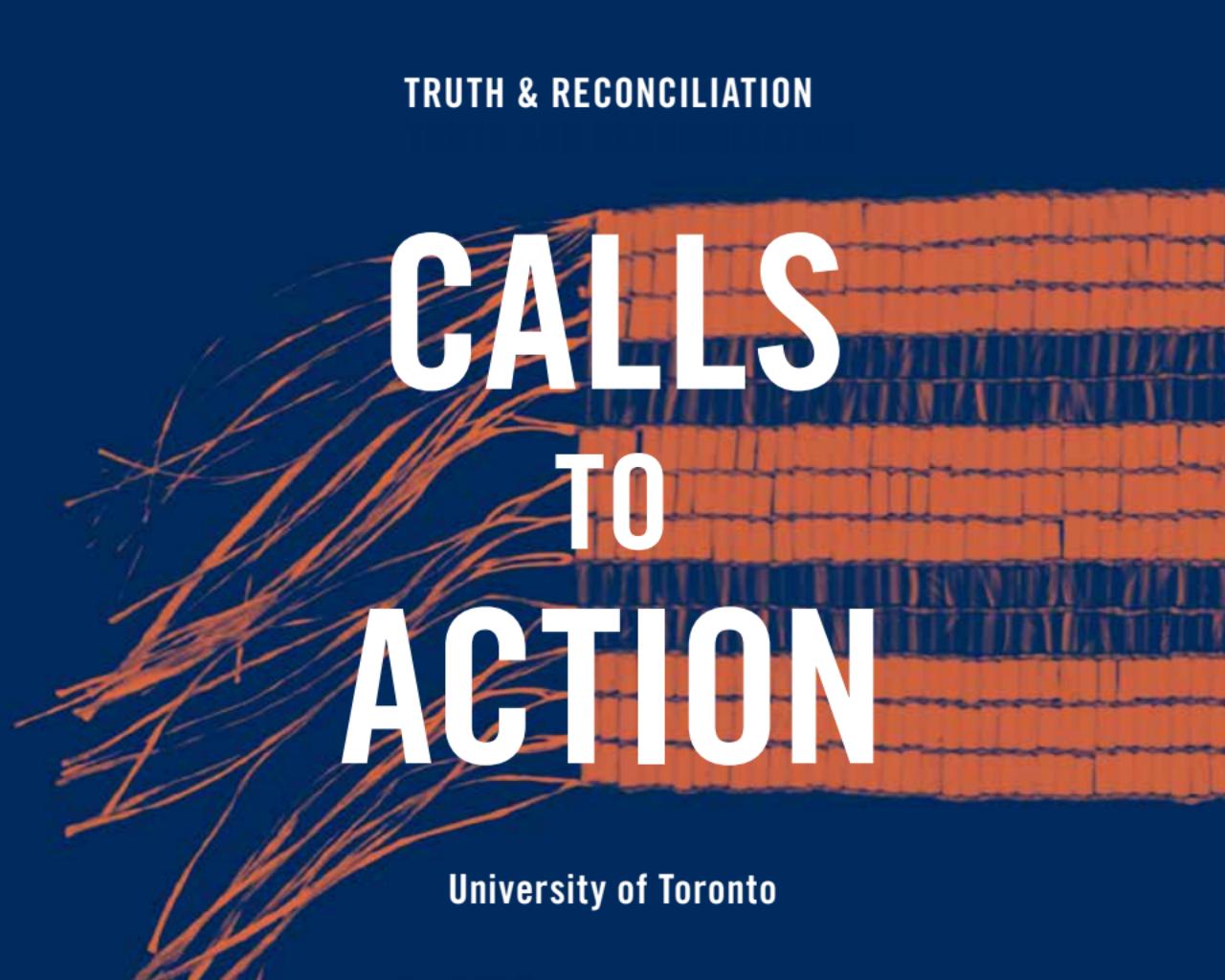


TRUTH & RECONCILIATION



CALLS TO ACTION

University of Toronto

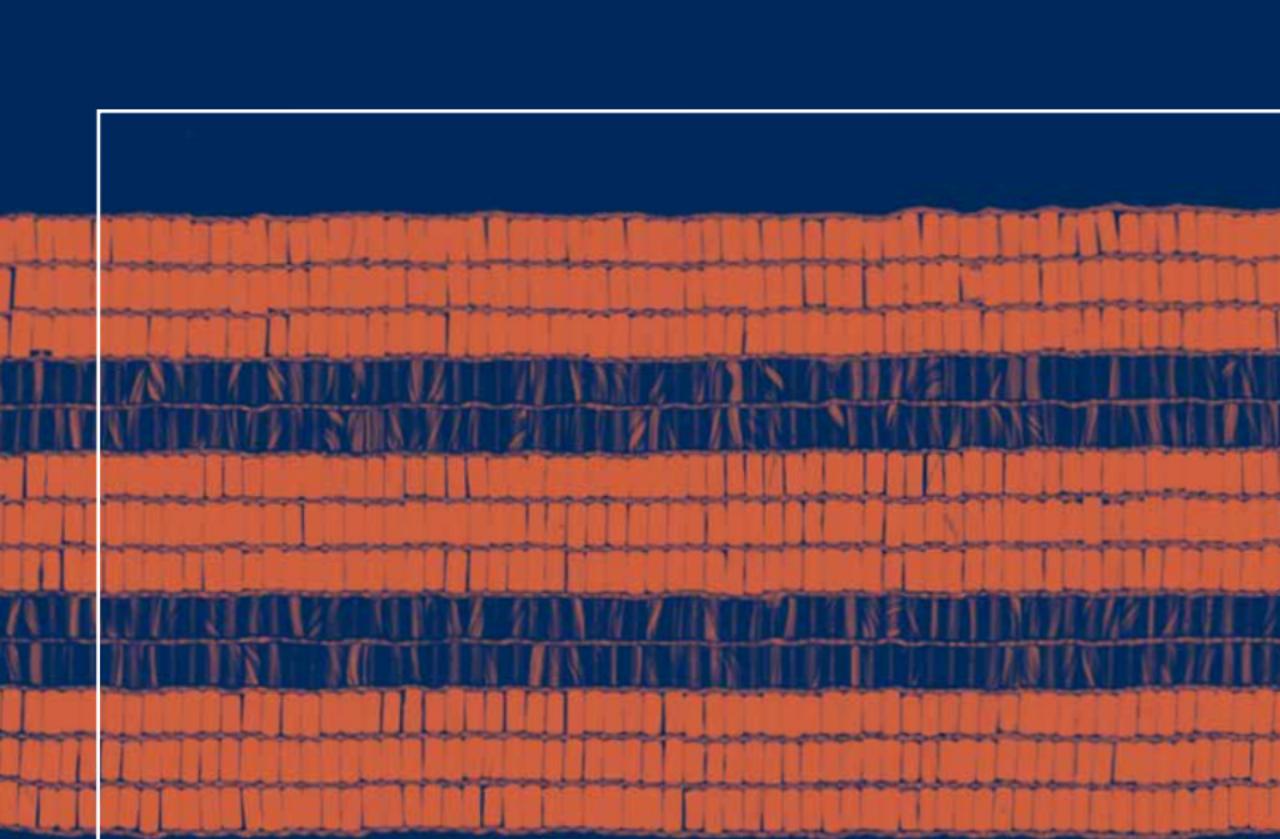


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Introduction

Introduction

This resource has been created as a useful quick reference for the U of T Calls to Action. They are derived from *Answering the Call Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.* In the preface of this report it was outlined that —————→

The clearest and most consistent message received by the Steering Committee through its working group reports and submissions from the wider community is that, as the University of Toronto seeks to respond fully and faithfully to the challenges issued by the Truth and Reconciliation Commission of Canada (“TRC”), our focus must be on concrete action. The Steering Committee (the “Committee”) is of the same mind. Therefore, this report will be framed around a series of ‘calls to action,’ mirroring the work of the TRC itself.

Introduction

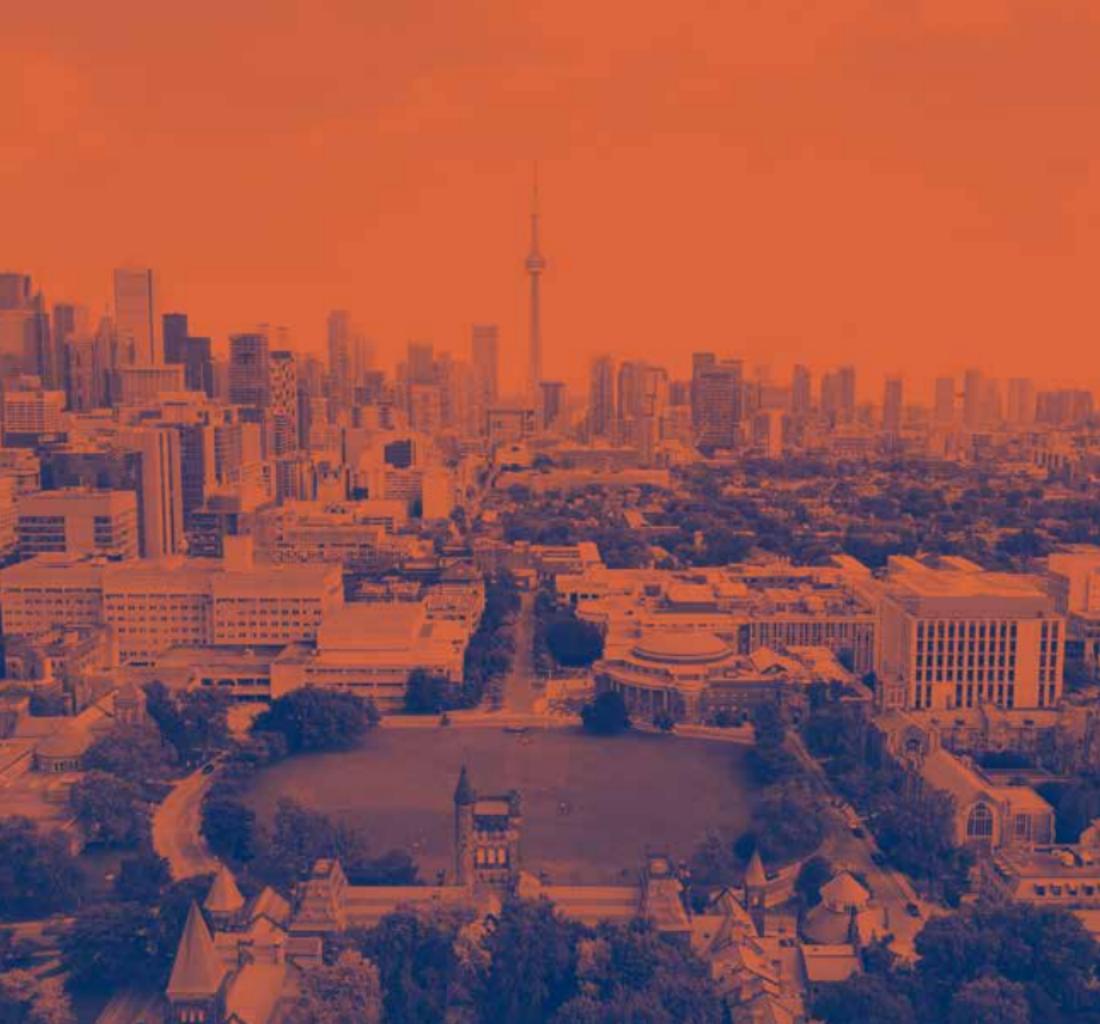
The final report outlined six issues that were discussed by five working groups. These issues became the organizational framework for the Calls to Action. They are as follows —→

- Indigenous Spaces
- Indigenous Faculty & Staff
- Indigenous Curriculum
- Indigenous Research Ethics & Community Relationships
- Indigenous Students & Indigenous Co-curricular Education
- Institutional Leadership / Implementation

Introduction

Our hope is that this resource will assist divisions in answering the calls, serving as a touchstone for the University community to begin to create the changes needed to answer the calls and to work towards Truth and Reconciliation.

The full report can be viewed in the Initiatives and Protocols section at <https://indigenous.utoronto.ca>.



CALLS TO ACTION

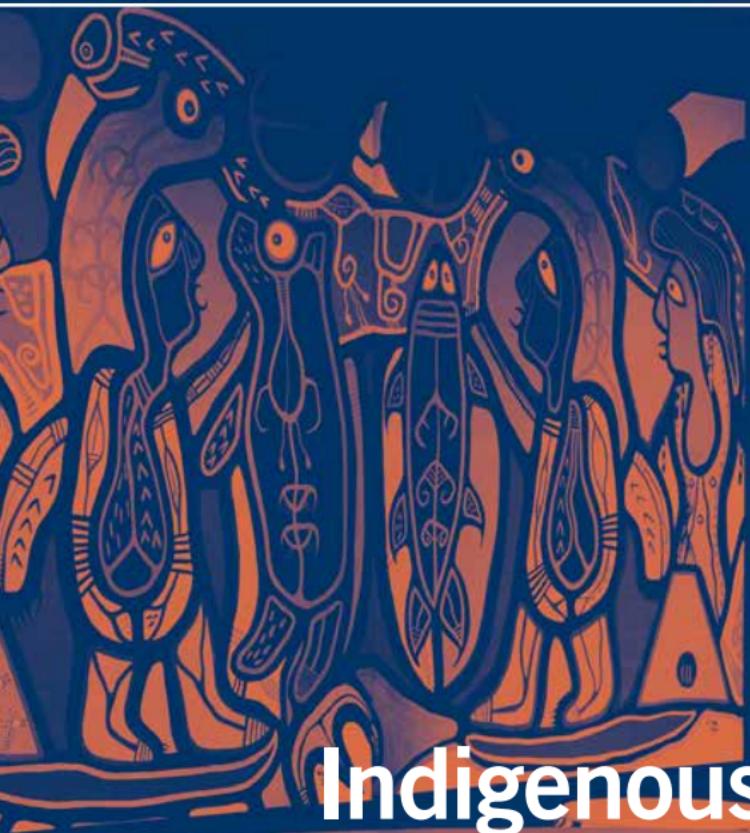
The Steering Committee's Calls to Action to the University of Toronto

LEGEND

- Short-term Call to Action
- Longer-term Call to Action
- Short- & Longer-term Call to Action

CALLS TO ACTION





Indigenous Spaces

Indigenous Spaces

- 1 The University should actively explore the creation of significant dedicated Indigenous space on the St. George campus – possibly as part of the St. George Front Campus redesign process – and include Indigenous stakeholders in all discussions on this issue. This space could include a First Nations House that is sensitively designed to express Indigenous values and aesthetics. It could also include outdoor space appropriate for Indigenous spiritual needs. ■

- 2 A strategy for the funding and placement of more Indigenous public art across all three campuses should be developed, in close consultation with local Indigenous communities. ■

- 3 The University should begin planning immediately for the creation of dedicated, appropriate Indigenous spaces on the UTM and UTSC campuses. ■

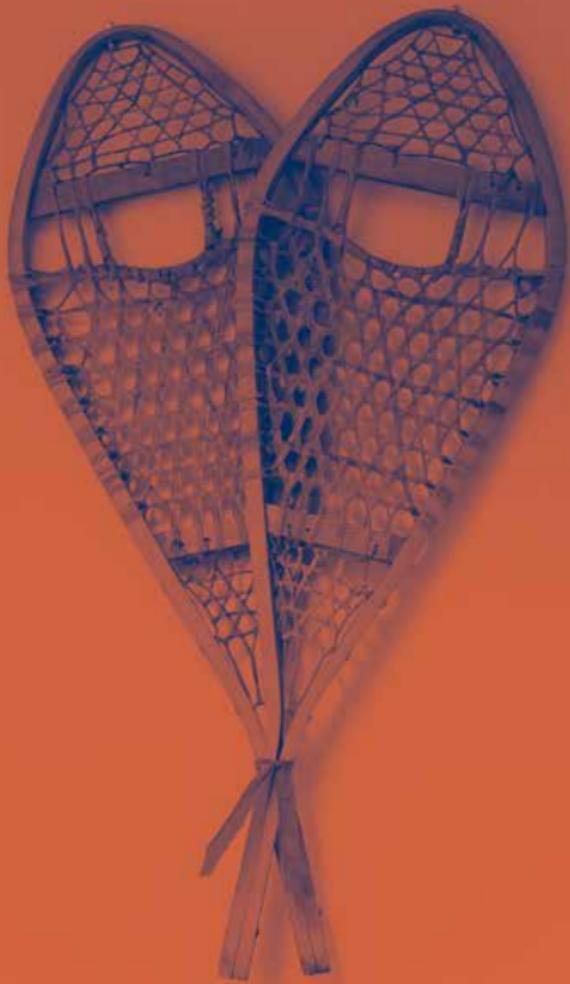
Indigenous Spaces

- 4 The University should launch a process to identify and name appropriate spaces on the three campuses using Indigenous languages. ■

- 5 All renovation and new construction on campus should take smudging into consideration in the design process. ■

CALLS TO ACTION

19



CALLS TO ACTION

A black and white photograph of a middle-aged man with a beard and mustache, wearing a dark suit jacket, white shirt, and striped tie. He is looking slightly upwards and to his left with a thoughtful expression. The background is blurred, showing what appears to be an interior room with a window and some furniture.

— CALLS TO ACTION —

A photograph of a person from the side, wearing a dark graduation gown and cap. They are standing in front of a building with large windows and some trees. The image has a warm, orange-tinted filter.

Indigenous Faculty & Staff

Indigenous Faculty & Staff



- 6 The Provost should launch a University-wide initiative to support the hiring of Indigenous faculty by making available targeted funds that could be accessed by divisions on a competitive basis. The aim should be to facilitate the hiring of a significant number of Indigenous faculty members over the next three years. To begin the needed process of inclusion, divisions and departments should consider specifically targeting Indigenous hiring.

Discussion should occur around a range of ways to create incentives for divisions and departments both with and without current Indigenous scholars to ensure Indigenous participation in these hiring processes, especially on hiring committees. ■

Indigenous Faculty & Staff

- 7 The Provost's Office should seek out additional ways to encourage and facilitate networking opportunities for Indigenous faculty and Indigenous staff. ■
- 8 The Vice-President, Human Resources and Equity's Office should immediately implement a process to conduct exit interviews with any Indigenous faculty and staff who leave University employment. ■
- 9 The Provost's Office should review existing anti-discrimination training materials for hiring committees to ensure that the materials are sensitive to specific issues related to Indigenous peoples. ■

- 10 The Vice-President, Human Resources and Equity should assess existing Indigenous cultural awareness training programs at the University, and launch a discussion across the divisions as to how best to ensure equity and cultural sensitivity amongst faculty, staff, and students. ■

- 11 Each division should actively consider the creation of an Indigenous leadership position within the Office of the Dean. Such positions would have to be meaningful, and targeted to real opportunities that are different across the divisions. They would also have to be properly supported by the entire Decanal team. ■

Indigenous Faculty & Staff

- 12 The President and the Provost should investigate and consider the creation of an Indigenous Advisory Council made up primarily of members of Indigenous communities external to the University. Such Councils exist at other universities, especially in Western Canada. ■

- 13 The Provost and the Vice-President, Research and Innovation, in close collaboration with the Faculty Association, should convene a working group within the next two years to examine issues related to community-based research, and specifically research in and with

Indigenous communities. This working group could articulate guidelines both for the ethical undertaking of such research and for its assessment in processes of tenure and promotion. ■

- 14 The University should work actively to increase the number of Indigenous staff members who support important programs, especially those designed to revitalize and strengthen Aboriginal languages, and those that support Indigenous students. Over time, the positions should be funded from core budgets, and not merely as year-to-year add-ons. ■

Indigenous Faculty & Staff

- 15 The Provost's Office, working with the divisions, should seek to expand the current financial support for Elder services, which should be made available to broader segments of the University community. ■

- 16 The role and impact of the University's Elders Circle should be examined to ensure that the Circle is properly structured to meet the needs of the University community. The potential role of Elders across the University, including as a resource for the senior leadership, should be better articulated and promoted. The respective roles of the Elders Circle, the existing Council of Aboriginal Initiatives, and the proposed Indigenous Advisory Council would have to be carefully delineated. ■



A close-up photograph of a woman with long brown hair and glasses, looking upwards and to the right with a thoughtful expression. She is wearing a dark-colored top. The background is a warm, orange-toned abstract shape.

CALLS TO ACTION



Indigenous Curriculum

Indigenous Curriculum

- 17 The University should work to integrate significant Indigenous curriculum content in all of its divisions by 2025. The Provost should work with the divisions to ensure that specific steps are being taken to launch (or in some cases continue) the needed curriculum reform initiatives. Each division should be evaluated regularly, on its progress towards integrating Indigenous content into the curriculum. ■
- 18 The Provost should launch an initiative to develop and offer Indigenous learning opportunities for faculty, instructors, staff, and teaching assistants. In addition, the University should create and fund a pool of Indig-

enous curriculum developers, who would ideally be of Indigenous heritage. The curricula they work to develop, in close collaboration with divisions, should be based on Indigenous knowledge and protocols. ■

- 19** The University should work to expand its offerings in Aboriginal languages, building out from local languages to a wider provision, given the size and national (and international) status of the University. Funding for formal Aboriginal language instruction must continue to be predictable and stable; funding for the University's Indigenous Language Initiative, involving outreach within and outside U of T, needs to be predictable and stable. ■■■

CALLS TO ACTION





Indigenous Research Ethics & Community Relationships

Indigenous Research Ethics & Community Relationships

- 20** The Provost and the Vice-President, Research and Innovation should oversee the development of research training modules that recognize historical patterns of unethical research in and with Indigenous communities. Specific cultural and research ethics training should be made available to any scholar seeking to work in an Indigenous community. ■
- 21** The University should consider the creation of a Research Ethics Board sub-committee focussed solely on Indigenous-related research. The sub-committee

would be tasked to develop a protocol for coordinating the ethical review with Indigenous communities. ■

- 22** The Vice-President, Research and Innovation should work with other universities, in close collaboration with the granting councils, to convene a joint committee to consider the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, its application to research involving Indigenous peoples and communities, and the fit with existing research funding programs of the granting councils. ■

CALLS TO ACTION

A photograph of a group of people sitting outdoors at night. In the foreground, a woman with blonde hair tied back is looking off to the side. She is wearing a dark t-shirt with a circular logo that reads "UNIVERSITY OF GEORGIA". Behind her, several other people are sitting on the ground, some facing each other in small groups. The scene is dimly lit, with a warm glow from the background.

A photograph of a young Indigenous man with long hair tied back, wearing a light-colored baseball cap and a dark polo shirt. He is sitting down, looking thoughtfully to his right. The background is blurred, suggesting an outdoor setting like a park or stadium.

Indigenous Students & Indigenous Co-curricular Education

Indigenous Students & Indigenous Co-curricular Education

- 23** The University should commission an accessible reference guide to Indigenous cultures and history to be made available on the Internet for all U of T faculty, staff, and students. The guide should be prepared and fully vetted by a variety of Indigenous authors. ■

- 24** The University should consider the creation of a more visible, single Indigenous web portal to provide one stop for key information for Indigenous students, expanding and diversifying the existing Aboriginal Student Services web page. That portal could also be extended over time for faculty and staff. ■

- 25** The Provost should strike a working group to investigate barriers to access for Indigenous students, examining undergraduate, graduate, and professional programs. The working group should draw on the experiences of divisions that already have targeted admissions programs for Indigenous students. The University might want to consider areas where targeted admissions initiatives are most warranted, seeking to diversify access for Indigenous students into a wider range of academic fields. Given the University's strong research profile, a major focus on Indigenous graduate admissions and retention might be sensible. ■

Indigenous Students & Indigenous Co-curricular Education

- 26** The University should invest more in publicising existing college pathway programs, and in actively recruiting into those programs and into the existing, targeted Indigenous access and bridging programs. ■

- 27** The Provost should charge the working group on barriers to access for Indigenous students (which is recommended above) with examining issues related to Indigenous student housing. ■

- 28** The Provost should commission a detailed study of existing funding mechanisms across the University that could be better deployed to support Indigenous students. The Vice-President, Advancement should design a targeted fundraising initiative to build support for both scholarships and needs-based bursaries for Indigenous students in undergraduate, graduate, and professional programs. ■
- 29** The Provost should commission the design of an education module that accurately and respectfully introduces students to Indigenous cultures and histories, with a particular focus on the relationship of Indigenous peoples to the University. The module would be available for the use of all groups involved in co-curricular programming. Indigenous students, staff, and faculty should be deeply involved in the creation of this module. ■

Indigenous Students & Indigenous Co-curricular Education

- 30** The Vice-Provost, Students should establish a working group to design a sustainable mentoring program for Indigenous students, drawing on volunteer Indigenous faculty, staff, and students to serve as mentors for first-year undergraduate Indigenous students. The program might be expanded to upper-year students as resources allow. ■



CALLS TO ACTION



A photograph of a man and a woman standing side-by-side. The man, on the right, is wearing a dark suit, white shirt, and patterned tie, looking slightly to his left. The woman, on the left, has curly hair and is wearing a dark jacket over a patterned scarf, looking down at something in her hands. They appear to be in an indoor setting with a window featuring a grid pattern behind them.

Institutional Leadership / Implementation

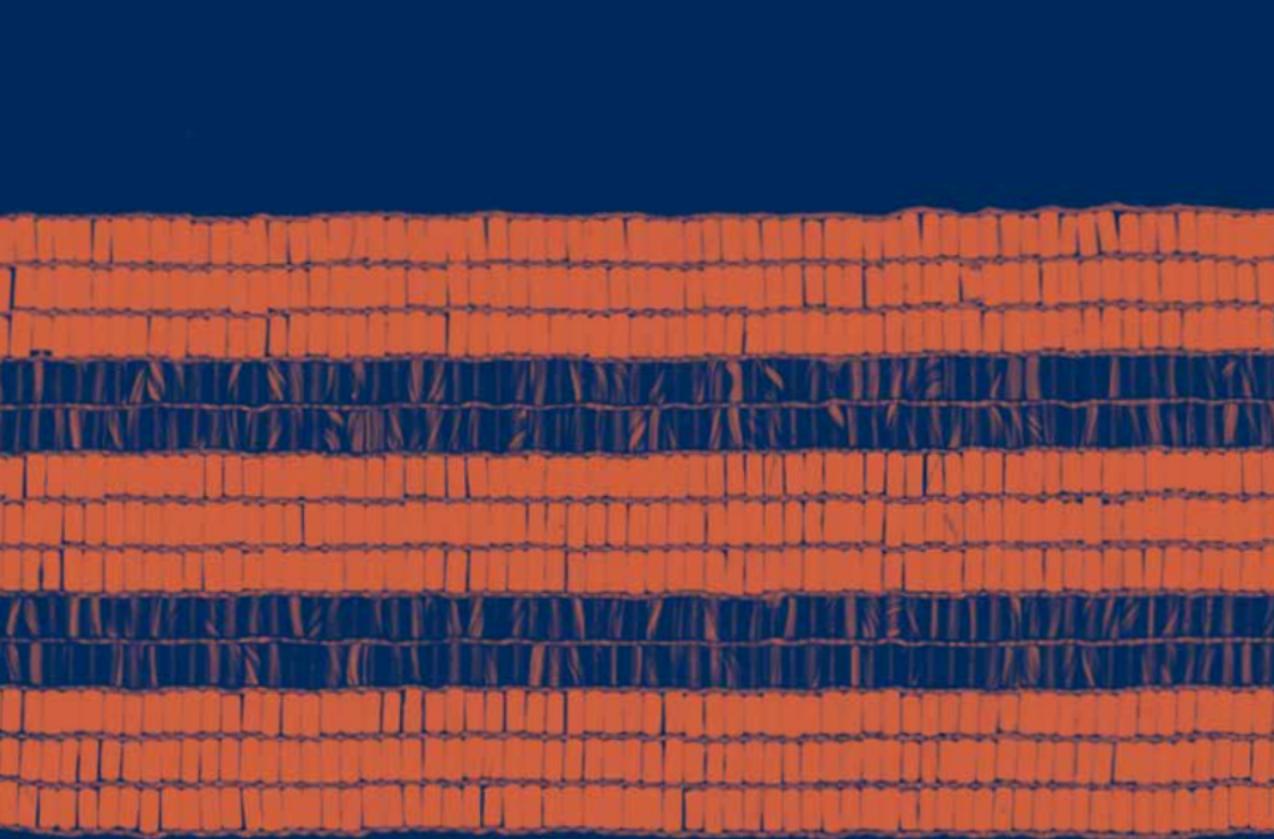
Institutional Leadership / Implementation

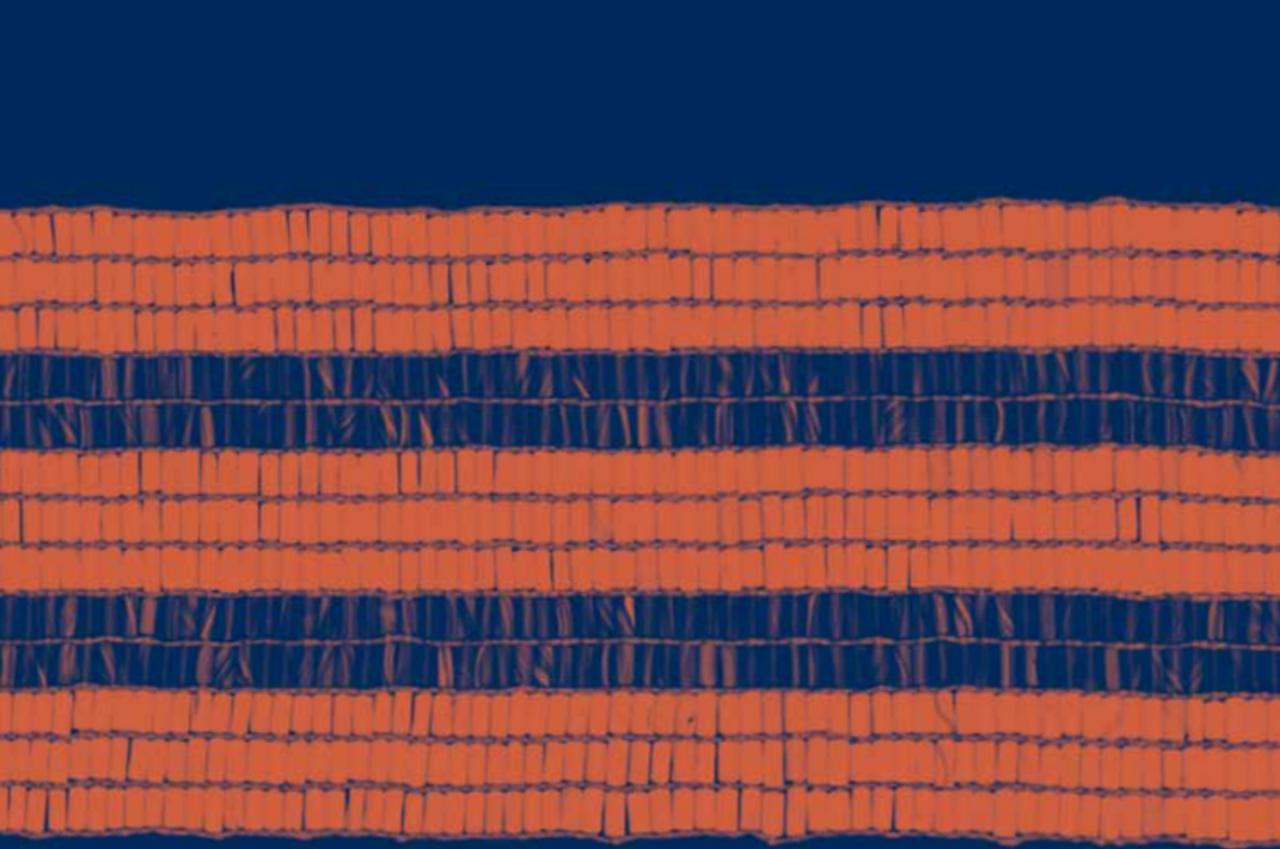
- 31 The President should embark on discussions with the Vice-President, Advancement regarding fundraising for the priorities set out in this report, and the creation of an overarching Indigenous Reconciliation fund. ■

- 32 The President and the Provost should investigate and consider the creation of an Indigenous Advisory Council made up primarily of members of Indigenous communities external to the University, and ensure that it is operating by the end of 2017 at the latest. This body should be tasked with monitoring the implementation of all of the Calls to Action made in this report and the TRC's report. ■

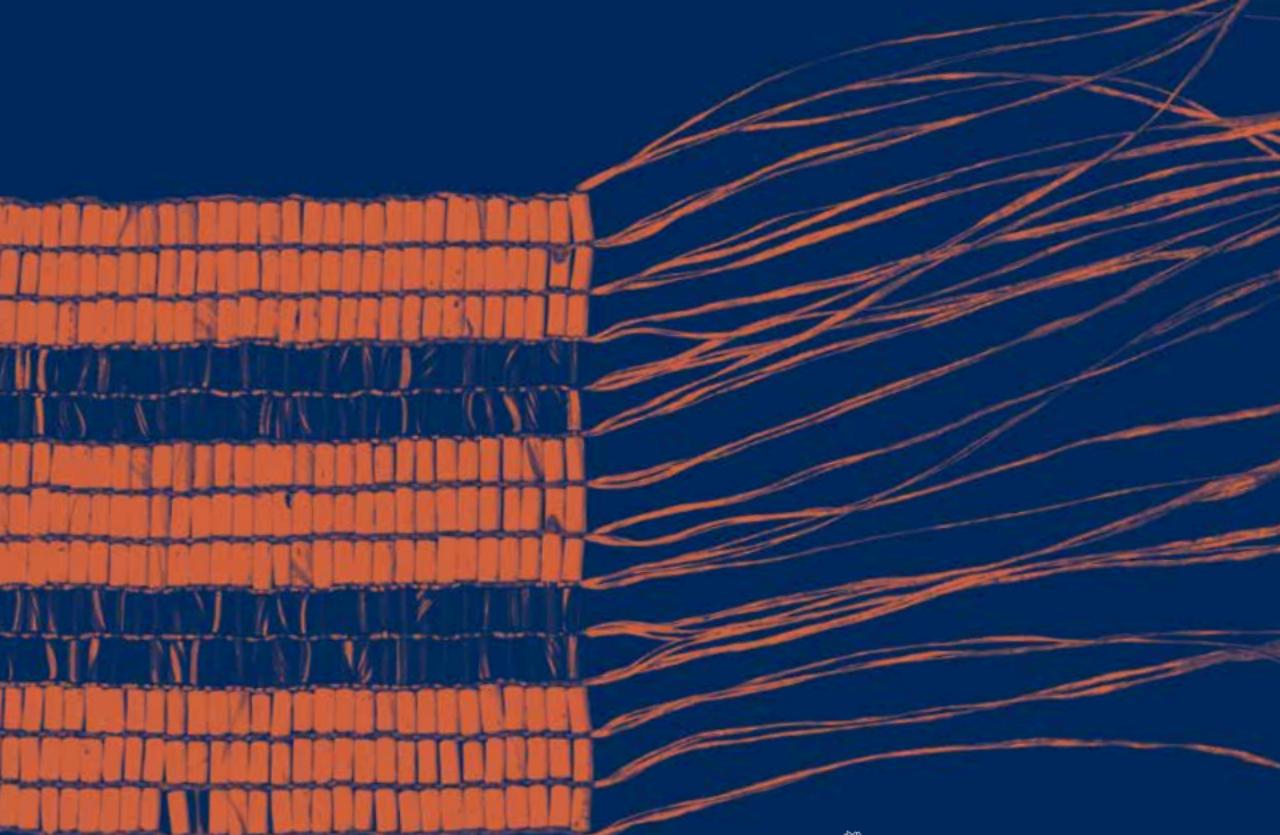
- 33 All divisions should be required to report annually to the Provost on progress in implementing University commitments in relation to the Calls to Action contained in this report. ■

- 34 The implementation and monitoring body created by the President and Provost should conduct regular periodic reviews of the University and divisions' progress in implementing the Calls to Action. The periodic reviews should occur every three years to ensure the University remains on track in implementation, and that the Committee's and TRC's recommendations are not forgotten over time. ■





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TORONTO