

# Honouring our Commitment The Road Ahead

First Quarter Highlights



## Decolonization and Indigenization - Beyond Good Intentions

Decolonization through the recognition and valuing diverse knowledges of Indigenous peoples whose territories AU occupies is foundational. In understanding our collective and Treaty responsibilities, we pledge to create specific education and training opportunities for university employees, students and partners on the history of the Shingwauk site, the Indigenous Nations whose lands Algoma University is situated on across all our campus sites and on the immense contributions Indigenous peoples have made and continue to make to the world.

- ≈ We have begun a wholesome study of the University's policies, processes and spaces in an effort to reduce barriers and inequities in an inherently colonized institution. This study will include the review and revision of policies to reflect equity, diversity and inclusion principles, establish an institutional EDI strategy and framework.
- ≈ In collaboration with the McConnell Foundation and an advisory committee of a cross section of the university and our community partners, we launched a social innovation lab in April 2021 and began discussions on decolonizing the university, this will lead to a wider Institutional strategy focusing on decolonizing the institution

with appropriate resources to ensure this work is carried out with the utmost respect and consideration it so deserves.

- ≈ The new academic plan honours and commits to the principles of the United Nations Declaration on the Rights of Indigenous Peoples. The university will undertake the creation of an Indigenous research policy and Indigenization framework led by Indigenous scholars and community for the meaningful inclusion and engagement of Indigenous Knowledges, epistemology, ontology, pedagogy, languages, cultures and peoples in all facets of the university, including academic scholarship, research, pedagogy, services, policies and practices.
- ≈ Anishinabe Academic Resource Centre leading and advancing Indigenization efforts by increasing access to cultural resources including Elders in classroom, wrap around supports for students, academic resources and resources and support for faculty in cross cultural teaching and learning
- ≈ Mukwa Waakaa'igan; a national centre for cross cultural teaching and learning will bring together Indigenous and diverse nations to learn with and from each other. Through community engagement, the university will work with the community as we center indigenous knowledge throughout its governance and operational structures. 




## Community Engagement and Partnership - Working with Community

- ≈ Alongside our partner, Shingwauk Kinoomaage Gamig, and in our efforts to build on and maintain meaningful relationships, we will engage with First Nations communities, urban Indigenous and Metis communities to listen with intention, to the collective voices that will guide this ongoing work to make AU safer, more equitable and more inclusive of all peoples. We commit our support to SKG as work towards accreditation to become a recognized Indigenous university in Ontario.
- ≈ We continue to work with our partners to create opportunities for Indigenous communities and their partners to advance self-determination efforts and capacity building.
- ≈ National Aboriginal Lands Management Association in collaboration with the Geography program accrediting NALMA training



- ≈ Ontario Native Welfare Administrators Association in collaboration with Community Economic Social Development program accrediting ONWAA training
- ≈ Indigenous Clean Energy in collaboration with with Community Economic Social Development accrediting ICE training
- ≈ Oshki-Pimache-O-Win: The Wenjack Education Institute agreement for partnership in higher education



- ≈ National Centre for Truth and Reconciliation in collaboration with the Shingwauk Residential School Centre
- ≈ In response to the growing need for specialized training in substance use and related disorders, created microcredentials in trauma informed care, harm reduction and concurrent disorders. These microcredential are slated for delivery in Fall 2022. 



## Valuing Indigenous Knowledge, Language and Culture

- ≈ Gebagedadowin is an Indigenous led and created cross cultural training program designed to engage with diverse service providers to bridge the gap between Indigenous and non-Indigenous communities. This will occur by fostering an environment of greater cultural understanding and sensitivity towards Indigenous peoples and communities, thus creating a movement toward systemic and social change. This program has been delivered to policing, health and city service providers to date.
- ≈ Honouring Indigenous Knowledge, language and culture begins with acknowledging our place on these lands. We endeavour to do better, to honour our commitments to making lasting and meaningful change in academic programs, our services and throughout all spaces across the university. We recognize that this transformative change will take time, and we commit to ensuring appropriate resources and processes are entrenched to make meaningful investments in the inclusion of Indigenous knowledge, languages and cultures within the University and with our partner Shingwauk Kinoomaage-gamig.
- ≈ Working collaboratively with Indigenous Knowledge Keepers and community, the development of key institutional quality assurance standards, reflective of the standards in education Indigenous people have for so long demanded, the university commits to ensuring these standards are adopted throughout all institutional processes including all services, programs and partnerships.
- ≈ Working alongside Indigenous women who are all leaders in the education field and their communities, we are participating in the Aki Kikinomakaywin (Learning on the land) program. This hands-on, Indigenous science, technology, engineering, arts, and math (STEAM) training teaches Indigenous youth from Northern Ontario First Nation communities Indigenous ways of knowing and being through learning on the land, and the use of western science techniques. Youth participating in the program will learn from local Elders, Water Walkers, and Knowledge Holders about Indigenous water laws and governance, and how to complete an Indigenous Impact Assessment. Youth will learn how to code, collect environmental data and how western science techniques can be used to support Indigenous science, while also becoming more confident in university and college settings. 