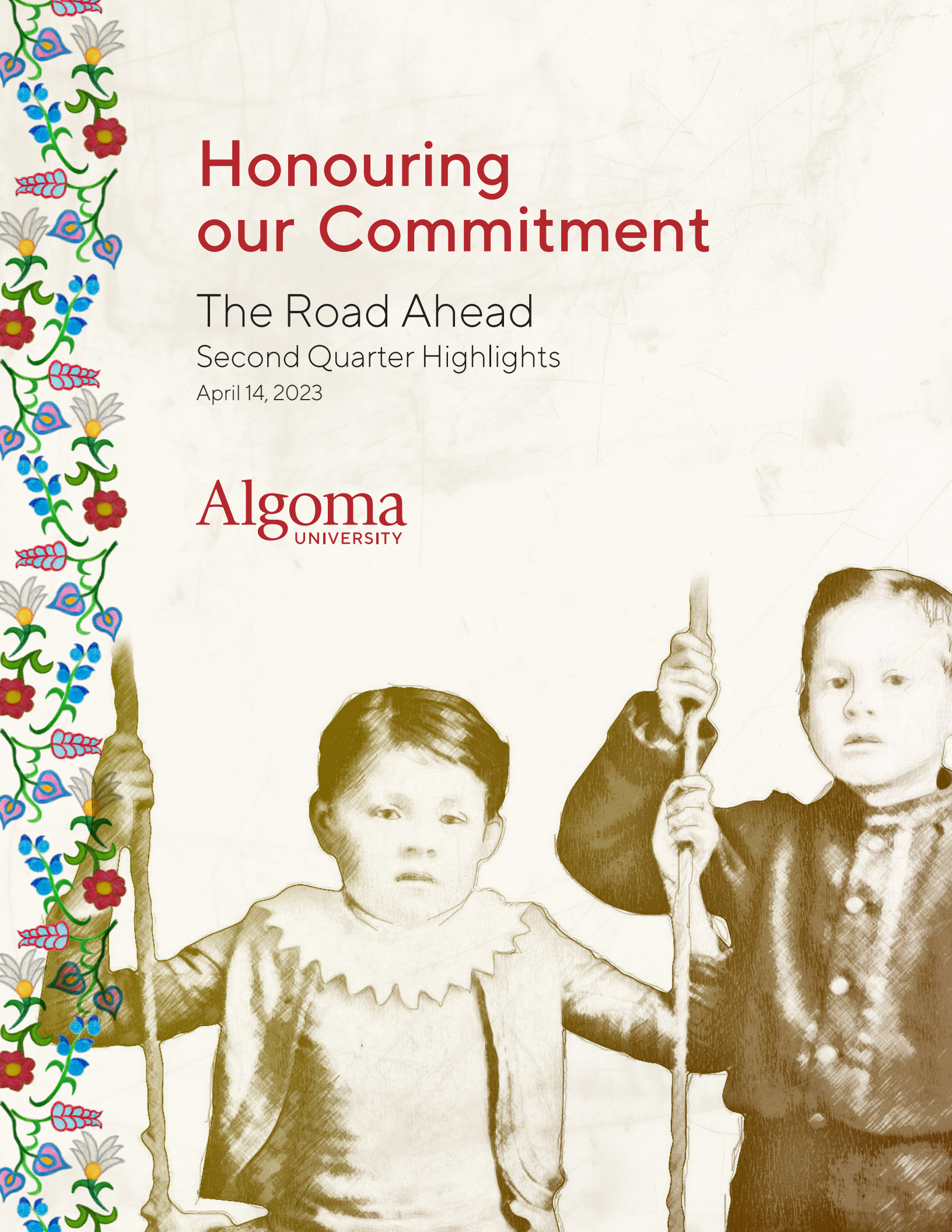


Honouring our Commitment

The Road Ahead
Second Quarter Highlights
April 14, 2023

Algoma
UNIVERSITY





Our Commitments



1. We are committed to responding to the 94 Calls to Action on education 6-17 and 62-65, specifically answering the Calls to Action on developing appropriate curricula (Call to Action 10.3), supporting faculty in the integration of Indigenous knowledge and teaching methods into classrooms (Call to Action 62.2), and working to develop Indigenous centered educational experiences through partnership.
2. We will engage in data collection to identify the current percentage of First Nations Métis and Inuit employees to develop targets in recruitment, hiring, and retention to reflect this employee group.
3. With the support and leadership of the Nyaagaaniid, we will review progress and further implement efforts to decolonize and Indigenize the University, campus', policies, procedures, pedagogy, curriculum, and collective agreements. (Calls to Action 16 and 62)
4. We will create safe spaces (inclusive classrooms, teaching wigwam, Tipi, teaching lodge) and programming for Anishinaabe students and employees. (Call to Action 62)
5. We will continue to work with the Children of Shingwauk Alumni Association (CSAA) to create programming which honours the legacy of Residential Schools. (Calls to Action 63, 67-71)
6. We are committed to Mukqua Waakaa'igan, a proposed cultural and educational centre; a place of "sharing, healing and learning," that supports cross-cultural Indigenous and non-Indigenous knowledge sharing in pursuit of the good life, *mino-bimaadiziwin*. (Call to Action 62)
7. We will champion efforts across various sectors to facilitate truth and reconciliation in education and society. (Calls to Action: Education for Reconciliation)
8. We are committed to taking every measure to address the potential that there may be burial sites outside the marked gravesites in the Shingwauk Cemetery. It is incumbent upon us to do this work, alongside others who oversee portions of the Shingwauk site, and we will continue to move forward in a culturally respectful and responsible way.



- 1 We are committed to responding to the Calls to Action on education 6-17 and 62-65, specifically answering the Calls to Action on developing appropriate curricula (call to action 10.3), supporting faculty in the integration of Indigenous knowledge and teaching methods into classrooms (call to action 62.2), and working to develop Indigenous centered educational experiences through partnership.

Our Progress

During the month of February, two groups of students participated in short-term, faculty-led international learning experiences supported by the Global Skills Opportunity (GSO) fund. Ten students from a variety of disciplines visited Colombia with Dr. Sheila Gruner and Andrea Pinheiro to complete a three-credit upper year course in Community, Economic and Social Development (CESD) and Visual Arts focused on community-based peace building with Indigenous, Afrodescendant, rural, women's and other conflict affected groups in Colombia, South America.

Also during February, nine students joined Dr. Andrew Judge for ten days in Guatemala to complete a three-credit Special Topics course in Anishinaabe Studies. The group travelled to Guatemala to participate in educational activities that included ceremonies, teachings from calendar keepers, visits with Indigenous faculty from universities in Guatemala, a celebration of the Mayan new year, and teachings on seeds, foods, and plants.

Teaching spaces are being designed into Mukwa Waakaa'igan to help facilitate the work of Indigenization in curriculum. The Teaching and Learning Centre is being further developed with a key area focused on support for faculty to Indigenize and decolonize their curriculum. Indigenous Quality Assurance standards are currently under development to guide this work.



- 2 We will engage in data collection to identify the current percentage of FNMI employees to develop targets in recruitment, hiring, and retention to reflect this employee group.

Our Progress

Two tenure track Indigenous faculty positions are under revision and reposting for each of the Department of English and History and the Department of Music and Visual Arts. The use of an external search firm will provide broad exposure for the two positions to attract excellent candidates. Algoma University is moving forward with the Institutional Lead - Decolonization, with interviews planned for next month. The recent appointment of the Director for Mukwa Waakaa'igan started on February 6, 2023, and will provide leadership for the continued development of Mukwa Waakaa'igan including oversight of the Shingwauk Residential Schools Centre (SRSC), the Anishinaabe Academic Research Centre in training, development and community engagement initiatives, and foster the strong relationship Algoma University has built with the Children of Shingwauk Alumni Association. The University has also made a commitment to hire an Academic Director of Mukwa Waakaa'igan to oversee the programming, research and community engagement within the centre. We are implementing strategies which will help us grow our percentage of FNMI employees and other targeted underrepresented employee groups to ensure a more balanced and diverse employee population over time. Additionally, we are moving forward with the creation of a new division of Institutional Effectiveness which will ensure we are collecting, tracking and reporting on relevant data to support our decision making, strategies and awareness of how well we are doing in reaching our targets over time.



3 With the support and leadership of the Nyaagaaniid, we will review progress and further implement efforts to decolonize and Indigenize the University, campus', policies, procedures, pedagogy, curriculum, and collective agreements. (Calls to Action 16 and 62)

Our Progress

A number of policies were developed for the Office of Graduate studies with Indigenization- Equity, Diversity and Inclusion principles in mind following the I-EDI resource in the Policy on Establishing University Policies. The development of a university-wide Indigenous research framework will begin this year. This framework will help to guide the development of an Indigenous Research Policy and will be co-developed among researchers and community members.

4 We will create safe spaces (inclusive classrooms, teaching wigwam, Tipi, teaching lodge) and programming for Anishinaabe students and employees. (Call to Action 62)

Our Progress

Brampton Campus: Indigenous architect working on a plan for increasing Indigenous design elements throughout the Brampton campus. A new ceremony space has opened and will receive paint and decor to further support it's ceremonial purpose. A plan to erect a Tipi on campus is currently in the planning phase, with a goal to be erected this spring. Many other areas of our campus buildings, both old and new, will receive painting, wall decor or other Indigenous elements of design.

Sault Ste Marie Campus: The NEST is about to open which has incorporated Indigenous design elements into this space. Mukwa Waakaa'igan is working through the final stages of design and will have a policy of smudging anytime, anywhere in this building. Work on resuming community tours and educational sessions on the history of Residential Schools is underway and the renovations to the auditorium space were completed earlier this year.



- 5 We will continue to work with the Children of Shingwauk Alumni Association to create programming which honours the legacy of Residential Schools. (Calls to action 63, 67-71)

Our Progress

The Shingwauk Residential Schools Centre has continued to work with the Children of Shingwauk Alumni Association to create educational and outreach programming connected to Residential Schools. In March 2023, the Auditorium phase of the Reclaiming Shingwauk Hall exhibition will be installed. This portion of the exhibition is an art-based, participatory space which will teach visitors about Indigenous resilience, the impacts of colonialism, and the ongoing advocacy work of Residential School Survivors.

Additionally, the SRSC has secured \$181,500 from the Digital Access to Heritage stream of the Museums Assistance Program. This Digital Access funding will be used to create audio-guides to support tours of the historic Shingwauk site.

The SRSC also continues to work with the CSAA to build partnerships with other archival repositories such as the National Centre for Truth and Reconciliation and the Archives of Ontario, to support improved Survivor access to records about Residential Schools.

- 6 We are committed to Mukwa Waakaa'igan, a proposed cultural and educational Centre; a place of "sharing, healing and learning," that supports cross-cultural Indigenous and non-Indigenous knowledge sharing in pursuit of the *good life*, **mino-bimaadiziwin**. (Call to action 62)

Our Progress

Planning for the third floor of Mukwa Waakaa'igan is currently underway. The third floor will be home to research and teaching in a partnership with the Northern Ontario School of Medicine University (NOSMU) through a Memorandum of Understanding (MOU). A joint position between Algoma University and NOSMU will help to facilitate the move of NOSMU to Sault Ste Marie. Postdoctoral fellows, graduate students, Elders, and other community leaders will occupy the third floor to merge western knowledge and Indigenous traditional knowledge to advance medical discoveries and mental health wellness training, programming and research in Northern Ontario.



7 We will champion efforts across various sectors to facilitate truth and reconciliation in education and society. (Calls to Action: Education for Reconciliation).

Our Progress

Algoma University – through the expansion of the Mukwa Waakaa’igan project (to include the Northern Ontario School of Medicine and the Mental Health and Addictions Research and Training Institute) – is beginning to focus on expanding training and research expertise in community by further developing university programming and research in the mental health and addictions area. Program enhancements may include biology, psychology, social work, sociology (building transdisciplinary programs). The University plans to build its capacity and partnerships in supporting communities in their effort to provide evidence-based and best practice with respect to trauma and cross-culturally informed practices at both the graduate and undergraduate level.

8 We are committed to taking every measure to address the potential that there may be burial sites outside the marked graves in the Shingwauk Cemetery. It is incumbent upon us to do this work, alongside others who oversee portions of the Shungwayk site, and we will continue to move forward in a culturally respectful and responsible way.

Our Progress

The University has a strong partnership with the Children of Shingwauk Alumni Association who have taken the lead on searching the Algoma University part of the site. We will continue to be guided by the Survivor group who attended the Shingwauk Indian Residential School (from across 86 First Nation communities) and are committed to moving forward in a culturally respectful and responsible way.





We acknowledge Mother Earth, her waters, their life-giving spirit
and all that she provides us.

We acknowledge our ancestors who have gone before us,
travelled these lands, and cared for and stewarded them.

We acknowledge all our relations that are upon these lands.

We seek guidance from all of Creation, and from one another, for
the good thoughts that will go into our work.

Algoma University has three campus sites on the territories of the
Anishinaabeg, Mushkegowuk, Haudenosaunee and Métis Nations.

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