indigeneities
- Performance: Traditional Inuit Singing Ensemble

Professor Christos Hatzis composed the score for the TRC-commissioned ballet *Going Home Star: Truth and Reconciliation* — Royal Winnipeg Ballet 2015-16 Commission and National Tour with the support of the Truth and Reconciliation Commission of Canada.

Nursing

Curriculum:

- Undergraduate program: electives in Indigenous health, which include both classroom learning and clinical practicum experiences.
- Graduate nurse practitioner field of study program: curriculum threads related to global health and Indigenous health throughout the program.

Community Outreach:

- Master of Nursing in the Nurse Practitioner field have opportunities to complete clinical practicum experiences related to Indigenous health.

OISE

Curriculum:

- Significant academic programming including Master's program in Indigenous Healing in Counseling and Psych. Education.
- Courses include Foundations of Aboriginal Education in Canada, Implications for Education: Aboriginal World Views; Aboriginal Community Learning, and more.

Co-curricular Activities:

- MOOC: One of U of T's MOOCs was Aboriginal Worldviews and Education, taken by 25,000 people worldwide.

Community Outreach:

- Deepening Knowledge project: This project aims to integrate Indigenous peoples' histories, knowledge and pedagogies into all levels of education in Canada.

Structural:

- Special Advisor to the Dean on Aboriginal Education: In 2015, the Faculty received a gift to develop Aboriginal education programming and initiatives at the graduate level. Shawn Atleo, former AFN Grand Chief, was named as an adjunct faculty member to support this work.
- Aboriginal Community Advisory Council: led by the Special Advisor to the Dean on Aboriginal Education. This Council brings together Aboriginal community members (including representatives from Toronto Aboriginal organizations), Aboriginal students at OISE, and Aboriginal professors at OISE.
- The Indigenous Education Network (IEN) is a group of students, faculty and community members who share a common commitment to and passion for Indigenous Education and Research. Founded in 1989 by Indigenous students, the IEN provides an Indigenous presence at OISE and seeks to establish a forum for ongoing and dynamic discussion, action and change. The Indigenous Education Network:
 - Supports students and their study interests in Indigenous education.
 - Advances education research on Indigenous issues.
 - Actively encourages the development of Indigenous curriculum.
 - Collaborates with campus and community groups to strengthen initiatives related to our mission.

Pharmacy

Recruitment/Admissions:

- Admissions policy for Indigenous applicants: The Faculty encourages applications from Indigenous peoples, which includes people of Metis, Indian, and Inuit heritage. Applications of qualified persons who meet all minimum standards in each of the admissions criteria, are reviewed separately in final selections and may be given special consideration.

Curriculum:

- Course: Aboriginal Issues in Health and Healing

Community Outreach:

- Summer Mentorship Program (collaborate with Faculty of Medicine).

School of Graduate Studies and Graduate-specific Programming

Recruitment/Admissions:

- Scholarships: For Indigenous students, there are UofT OGS specifically designated scholarships. As SGS does not currently collect this information on the admission or scholarship application forms, for this year, these are awarded to self-identified First Nations students, who were the recipients of and which replace their non-designated OGS scholarship.

Structural:

- Guideline re. Elders on Committees: outlining how Elders can become a member of a student's supervisory and defense committees was developed by First Nations House and the School of Graduate Studies.
- Guideline for the inclusion of Smudging before the Final Oral Examination developed in consultation with First Nations House.

Co-Curricular Activities:

- SAGE (Supporting Aboriginal Graduate Enhancement): A graduate student led group operating out of the Centre for Aboriginal Initiatives (CAI) at the University of Toronto's St. George Campus. SAGE UT plans workshops, presentations, meetings and other events that focus on promoting the academic and personal development of Indigenous graduate students. SAGE UT works toward the recruitment, retention and completion of specifically First Nations (status/non-status), Inuit, Métis and other Indigenous scholars at U of T. This is carried out by ensuring safe spaces for graduate students to share knowledge and ideas, and support one another throughout the graduate student experience. SAGE UT events promote discussion on a wide range of topics relevant to Indigenous research and related discourses. SAGE UT consistently works with CAI, First Nations House and programs and initiatives at the Ontario Institute for Studies in Education (OISE), organizing relevant learning opportunities, and helping to facilitate access to knowledge holders such as Elders, faculty and community members.

Social Work

Recruitment/Admissions:

- Targeted recruitment of underrepresented student populations, including Indigenous students.

Curriculum:

- Master's in Social Work (M.S.W.), Indigenous Trauma and Resiliency program: this new program provides students with a course of study in trauma relevant to the complex needs and demands of practitioners working with individuals, families, schools and communities affected by generational and historical pain and suffering.

Co-Curricular Activities/ Community Outreach:

- Canadian Roots Exchange: a national non-profit educational organization bringing together Indigenous and non-Indigenous youth, founded at the Faculty of Social Work. CRE provides Indigenous-based leadership, learning and reconciliation experiences. CRE organizes youth-led workshops and experiential exchange programs designed to deepen understanding and knowledge of the history, struggles and triumphs of Indigenous Canadians. The Canadian Roots Exchange is dedicated to breaking down stereotypes and opening a dialogue that will enable all Canadians to learn from our country's First Peoples.

University of Toronto Mississauga

Co-Curricular Activities/ Structural:

- Indigenous Centre: The Centre promotes diversity and equity through interfaith initiatives and raising cross-culture awareness which includes dispelling myths and stereotypes about Aboriginal culture. The Traditional Indigenous Aboriginal Elder is available for guest lecturing, providing student research support on Indigenous traditions, and connecting students with Aboriginal communities and agencies in Peel and the Greater Toronto Area.

Key initiatives include:

- The Aboriginal Working Group at UTM
- Waawaakte Northern Lights Initiative: provides opportunities for students to engage in various traditional Aboriginal cultures, including learning circles, Aboriginal outreach programs and experiential journeys.
- Elder in Residence program - This program, taking place in October and March, brings an Aboriginal Elder to Campus for a weekend to live in residence at UTM and engage with students both living on and off-campus. Events may include a Traditional Feast, Teaching circle, Healing Circle, Sunrise Ceremony, and teachings on “The Seven Grandfathers”. This is an opportunity to experience Aboriginal knowledge in a more holistic cycle, as is done traditionally at events within the Aboriginal culture.

Community outreach:

- Youth Indigenous Awareness Program (pilot) with Dufferin-Peel Catholic District School Board, Peel Aboriginal Network, and The Riverwood Conservancy. Opportunity for UTM students to develop program aimed at positive life and career pathways for Peel region youth; the program has a focus on sustainability and Indigenous teachings and philosophies.

University of Toronto Scarborough

Co-Curricular Activities:

- Elder Presence: Traditional Aboriginal Indigenous Elder Cat Criger is currently available at UTSC. The Elder supports students, staff, and faculty as an advisor, educator, and facilitator. The Elder also represents UTSC at Tri Campus events and committees, including the Council of Aboriginal Initiatives.
- Indigenous Learning Circle led by Traditional Aboriginal Indigenous Elder Cat Criger, focused on Aboriginal ways of life, healing and culture.
- Joint trip with UTM to participate in Fall Ceremonies (Biinaakwe Giizis) on traditional teaching land (in Peterborough, ON near Curve Lake First Nations Reserve)
- Monthly Lunch & Learns for staff, faculty and students to engage in conversation with Traditional Aboriginal Indigenous Elder Cat Criger.
- Seminar Series: Hosted by Indigenous Elder Cat Criger. Participants in the Seminar Series received credit in the weLead stream of the Leadership Development Program & on U of T's official Co-Curricular Record. Topics covered included:
 - Traditional Protocols of Indigenous Peoples
 - Knowing Your Path in Life- Visioning Your Future
 - Life & Death, Dealing with Grief & Honouring Your Past
 - Healthy Living – Teachings on the Eagle Feathers
 - Promoting & Fostering Aboriginal Inclusion
- Annual East Scarborough PowWow in June.
- Indigenous Experiential Journey: Opportunity for students to connect with an Indigenous Community on traditional teaching land. The experience took place together with the Mississauga campus, and UTSC students and staff participated in the journey.

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Curriculum:

- Compulsory course ABS201Y Introduction to Indigenous Studies. Further a two hour workshop is incorporated in *ABS390: Research and Ethics in Indigenous Studies*, a required course for all majors and specialists. This means that all ABS majors and specialists receive information literacy instruction.

Structural:

- U of T Libraries currently has two librarians who have considerable knowledge related to Aboriginal Studies. They build collections and offer instruction and outreach in these areas.
- To build on this expertise, UTL is currently recruiting an Outreach librarian position who will specialize in Indigenous and International students. Based on feedback from the community, we made significant changes to our recruitment strategy. In addition to the usual CV and cover letter, candidates were asked to submit the story of how their life journey led them to apply for the position. Elders played a key role during the day-long interviews. They made opening and closing remarks for the candidate presentations and two smudges were held during the day.
- Library Collections: Indigenous materials are housed in all University of Toronto Libraries on all three campuses. Robarts Library houses the largest collections in the Humanities and Social Sciences. OISE houses special collections focused on education, social sciences, curriculum resources and children's literature. Science material is housed in the science libraries, including the Health Sciences collections at the Gerstein Science Information Centre. The Thomas Fisher Rare Book Library holds a collection of Indigenous materials including religious materials from earlier periods, and current literary publications. University of Toronto students and faculty also have access to substantial collections at the Royal Ontario Museum.
- Special collections: Peter Jones fonds; E.J. Pratt Library; Rodney Bobiwash fonds; University of Toronto Archives and Records Management. Digital collections: The Barren Lands: J.B. Tyrrell's Expeditions for the Geological Survey of Canada, 1892-1894; Labrador Inuit through Moravian Eyes.

University-Wide Initiatives

Admissions/Recruitment:

Financial Supports: There are a number of U of T scholarships, bursaries, and awards dedicated to supporting Indigenous students through the university centrally, including the President's Award. There are also dedicated awards in the faculties of Medicine, Law, Pharmacy, Information, Social Work, and Dentistry. First Nations House assists students in accessing these financial supports.

Transitional Year Program and Academic Bridging Program: Both of these programs benefit from a part-time Aboriginal Recruitment Officer; the Officer also provides students with assistance during the admissions process. Information sessions are held in Aboriginal communities.

Curricular and Co-Curricular Activities:

First Nations House:

First Nations House is a hub for Indigenous students at UofT, delivering a wide range of supports and initiatives. FNH provides a number of culturally supportive student services and programs to Indigenous students and the general university community, including: academic and financial supports; a resource centre; a work study program; the Elder-in-Residence program; events; and a computer lab.

FNH includes an Aboriginal Student Life Coordinator, a full-time Aboriginal Recruitment Officer, Aboriginal Learning Strategist, resource centre coordinator, and Assistant Program Coordinator (FNH and Native Students' Association). A Coordinator of Academic Supports meets with students individually and liaises with multiple units on behalf of the student (e.g., registrars, program assistants). The Academic Success Centre and FNH support an Aboriginal Learning Strategist at FNH. The Aboriginal Learning Strategist provides academic writing and research support to students on an individual basis and/or in groups (using workshops on skill development). This role works to connect with university resources and make appropriate referrals to widen the supports for students (e.g. Academic Success Centre and Writing Centres).

The Coordinator of Academic Supports at FNH also works with graduate and second-entry (professional) students regarding academic/program matters and financial aid resources. The Coordinator also works with support staff and faculty in graduate and second-entry programs.

Council on Aboriginal Initiatives:

This cross-divisional group is led by co-chairs, Director of First Nations House (administrative co-chair) and the Chair of the department of Linguistics (faculty co-chair), with the Vice Provost, Students and First Entry Divisions as executive sponsor. The purpose of the Council of Aboriginal Initiatives is to develop and support initiatives, strategies and

programming that advance access, retention and degree completion for the Aboriginal community at the University of Toronto. The Council's mandate includes supporting the University's commitment to excellence and equity by fostering collaboration across the University and with Aboriginal communities, government bodies and other associates. With the goal of improving access, retention, degree completion and success of Aboriginal students in their pursuit of a post-secondary education, the Council provides a venue for: Discussion of Aboriginal issues, strategies, and program implementation, Partnership development, Dialogue and response to external organizations and Aboriginal communities. The Council includes an Elder's Circle, which provides guidance on Aboriginal initiatives and matters.

Indigenous Language Initiative:

The Centre for Aboriginal Initiatives' Indigenous Language Initiative (ILI) supports the University of Toronto community in the study and everyday use of Indigenous languages. It provides space, programming, and support to the community of language learners and speakers within the Aboriginal Studies Program, University of Toronto, and the broader community. The ILI assists in the creation, facilitation, and delivery of Indigenous language and cultural programming for Aboriginal and non-Aboriginal students, language speakers, and learners at all levels via language workshops, conferences, and social and cultural activities. The Indigenous Language Initiative presents students and community members with numerous opportunities to gain insight about the importance of language and culture, as well as sustainable and vibrant ways of both learning and teaching Indigenous languages.

Indigenous Health Sciences Group (IHSG): The IHSG is a new student club established in 2012, with a mandate to create a visible presence for Indigenous students in health sciences at the University of Toronto. The general goal is to improve health outcomes for Indigenous populations through education and advocacy, but the specific direction and purpose of the club will be shaped by the interests of the students who become involved. Initial goals and activities are as follows:

- To create a visible presence for Indigenous students in the health sciences
- Create a sense of community for Indigenous students
- Increase awareness of Indigenous issues in the healthcare system
- Link with the Summer Mentorship Program and other student groups
- Engage Indigenous health sciences professionals and promote networking
- Link with First Nations House and the Aboriginal Studies Program
- Promote awareness of Indigenous cultural activities

Other Student Groups include the Native Students Association, the UTSC Indigenous Students Association, and the Aboriginal Law Students' Association.

Community Outreach:

Centre for Community Partnerships:

CCP partners with Aboriginal community agencies to provide service-learning placements for students taking the courses Research Methodologies in Aboriginal Studies (ABS460) and Aboriginal People in Urban Areas (ABS403).

CCP also has an Aboriginal Community Partner Liaison.