

Follow-Up Report on University College's Response to the Truth and Reconciliation Commission Calls to Action (September 2023)

Introduction and Purpose

University College at the University of Toronto (UofT) has embarked on a journey of profound significance in its commitment to addressing the Calls to Action put forward by the Truth and Reconciliation Commission (TRC) of Canada. In the spirit of reconciliation, University College is resolutely dedicated to uncovering the history of Indigenous land dispossession specific to the institution itself. This process involves recognizing historical and ongoing injustices, honouring and uplifting Indigenous perspectives and experiences, and working towards a more equitable and respectful relationship with Indigenous peoples, communities, and the land base on which the College stands. Throughout this report, it is evident that University College is committed to fostering a sense of belonging, understanding, and collaboration among all members of its community, including Indigenous students, faculty, and staff. It highlights the institution's commitment to promoting truth, healing, and reconciliation in partnership with Indigenous communities and individuals. By examining the College's initiatives and achievements in these critical areas, this report sheds light on the path towards a more just and harmonious future for all connected to University College. This report overviews the progress that University College has made in addressing the Calls to Action of the TRC and University College's 2019 TRC Committee's recommendations, as well as the steps taken to redefine its relationship to the land base on which it is situated. It highlights the institution's ongoing commitment to this transformational work and identifies future areas of opportunity for advancing this critical project. Throughout this report, University College is abbreviated to UC. This report was prepared by Felicity Oien in consultation with the different UC units and groups identified in the 2019 "UC Response to the TRC."

Office of the Principal

The Principal of UC continues to strengthen UC's relationship with the Historic Sites and Monuments Board of Canada (HSMBC) through ongoing communication and dialogue. The intended outcome of this partnership is to respond to recommendation #1 of "UC Response to the TRC" (2019), to have signage throughout the College include narration of the role of Indigenous lands and its concentration through clergy lands in the financing of the University College building, and the incorporation of the names of appropriate spaces in UC buildings using local Indigenous languages. Despite HSMBC being unable to give a specific timeline for reviewing and amending the plaque at the front of UC, the College has taken proactive steps to ensure this recommendation remains a priority. One example is the College leveraging its partnership with Dr. Krista Barclay, whose research focuses on Indigenous-settler relations in Canada, to support the collection of historical materials that more accurately reveal UC's role in the history of colonization, with specific attention given to the impact of Indigenous land dispossession in the context of the University of Toronto (UofT). In 2021, UC committed to striking a committee to determine

the next steps for creating and installing revised indoor or exterior signage and to advise the Principal of UC accordingly. This committee is slated to be formed in 2023-24.

It has been recommended that UC focus on developing mutually beneficial relationships with local Indigenous Elders and Knowledge Keepers to satisfy the committee's recommendation regarding including local Indigenous languages in College signage. To initiate this process, UC should draw on existing relationships with Indigenous partners at UofT to obtain guidance on engaging Indigenous stakeholders in a culturally appropriate and reciprocal way. Future reporting should focus on assessing the actions taken by UC to initiate a relationship-building process with local Elders and Knowledge Keepers and the outcomes of these efforts, bearing in mind that building reciprocal relationships with Indigenous partners takes time and initial steps to action this recommendation may require a self-assessment to identify and amend institutional processes that impede the College's ability to implement this recommendation. This self-assessment will enable UC to understand where is at in terms of readiness to begin building respectful and mutually beneficial relationships with Indigenous Elders and Knowledge Keepers.

In 2021, in response to Recommendation #2 of "UC Response to the TRC" (2019) to address the creation of smudging space at UC, it was confirmed that the Clark Reading Room and the Paul Cadario Conference Centre in Croft Chapter House could not be utilized as designated smudging spaces due to their age and infrastructure. Moving forward, it is recommended that UC continue to assess the feasibility of smudging throughout its current buildings and advocate for increased access to this practice throughout UC. In 2021, UC was exploring the possibility of a smudging space in the upcoming renovations of the UC Building and the UC Union. However, these spaces are currently not able to accommodate smudging due to concerns with the smoke alarm and institutional approvals that are currently outside UC's purview. To retain the integrity of this recommendation and ally with Indigenous communities who are reclaiming cultural and spiritual practices, like smudging, UC is reviewing current University of Toronto (UofT) policies and procedures related to smudging. The College intends to utilize learnings from this initiative to work with Indigenous partners at UofT to support ongoing advocacy related to increased access for Indigenous cultural and spiritual practices throughout postsecondary institutions. Despite these limitations, UC continues to advance its commitments to the TRC and push for the creation of Indigenous spaces throughout the College. For example, the Office of the Dean of Students (ODoS) has identified areas throughout UC to be used by Indigenous students, staff, groups, and communities for self-determined purposes. One noteworthy example is the use of the UC Junior Common Room by the Indigenous Students Association at UofT to host meetings and events. In addition to offering this space without fee, UC has provided administrative support to this group to eliminate any barriers to accessing space at UC. First Nations House (FNH) and the Office of Indigenous Initiatives (OII) have also been among the UofT Indigenous groups using various areas throughout UC.

Various UC units have come together to discuss the possibility of repurposing the industrial kitchen space in the Whitney building for multi-use community-building

initiatives, including the delivery of Indigenous culture-based programming. It has been determined that this space is underutilized but has great potential to support ongoing efforts to action the Calls of the TRC and realize the recommendations of UC's 2019 TRC Committee while meeting a diverse range of UC community needs. In order to use the space for these purposes, renovations will need to be completed. Due to the significance of food across all Indigenous cultures, providing Indigenous, culture-based programming in this space is anticipated to foster a strong sense of Indigenous community at UC. Processing, preparing, and offering local Indigenous foods in this venue is intended to nurture cultural reconnection, critical discussion, reflection, relationship-building, and an increased understanding of Indigenous peoples and cultures. Additionally, programming focused on local Indigenous foods has the power to reconnect and reframe participants' relationship to the land, which has great potential to bolster UC's work related to disrupting colonial narratives about settlement in Canada and revealing the violent history of Indigenous land dispossession, in which the University remains complicit. Utilizing this space for cultural exchange and critical learning will also enable UC to interrogate the systemic lack of knowledge most Canadians have about Indigenous peoples and communities. It is essential to highlight that these knowledge gaps give rise to racism directed at Indigenous peoples and facilitate the ongoing oppression of Indigenous communities. As such, developing and offering this programming is intended to strengthen UC's commitment to anti-racism, decolonization, and creating inclusive working and learning environments aligned with justice, diversity, equity, and inclusion. Furthermore, this planned programming exemplifies one of the many ways UC is developing innovative solutions that help foster a mutually respectful relationship between Indigenous and non-Indigenous peoples. This renewed relationship is at the heart of the project of Truth and Reconciliation and the corresponding Calls to Action. Future reporting should document participants' experience with the events and programming offered in this space, as these reflections would provide a robust framework for the continued development of culture-based programming that responds to student, staff, and faculty needs at UC.

As part of UC's Endowment Public Lecture Series, several Indigenous speakers were invited in the 2022-2023 academic year to present on various topics, including anti-colonialism and Indigenous political thought, Indigenous environmental justice, Indigenous knowledge systems, and their contemporary applications, among others. Dr. Glen Coulthard, Dr. Deborah MacGregor, and Alanis Obomsawin have been among the Indigenous speakers invited to UC's Lecture Series. Earlier in the year, Dr. Caitlin Harvey discussed the impact of Indigenous land dispossession specific to the University of Toronto and shared a critical perspective on how Indigenous dispossession funded universities across Anglo-American colonies of settlement. Harvey's research exposes how this practice operated across Canada and the globe to produce colonial knowledge about the land and its cultivation that marginalized Indigenous ways of knowing and being. Moving forward, UC is committed to ensuring that Indigenous researchers and allies working in academic fields that interrogate systems and structures of colonialism and imperialism continue to be speakers at the Endowment Public Lecture Series. The objective is to use UC's Lecture Series as a space where the work to action the calls of the TRC can be further advanced.

To address colonial legacies, the Art Museum has collaborated with UC to install newly acquired works by artists Dana Claxton and Syrus Marcus Ware. Claxton, a Hunkpapa Lakota artist, and Ware, a Black transgender artist, bring diverse perspectives through film, photography, installation, and performance. Their artworks mark a renewed chapter at UC and a deep and ongoing commitment to fostering inclusivity. This initiative demonstrates UC's allegiance to examining the university's colonial legacy, promoting an inclusive environment, and supporting Indigenous and Black students. Beyond financial aid, UC emphasizes symbolic gestures like the display of diverse works of art and culture to cultivate community and belonging and transform the colonial architecture of UC.

The installation of Dana Claxton's "Red on Red: Ode to Gramsci" aims to stimulate discussions among students. The piece challenges expectations of Indigenous art, using poetry and text to engage viewers in a visual discourse. The banners, with phrases like "Let the Poem Limp" and "Raise Your Political Level," resist easy interpretation, inviting active engagement. Claxton's work within UC suggests a critique of institutional power, echoing Gramsci's theory of cultural hegemony. By exploring Indigenous perspectives historically excluded, the installation prompts reflection on how universities wield dominance in society, legitimizing or challenging ideas.

UC is planning for the development of a public-facing, interactive tracking tool that will be housed on the UC website to provide updates on UC's progress in implementing the TRC Calls to Action, as well as documentation of ongoing commitments, accomplishments, and goals related to this work. This initiative will ensure that UC's work to action the calls of the TRC is transparent, accountable, and widely chronicled. This assignment is part of a larger project to redesign the UC website. UC should leverage existing partnerships with the Faculty of Arts and Sciences (A&S), the Office of Indigenous Initiatives (OII), and First Nations House (FNH) to develop this tool.

Academic Advising and Registrar's Office (AARO) and the Office of Advancement

The Academic Advising and Registrar's Office (AARO) continues to work with the Office of Advancement (OA) to advocate for the ongoing needs of Indigenous students at UC to its donors. In response to the 2019 TRC Committee's recommendation to establish new scholarships and amend the terms of pre-existing scholarships to prioritize Indigenous students, these two divisions have established and administered nine scholarships for Indigenous students. See **Appendix A** for more information on these scholarships. In 2021, the number of scholarships established and amended was seven, showing that the AARO and OA's efforts to support Indigenous student success through improved access to financial support(s) have increased the number of scholarships geared to Indigenous students in just two short years. In addition to the nine scholarships offered to Indigenous students since 2021, UC offers over 300 awards; many do not require an application, and Indigenous students are automatically considered for those they meet the criteria for. The AARO and OA's ongoing work to increase Indigenous students' access to financial support(s) has included Black and Indigenous students, acknowledging that these identity categories are not mutually exclusive but intersect in many ways. As such, efforts to support Indigenous students at UC have embraced diverse Indigenous identities,

including those of Afro-Indigenous and Black Indigenous descent.

Although there has been an increase in scholarships and awards offered to Indigenous students since 2019, UC recognizes the corresponding need to increase Indigenous student enrollment at the College. Findings show that in 2021, four Indigenous students were admitted to and accepted their offer to UC; in 2023, this number increased to seven. It is important to contextualize that although these numbers appear small, the number of Indigenous students enrolled for the entire A&S remains relatively low. As such, efforts to increase Indigenous student enrollment should be jointly undertaken by both University College and the Faculty of Arts and Science. Moreover, current data is limited to that of self-reported OUAC student data at the time of admission. UC plans to increase Indigenous student enrollment through improved Indigenous-specific financial support, services, programs, and initiatives. It is recommended that UC access available data related to Indigenous students through the UofT Student Equity Census and the Impact Assessment that the Faculty of Arts and Science recently completed to document the pandemic's effects on Indigenous students at the UofT and better understand the current needs of this demographic. UC's use of this data will ensure the improvement and development of culturally safe programs, services, supports, and initiatives that respond to the priorities and aims of Indigenous peoples and communities. It is projected that this will positively correlate with an increase in Indigenous student enrollment at UC.

Part of this initiative should also comprise a long-term, Indigenous-specific data collection strategy for UC. It has been determined that there is a need for a UC-specific process to collect self-identification data related to Indigenous students, staff, and faculty at the College level. Additionally, the number of Indigenous student, staff, and faculty at UC is a key indicator of the College's progress in responding to the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action and the recommendations of UC's 2019 TRC Committee. Collecting this data will enable UC to meaningfully address and monitor their ongoing efforts over the years to come.

Indigenous self-identification data would enable the AARO and OA to distribute information about the availability of Indigenous-specific bursaries and financial support to the Indigenous student population at UC and monitor their ongoing progress related to this recommendation. It is essential to underscore that without accurate and ethically gathered data, UC risks replicating a colonial power dynamic in which non-Indigenous people, communities, or institutions operate with the assumption that they know what is best for Indigenous peoples and communities. It is strongly recommended that UC consult with First Nations House (FNH) and other relevant Indigenous partners before developing a long-term data collection strategy for Indigenous students, staff, and faculty at UC. This should be done to ensure that data is collected and used in a manner that upholds Indigenous data sovereignty and the principles of OCAP (ownership, control, access, and protection) or other relevant and applicable data sovereignty frameworks.

The AARO supports all UC students accessing financial awards and scholarships through the Awards Explorer platform. This technology-based tool is an online platform where students can filter through various awards and scholarships based on specific criteria,

including being an 'Indigenous student,' which is offered as a selection in the drop-down menu. This resource not only allows Indigenous students to access information related to financial awards and scholarships they may be eligible for, but it also provides a direct link to the application details for each financial offering. This feature helps connect students to the necessary information to access critical financial aid. It exemplifies how the AARO utilizes technology to address student needs, including those of Indigenous students. This resource continues to be promoted to all students by UC, the Faculty of Arts & Science (FAS), and the University Registrar's Office on an ongoing basis.

The Salesforce Student Success Hub for Higher Education/Student Advising Service is expected to launch for advisors in Arts and Sciences in 2023-24. It will be available to students within the next two years. Through this initiative, there is an opportunity to address the needs of Indigenous students at UC while strengthening UC's relationship with First Nations House (FNH) and other Indigenous partners at UofT. The current process where Indigenous students are referred to FNH to access culture-based services and supports ensures UC is not duplicating services and demonstrates that the College values the expertise of FNH in supporting Indigenous students; however, it falls short in its lack of follow-up or continued engagement with students after their initial referral. Currently, there is no way of determining if Indigenous student needs are met through the referral process to FNH. This technical tool would create a significant opportunity to understand the barriers to access and inclusion for Indigenous students through the current referral process. The current practice of referring Indigenous students to FNH could inundate FNH and be perceived as UC simply passing students off. To strengthen the relationship UC has established with FNH and better support FNH's efforts, it is recommended that UC utilize the Salesforce Student Success Hub for Higher Education to stay engaged with Indigenous students following their initial referral. Doing this would allow UC to work with FNH to respond to Indigenous student needs through resource sharing, data gathering, and service development and implementation created with the goal of understanding and addressing the barriers to access and inclusion of Indigenous students at UC.

The number of advisors at the AARO has doubled since 2018. They have recently secured funding for two additional positions over the next 2-3 years to bolster ongoing efforts to improve the student experience at UC. While this increase in the AARO's advising capacity positively impacts students at UC through improving, developing, and implementing advising programs and initiatives responsive to student needs, addressing systemic barriers and improving outcomes for Indigenous students will require a focused response. Currently, no Indigenous advisors are working in the AARO at UC. This lack of Indigenous representation at the AARO deeply impedes UC's ability to action the Calls to Action of the TRC and UC's 2019 TRC Committee's recommendations, the latter of which calls for hiring Indigenous registrar staff. Increasing the number of Indigenous staff at the AARO will ensure a welcoming environment for Indigenous students and support the recruitment, retention, and ongoing well-being of Indigenous students at UC. Hiring Indigenous staff has the potential to transform the postsecondary institution for all students, staff, and faculty at UC and beyond; since Indigenous staff and faculty members bring culture, community, and knowledge to the University setting. Hiring an Indigenous

advisor at the AARO could enhance support and services for Indigenous students and other service-users, strengthen relationships with Indigenous partners, increase access to Indigenous community resources and culturally appropriate support networks, and ensure UC programming related to Indigenous peoples reflects best practices and contemporary scholarship. With the projected increase of an international student cohort at UC in the next three to five years, hiring an Indigenous advisor should be a foremost priority for the AARO.

UC's registrar continues to work with the Human Resources (HR) department at UC to institute a workplace culture of diversity, equity, and inclusion by prioritizing Indigenous applicants in the hiring process and positioning lived experience as an Indigenous person as a significant asset for an advisor role at UC. Even so, the AARO has shared that qualified Indigenous applicants have not applied to positions in the past two years. The AARO should consider framing lived experience as an Indigenous person as a requirement rather than an asset and see if this results in recruiting an Indigenous staff member at the AARO. It is strongly recommended that UC collect data related to Indigenous staff and faculty at UC, as this would provide the necessary baseline data to understand and remove barriers related to Indigenous recruitment, hiring, retention, professional development, performance management, promotions, and other aspects of the employment process. For UC to monitor progress on increasing Indigenous representation at UC, there will need to be a college-wide commitment to collecting data related to the number of Indigenous persons working throughout the various divisions within UC. These efforts should be coupled with developing an evidence-based strategy to address UC's systemic lack of Indigenous representation. It is also recommended that future data collection processes involve A&S HR department, as this division was overlooked in past reporting despite its critical role in UC's ability to increase Indigenous representation throughout the College.

Office of the Dean of Students

In 2019, UC's TRC Committee recommended the establishment of programming that creates a welcoming and supportive environment for Indigenous students both in residences and in other College spaces. Although the COVID-19 pandemic was identified as a factor that challenged the implementation of this programming in the 2020-21 academic year, the Office of the Dean of Students (ODoS) has recently hired for the role of Coordinator, Residence Education Programs. Through this position, plans are moving along to develop and offer both residence and off-campus programming that builds on UC's work to fulfill the 2019 TRC Committee's recommendations. The programming being considered includes an Indigenous Cultural Competency Training (ICCT) for students to supplement ODoS's past ICCT initiatives that engaged staff members. This initiative is a strong example of ODoS's commitment to creating residence and campus contexts that value cultural diversity and are free of discrimination and oppressive behaviours that negatively impact Indigenous communities and other equity-deserving peoples. Offering programming of this kind will establish a strong precedent for self-reflection and self-awareness, creating a University environment that maintains a strong culture of

accountability.

The Coordinator, Residence Education Programs will also be responsible for developing a feedback process and assessment tool to evaluate UC students' orientation experience. This tool will enable ODoS to identify current gaps and opportunities for improving orientation for UC students. Particular attention will be given to how the orientation process at UC can better support settler and newcomer populations in understanding their roles and responsibilities within treaty relationships. As previously mentioned, UC anticipates an increased number of international students over the next three to five years. This expected growth in the international student population at UC reinforces the importance of programming that supports learning about the treaty agreements Canada established with the Indigenous peoples of these lands.

The Coordinator, Residence Education Programs will also assess the feasibility of an Indigenous-specific Living Learning Community in residence as this was being considered in 2021, but due to challenges brought about by the COVID-19 pandemic, very little progress was made. As part of this initiative, the intake form for residence students has recently been updated to include a category for Indigenous students to self-identify. Collecting this data is intended to foster a strong sense of community among Indigenous students at UC, and it is recommended that ODoS use this data to initiate a process to connect Indigenous students and other Indigenous community members at UC. It is important to emphasize that, although Indigenous peoples are diverse, the collective orientation towards community is found throughout nations, communities, and peoples. As such, having spaces and opportunities to come together is vital for revitalizing Indigenous cultural institutions, practices, and ways of being, knowing, and doing. Furthermore, it is worth drawing attention to racist legislation like the Indian Act, which banned Indigenous peoples from gathering in groups of two or more until 1951. This historical attack on Indigenous social, cultural, and political institutions and ongoing efforts to revive these institutions should be taken into consideration when prioritizing and developing a Residence Programming Curriculum and assessing the feasibility of an Indigenous-specific Living Learning Community at UC.

University College Programs and Courses

Recommendations #6 to #10 ("UC Response to the TRC," 2019, pp. 8–10) pertain to UC's academic programs and courses. UC hosts three academic programs: Canadian Studies, Cognitive Science, and Health Studies. Each unit's challenge is establishing succession when Program Directors step down. At the time of data collection, the Canadian Studies and Health Studies directors were each transitioning from their respective roles, and it was evident that there is an urgent need for knowledge transfer and succession planning related to "UC Response to the TRC." Each Program is due for a UofT Quality Assurance Process (UTQAP) review soon, and this presents an opportunity for the units to reflect on the programs: past, present, and future, with particular attention given to the recommendations put forward by UC's TRC Committee. Future reporting should evaluate each of the programs UTQAP reporting related to planning, implementing, and responding to the recommendations advanced in "UC

Response to the TRC" (2019). There is also an opportunity to utilize "UC's Reconciliation Toolkit" to support incoming Program Directors in their transition, as this document is intended to serve as a resource to guide those working within various UC divisions on the journey of Truth and Reconciliation.

UC is currently exploring the possibility of a partnership with the working group on curriculum review at the A&S to support ongoing efforts to review curriculum and learning materials in all UC programs and courses to ensure that course content concerning Indigenous peoples reflects best practices and contemporary scholarship. This relationship has great potential to support UC's efforts to provide opportunities for students to experience land-based pedagogies so that they can learn within Indigenous worldviews on the land with Indigenous knowledge experts.

In 2021, HST309H1 ("Special Topics in Health Studies II: Indigenous Health and Healing in the Six Nations") was no longer offered due to funding and feasibility constraints. To fulfill UC's TRC Committee's recommendation to review curriculum and learning materials to ensure that course content concerning Indigenous peoples reflects best practices and contemporary scholarship and provides opportunities for students to experience land-based pedagogies so that they can learn within Indigenous worldviews on the land, with Indigenous knowledge experts, a new special topics course was offered in Winter 2021 called HST309H1, ("Special Topics in Health Studies II: Indigenous Health in Canada). However, the unit no longer provides this course for several reasons, including lack of funding and the Program's reliance on contract lecturers and teaching arrangements with other departments. Without permanent faculty, the Program experiences limitations in keeping the curriculum consistent, and this compound challenges related to offering special topic courses focused on Indigenous health.

In 2023-2024, there will be a search for a new teaching-stream joint appointment between Human Biology (HMB 51%) and UC (49%), and this will be the only budgetary appointment in the Health Studies Program. As such, faculty and resource limitations pose an inherent challenge to the Program's ability to answer the TRC Calls to Action and respond to UC's TRC Committee's recommendations. Once the future of the Program is certain and decisions are finalized regarding where the Health Studies Program will be located, resolutions can be made about curriculum review, advancing the work of the TRC, and establishing an academic advisory board to support these processes.

Despite these limitations, Health Studies recently completed a comprehensive Equity, Diversity, and Inclusion (EDI) course and curriculum evaluation to ensure program-wide use of a health-equity lens in designing and delivering Health Studies courses and content. This initiative strongly augments the recommendations of UC's TRC Committee concerning curricular changes. It is an example of how the Program continues to push the TRC work forward despite internal challenges and limitations.

In the 2020-21 academic year, the Health Studies Program supported one student with a placement related to Indigenous health for HST400. The student worked remotely at an organization called Communities, Alliances, and Networks (CAAN), which was previously

called the Canadian Aboriginal AIDS Network. Each organization where a student does a placement commits to a five-year agreement with the University to potentially host future students if there is interest and if a student finds a suitable supervisor to meet their needs. Unfortunately, no other student has shown interest in working with this organization since 2021. Nevertheless, this partnership provides an example of how the Program can support student needs through initiatives that build the capacity of Indigenous organizations. The Indigenous Women's Research Coordinator at CAAN shared that they were delighted with the student's work and would be happy to have another placement student. As such, the new Program Director for Health Studies should follow up with this student and organization to develop a best practices guide for relationship building with Indigenous organizations. This directive would ensure the unit facilitates the development of mutually beneficial and respectful relationships with Indigenous communities, organizations, and peoples.

Practicum students in the Health Studies Program are responsible for finding their placements as this process allows students to develop personal and workplace skills specific to their unique career interests. While this approach supports students to pursue practicum placements that align with their educational, career, and personal interests, it does not do enough to disrupt the deeply rooted history of unethical, exploitative, and harmful partnerships and research facilitated by universities and undertaken by non-Indigenous people about Indigenous peoples, communities, lands, and other aspects of Indigenous lifeways. The Health Studies Program should endeavour to build relationships with partnering Indigenous organizations in a respectful and mutually beneficial manner that prioritizes Indigenous partners' goals, long-term visions, and aspirations related to Indigenous community and organizational development.

The Canadian Studies Program continues to include Indigenous content within its courses by leveraging the unit's relationship with the Indigenous Teaching & Learning liaison in the A&S. This partnership was initially sought out to ensure that Indigenous content included in Canadian Studies courses reflected best practices and contemporary scholarship, and the Program Director and faculty members continue to strengthen this relationship. Faculty members teaching Canadian Studies courses bring their critical expertise in allyship and decolonization from their research to design course material and activities across the Program. This practice has resulted in a program-wide increase of Indigenous critical and creative perspectives within courses in a number of disciplinary fields, including Asian Canadian Studies, Chinese Canadian Studies, Black Canadian Studies, and Jewish Canadian Studies, among others. The following courses have been highlighted for their integration of Indigenous knowledge(s), use of a decolonial lens, and uptake of experiential learning components that center Indigenous pedagogies: CDN267: Canadian Nationalism; CDN268: Canada and Globalization; CDN307: Asian Cultures in Canada; CDN 335: Black Canadian Studies; CDN 355: Digital Media, Digital Makers; CDN 368 Canada's Borders; CDN 385: RE-Imagining Canada: Create Visions of Our Past, Present, And Future; CDN 390: Chinese Canadian Studies; CDN 197: Inventing Canada; CDN 367: Canadian Pluralism.

Overall, the Canadian Studies Program is in a good place concerning faculty, with two

Full Professors and one 2-year CLTA. In 2023-2024, the Program will hire one teaching-stream joint appointment in Black Canadian Studies, shared between UC (51%) and the Transitional Year Programme in Black Canadian Studies. As part of this hiring process, it is recommended that the Canadian Studies Program consider prioritizing hiring an Indigenous person. Recognizing that Black and Indigenous identities are not mutually exclusive but intersect in a myriad of ways, an Afro-Indigenous or Black Indigenous scholar working in this field would be an excellent addition to the Canadian Studies Program. Their appointment would be a tangible way for the Program to increase the number of Indigenous faculty throughout UC. As mentioned previously, commitments to hiring Indigenous staff and faculty are critical for realizing the project of Truth and Reconciliation. Prioritizing the hiring of Indigenous faculty in the Canadian Studies Program would bring knowledge of Indigenous languages and cultures into the Program, and ensuring course content and materials related to Indigenous peoples reflect best practices and contemporary scholarship.

It has been determined that the academic programs hosted at UC need mechanisms to collect data on the number of Indigenous faculty. Therefore, it is recommended that all of UC's academic programs develop a process to collect this data with the goal of increasing the number of Indigenous faculty throughout all three academic programs. This initiative should be accomplished through the fulfillment of the TRC Steering Committee Report (2017) recommendation to consult with existing Indigenous faculty about the best way to proceed with hiring additional Indigenous faculty, with adequate compensation and recognition for this service as well as prioritizing the participation of existing Indigenous faculty in these hiring processes (TRC Steering Committee Report, 2017). To do this, each program must first identify existing Indigenous faculty, engage them in the abovementioned ways, and make a long-term commitment to tracking this data and monitoring the unit's progress on hiring and retaining Indigenous faculty.

The Canadian Studies Program will undertake a curriculum renewal in the upcoming years in light of the two new appointments in Chinese Canadian Studies and Black Canadian Studies, and commitments have been made to include working with Indigenous Studies on course offerings and Canadian Studies program requirements. The possibility of making a course in Indigenous Studies required for the Canadian Studies Program is still under consideration. The previous Director of the Canadian Studies Program reached out to the Centre for Indigenous Studies to discuss the potential for collaboration and better understand how this initiative can support CIS in reaching their own strategic goals. It is anticipated that the upcoming curriculum renewal process will provide an opportunity to advance this initiative as it was a recommendation from UC's TRC Committee.

The partnership between Canadian Studies and Indigenous Studies has yet to be formalized. While informal conversations are an essential part of the partnership development process, it is strongly recommended that agreements around the development of joint curriculum, joint courses, joint events, joint speakers, and joint faculty with Indigenous Studies be formalized in a memorandum of understanding, partnership agreement, or other culturally-appropriate method (as determined by the Centre for Indigenous Studies). This process would ensure these initiatives are actioned

rather than just discussed. In 2019, UC's TRC Committee asserted that the partnership between Canadian Studies and Indigenous Studies needs to enact the nation-to-nation model of relationship that should govern Canada's relation to Indigenous peoples. As such, formalizing this partnership will provide a significant opportunity for knowledge sharing and critical learning related to developing a nation-to-nation relationship model.

In the Cognitive Science Program, COG260H1 ("Data, Computation, and the Mind") continues to include course content on the specificity of numeral systems in Indigenous cultures in Amazonian regions. The Program is still reviewing other ways to address the aims and objectives of the 2019 "UC Response to the TRC" report.

In the 2022 Winter term, Indigenous lawyer Jesse Wenté was a plenary speaker in UC One. Wenté is a partner at Olthuis Kleer Townshend LLP (OKT), a member of Serpent River First Nation, and is of Anishinaabe and settler lineage. During his time as a plenary speaker he spoke about his work, much of which has been focused on advocating for Indigenous peoples. This includes a focus on Indigenous governance: from social services to land management, working with elected governments and non-profit organizations, as well as work on the equality rights of Indigenous peoples, especially children and those in child welfare systems. This work has included representing Chiefs of Ontario in the First Nations Child and Family Caring Society v. Canada case – which has successfully secured funding for programs and services for Indigenous children. Including Wenté in UC One as a plenary speaker enabled students, staff, and faculty at UC to both become acquainted with and deepen their knowledge and understanding of the historical and contemporary context of Indigenous peoples and communities in Canada. The program continues to extend invitations to Indigenous people, as the lived experience and experiential knowledge of Indigenous peoples exposes students to Indigenous pedagogies, worldviews, and ways of knowing.

Donna-Michelle St Bernard has been invited to speak in UC One several times, including twice in 2022 when she was the Barker Fairley Distinguished Visitor (BFDV) at UC. St Bernard is originally from the Grenadines, and much of her work focuses on Black Canadianess, the Caribbean and Africa, her work also addresses colonialism and the importance of Indigenous allyship and support, including her previous work as the general manager of Native Earth Performing Arts. The incoming 2023-2024 BFDV is Ange Loft, who is Kanien'kehá:ka, from Kahnawà:ke, QC, Canada. Loft is an interdisciplinary performing artist whose collaborations use arts-based research, voice, wearable sculpture, theatrical co-creation and Haudenosaunee history to facilitate workshops and community-engaged spectacle. As a performer, Ange has graced international stages with musical act Yamantaka//Sonic Titan and as an interpreter of Indigenous lead theatrical narrative, experimental composition and performance (Loft, www.angeloft.ca). In collaboration with Jill Carter, Loft wrote "A Treaty Guide for Torontonians." As part of the BFDV, Loft will speak at UC One in both the Fall and Winter terms of 2023-2024, as well as in other courses. She will also plan a public-facing event.

University College Library

Although the UC Library was not included in “UC Response to the TRC” (2019), the UC Library continues to engage in Indigenous initiatives and participate in the work of Truth and Reconciliation. As part of collection development activities, the UC Library actively acquires books by Indigenous authors, including fiction and non-fiction titles. The UC Library has made a long-term commitment to continuing with this practice. Since the Fall of 2021, the UC Library has opted to purchase books from Indigenous booksellers when possible. The UC Library has also engaged in outreach activities to promote books in the UC Library collection by Indigenous authors and about Indigenous topics. The UC Library will continue to participate in outreach through a variety of means, including the use of the UC Library’s Twitter account, the curation of book displays within the UC Library, and the continued use of signage in the UC Library to highlight books on Indigenous topics. This past year the UC Library, in partnership with the Office of Advancement, participated in a donation drive for Native Child and Family Services and Na-Me-Res’ (Native Men’s Residence) in Toronto. The UC Library was utilized as a space to collect donations and raise awareness about the important work each of these organizations do to provide outreach services, permanent housing, and promote life of quality, well-being, caring and healing for Indigenous men, children, and families in Toronto.

Ongoing Initiatives

The College continues to organize and offer professional development opportunities that respond to the TRC Calls to Action and advance the work of UC’s TRC Committee. This past year, two online workshops were held with John Crouch, UofT’s cultural competency training officer in the Office of Indigenous Initiatives. These were for staff at the college and Senior Managers. The first was entitled “Reflecting on Land Acknowledgements” (held July 26, 2021). The second was entitled “Reconciliation: Walking the Path of Indigenous Allyship” (held January 28, 2022). After each workshop, participants were asked to move into breakout rooms to discuss the content of the presentations and consider how the ideas could be implemented at UC. Descriptions of these two workshops can be found in Appendix B.

UC has also facilitated group Virtual Tours of the Former Mohawk Institute Residential School for students, staff, and faculty. These virtual tours guided participants through the former Mohawk Institute Indian Residential School, while providing the history of the institution over the 140-years that it operated. Participants were able to see different rooms inside the school, from the girls’ and boys’ dormitories, the cafeteria, laundry room, and other rooms throughout the building as well as hear interviews from five survivors. This visceral learning opportunity is a strong example of how UC fosters a pedagogical environment where faculty, staff, and students are encouraged to engage with difficult topics through emotionally activated learning experiences like this one. Additionally, a Truth and Reconciliation Presentation facilitated by the Woodland Cultural Centre was offered to students, staff, faculty, and alumni at UofT (including UC) in April 2023. This comprehensive presentation covered topics from the Imperial Context, Canada’s

Indigenous Policy, The Indian Residential Settlement Agreement, to United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) enabling participants to develop an in-depth understanding of TRC's final report, its 10 Principles and 94 Calls to Action. A Woodland Cultural Centre Resource Guide to supplement the TRC Presentation was circulated to all participants.

Appendix A: New and Amended Scholarships (that give preference to Indigenous Students)

Newly established awards which provide preference to Indigenous students at University College:

- Scott Mullin Bursary in Sexual Diversity Studies (2019)
- Indigenous Academic Excellence Award (2021)
- Mary Elson Scholarship (2021)
- Fletcher-Clark Scholarships in Science and Economics for Black and Indigenous Students at the
- University of Toronto (2022)
- Elizabeth Ennis Award for Indigenous Students (2022)
- Marjorie Reynolds Scholarship (2022)
- Florence and Edward Chang and PH Chien Award at the University of Toronto (2022)

Existing awards whose terms have been amended to provide preference for Indigenous students at University College:

- Arriba Travel Award for Cognitive Science (2019)
 - This previously established award was amended to include preference to Indigenous students in 2020
- Bonte Minnema Awards Honoring Sexual Diversity Advocacy (2019)
 - This previously established award was amended to include preference to Indigenous students in 2021

Appendix B: UC Professional Development Workshops

Reflecting on Land Acknowledgements

Many Canadian Institutions including the University of Toronto do land acknowledgements before meetings, before convocations and at seminars and conferences, but why do we do them; what is their purpose and are they an effective tool of reconciliation and decolonization. The fear is that land acknowledgements have become largely performative and rote stripping them of their potential to bring about change. These are some of the questions and topics that will be explored in this one and half hour session, Indigenous Land Acknowledgements.

Reconciliation: Walking the Path of Indigenous Allyship

What does it mean to be an ally to Indigenous peoples? Is it possible to call oneself an ally? Or can one only aspire to be an ally as allyship is a continuous process of self-reflexivity and learning and acting in a decolonial manner?

Two online events were held with the Woodland Cultural Centre, both of which were open to UC students, staff, faculty and alum. The first was a virtual tour of the residential school, the Mohawk Institute (held November 15, 2022). The second was a workshop on Truth and Reconciliation, after which a TRC resource kit was distributed to all attendees (held April 11, 2023). Each workshop included a Q&A with a representative from the Woodland Cultural Centre. Here are descriptions of their tours from their website (<https://woodlandculturalcentre.ca/experience-woodland/>):