

# STARTING THE JOURNEY

ATLANTIC CANADA'S  
UNIVERSITIES RESPOND TO THE  
TRUTH AND RECONCILIATION  
COMMISSION





*Cover photo: Ashley R. Julian, BA-Dalhousie, BEd-StFX and MEd-UNB.*

*Ms. Julian currently works as First Nations Cultural Transition Coordinator at Miramichi Valley High School. Ashley dances at the 2017 Annual Powwow at the University of New Brunswick.*

*UNB's campuses are located on traditional Wolastoqey land, and celebrating Mi'kmaq, Wolastoqey and other First Nation cultures is woven into our fabric.*

*The Annual UNB Powwow, hosted at our Fredericton campus in conjunction with our Mi'kmaq-Wolastoqey Centre, provides a unique opportunity for not just the university community but the wider public to participate in, learn about and celebrate the traditions and cultures of the Mi'kmaq and Wolastoqey people.*

# BIAS FOR ACTION



The Truth and Reconciliation Commission (TRC) released its Calls to Action for Post-secondary education in 2015.

The Association of Atlantic Universities (AAU) Aboriginal Education working group, comprised of academic and student services administrators, Aboriginal student advisors and representatives of regional Indigenous education organizations, used the *Universities Canada Principles on Indigenous Education* (<https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>) to frame its recommended response to the TRC Calls to Action.

The Committee presented its recommendations to my colleagues in June 2016. The Committee's recommendations were challenging but encouraging at the same time. Senator Dan Christmas, long-time leader of the Mi'kmaq Nation of Nova Scotia and at the time, Senior Advisor, Community of Membertou, Cape Breton Island, contributed deep insight to our discussion about the way forward. His advice for university Presidents was direct and clear: "This will be hard, take a long time and, will require a sustained commitment."

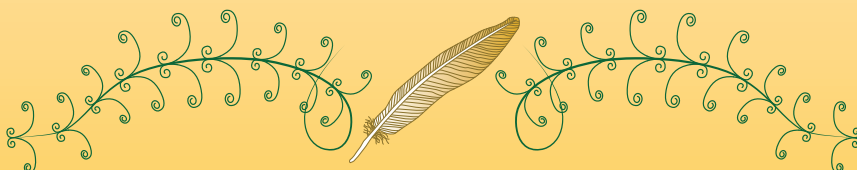
It was clear to the Presidents that the Committee was absolutely committed to fulfilling the TRC's recommendations. The Presidents in return pledged to be tenacious in responding positively to those recommendations, and accountable for doing so.

The AAU's report is designed to share the progress our universities are making in fulfilling the TRC's recommendations. It is not an exhaustive accounting of what each of our member universities has completed so far. The report is designed to share visually and in story-form the commitment of our institutions to the decolonization and Indigenization of universities across Atlantic Canada.

There is much more work to be done. Progress is being made. And, we have a bias for action in making a positive difference for Indigenous learners across the region.

Dr. Alaa Abd-El-Aziz, Chair, AAU

President and Vice-Chancellor, University of Prince Edward Island



# 1

*Ensure institutional commitment at every level to develop opportunities for Indigenous students.*

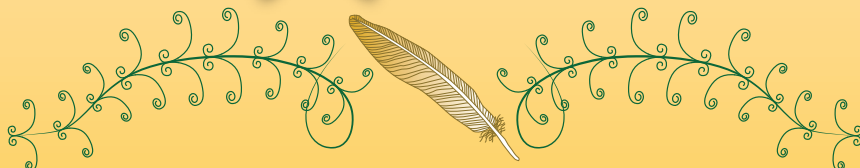
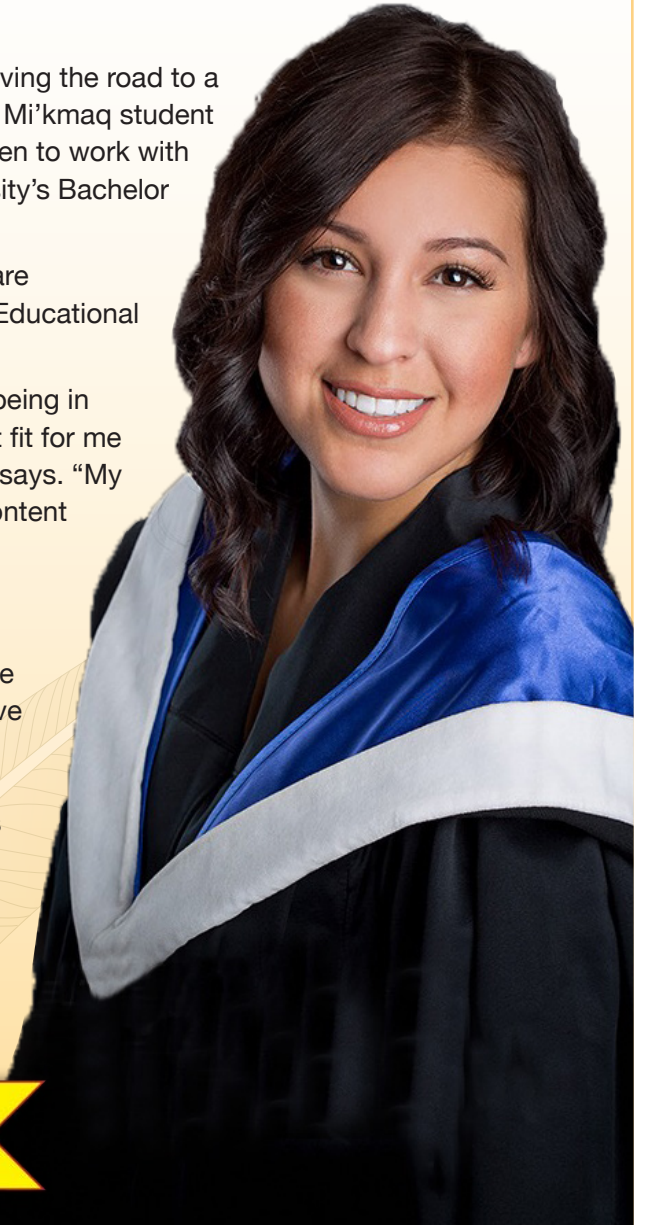
**ST. FRANCIS XAVIER UNIVERSITY** (StFX) is paving the road to a promising future for **Devann Sylvester**, a Mi'kmaq student from Membertou. Her goal has always been to work with kids, so she is now enrolled in the university's Bachelor of Education program.

Ms. Sylvester is grateful that her studies are supported through the Jeannine Deveau Educational Equity Endowment Scholarship Fund.

"I've always wanted to be a teacher and being in my first year of studies at StFX is the best fit for me and the best start for my future," Devann says. "My courses incorporate treaty and cultural content and that makes it more meaningful. I feel acknowledged and included."

After she graduates, Devann says she'd love to get a position teaching in her home community at Membertou. To help achieve that goal, she'd like an opportunity to study the Mi'kmaq language. "I would like Mi'kmaq language immersion classes to better serve my future students and community."

The Deveau Educational Equity Student Scholarship Fund provided \$8 million to StFX, through the generosity of Jeannine Deveau (class of 1944).



*Be student centered: focus on learners, learning outcomes and learning abilities, and create opportunities that promote student success*

2

**Pamela Gough**, who grew up in the tiny Labrador community of Sheshatshiu, was something of a trailblazer when she graduated from the Transition Year Program (TYP) at **DALHOUSIE UNIVERSITY** in 1999, and then with a certificate in Dental Hygiene five years later.

Pamela, who is Innu, suffered culture shock after moving to Dalhousie but is grateful for the Transition Year Program, which helped indigenous and black students get ready for university. “I don’t think I could have completed my degree without TYP.”

And she’s happy to see more supports are now in place.

Today, “Dalhousie is going into the Indigenous communities attending education fairs at high schools. I also notice a lot of Indigenous students moving into health and law programs and it’s heart lifting for me.”

Pamela once thought she’d like to get out of Labrador for good but now she’s back home working for Health Canada. “I didn’t know it until I came home just how homesick I was and now I’m helping to make small changes.”



# 3

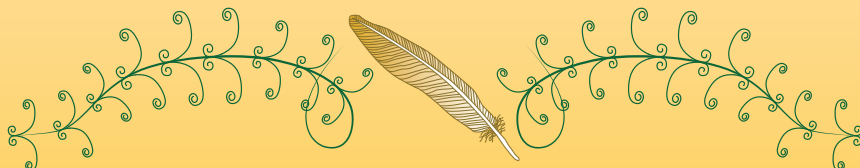
## *Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies*

For more than 40 years, **CAPE BRETON UNIVERSITY** has been a leader in Indigenous post-secondary education with a focus on Mi'kmaw culture. CBU's Unama'ki College, the only Indigenous college in Eastern Canada, works with Mi'kmaw chiefs and leaders to advance communities through partnerships, education, and research. Indigenous education has also been woven into the fabric at CBU through The Kji-keptin Alexander Denny L'nui'sultimkeweyo'kuom (Mi'kmaq Language Lab), The Mi'kmaq Resource Centre, the Purdy Crawford Chair in Aboriginal Business, and Mi'kmaq Studies program.

The Learning from Knowledge Keepers of Mi'kma'ki, an open-access course, has attracted more than 21,000 learners from about 30 countries since 2016.

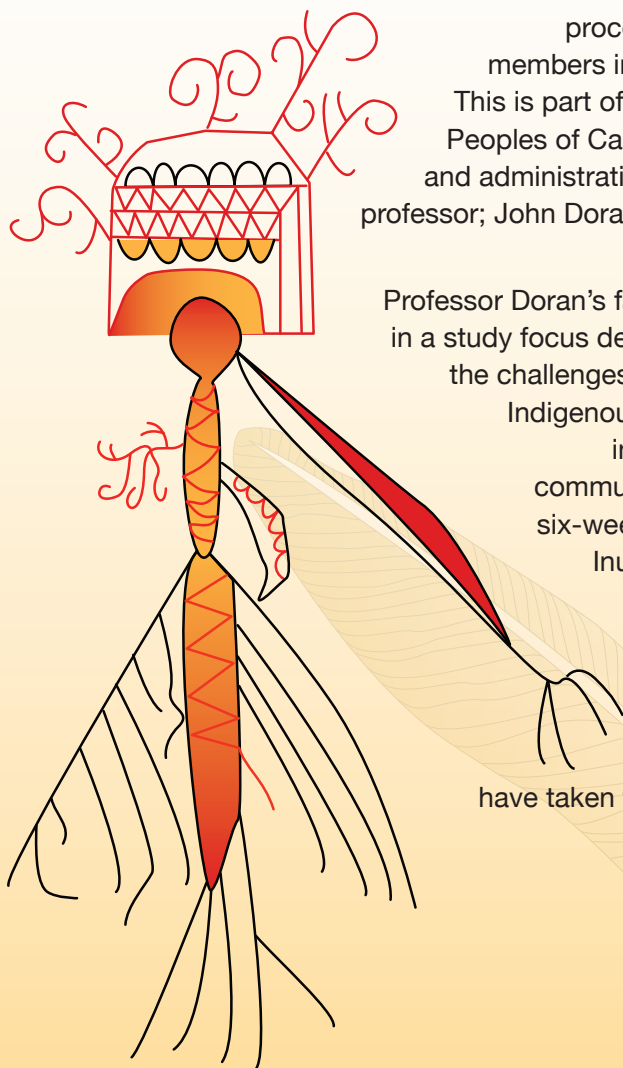
The Kwitn Program allows Indigenous students to explore science, technology and business while incorporating Mi'kmaw traditional knowledge. CBU also boasts a 20-year tradition of in-community programming, offering programs in nine First Nation communities across Nova Scotia and Quebec.

Unama'ki College offered a Mi'kmaq language course in fall of 2017. Susy Denny, a fluent Mi'kmaw speaker whose grandfather is the namesake of the Mi'kmaq Language Lab, was one of the instructors. She proudly works to preserve Mi'kmaw culture. "I have a vision to bring Indigenous culture through language to my home reserve for the kids and their future."



*Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff*

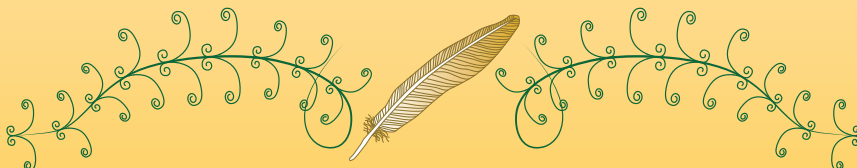
# 4



The **UNIVERSITY OF PRINCE EDWARD ISLAND** is in the process of recruiting three Indigenous faculty members in its arts, science and nursing programs. This is part of an overall effort to represent Indigenous Peoples of Canada in its faculty, and in its professional and administrative staff. Today UPEI has one Indigenous professor; John Doran is an assistant professor of Indigenous Studies in the Faculty of Education.

Professor Doran's faculty also enables students to take part in a study focus designed to deepen their understanding of the challenges and opportunities related to teaching in Indigenous communities in Canada. This program includes cultural immersion in Indigenous communities in the Maritimes. It culminates in a six-week supervised practicum in First Nations, Inuit or Metis communities in Canada, or in Indigenous communities abroad in New Zealand and Finland.

Since the Indigenous Education study focus was launched almost a decade ago, the vast majority of graduates have taken full-time teaching jobs across Canada or internationally.



# 5 Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students

To honor the spirit of reconciliation, **NSCAD UNIVERSITY** has set aside a space (the Treaty Space Gallery) highlighting its commitment to Indigenous knowledge and contemporary Indigenous art.

Charged in 2017 with a mandate to honor the spirit and principles of the Truth and Reconciliation Commission, this leading Canadian fine arts university turned to a trio of Indigenous students for guidance.

Carrie Allison Goodfellow (MFA 2018), Brandon Hollohan (BFA 2018) and Glenn Knockwood (BFA 2019) researched “responses to treaty” and the ways treaty education spaces have been used on university campuses.

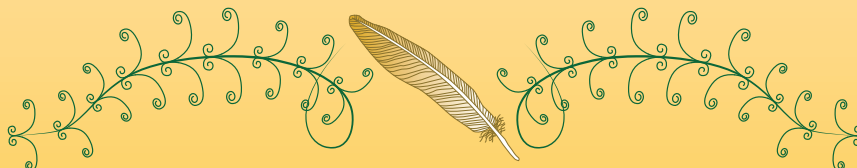
And so the concept of the Treaty Space Gallery was born.

The gallery will advance the understanding of treaties in the Nova Scotian and Canadian contexts.

Drawing on the theme that “We Are all Treaty People,” this gallery will celebrate the diversity of Indigenous experiences/histories and artistic practices.



*Mi'kmaq Elder Freeman Douglas Knockwood said an opening prayer and his grandson, NSCAD student Glenn Knockwood performed a smudging ceremony at the opening of the Treaty Space Gallery at NSCAD's Port Campus on October 3, 2017.*





# KULAHSIHKULPA

## EPJILA'SI!

In the past few years, Indigenous students attending Atlantic university institutions have requested changes that will lead to the honouring of Indigenous identities, languages, values, beliefs, worldviews, ancestral teachings, ways of knowing, knowledge systems and philosophies. They seek to have these cultural elements flourish within the universities they are attending. They further seek opportunities to develop a strong cultural foundation, as well as academic and professional skills while they pursue their post-secondary education.

This will require Atlantic universities to develop and implement an Indigenous curriculum, culturally-based student services, recruitment of Indigenous faculty/staff and creation of physical spaces such as Indigenous Centres within university campuses. These changes will benefit not only Indigenous students but all students, faculty and administrators.

They will become familiar with Indigenous histories, languages, worldviews, contributions, treaty rights and socio-economic conditions.

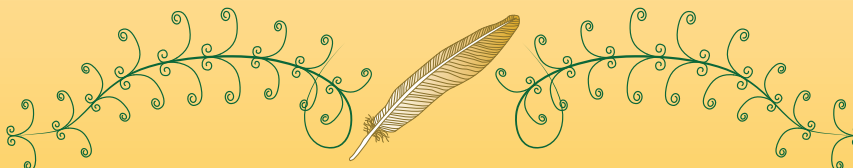
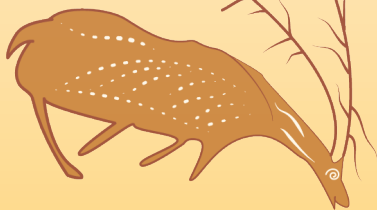
As co-chair of the AAU Committee on Aboriginal Education, I am proud of the progress we have made in advancing the changes proposed by Indigenous and non-Indigenous allies, scholars, educators, leaders, parents and students. The Committee has adopted the Truth and Reconciliation Commission Calls to Action as well as the Universities Canada Principles on Indigenous Education framework. These two documents will continue to guide the Committee as we discuss initiatives designed to help our Indigenous students succeed academically and build a strong cultural foundation. The voices of our Indigenous students will also continue to guide our committee.

As a Wolastoqi educator and administrator, I appreciate the willingness of our Atlantic universities to Indigenousize their academies and ultimately address the academic, social and cultural needs of our Indigenous students. I am honoured to co-chair the AAU Committee on Aboriginal Education with Jeff Orr as well as collaborating with all members of the committee. The commitment demonstrated by all committee members gives me a sense of hope for our Indigenous youth and the communities they represent.

Woliwon/Wela'lin,

David Perley  
Director

Mi'kmaq-Wolastoqey Centre  
University of New Brunswick



# 6

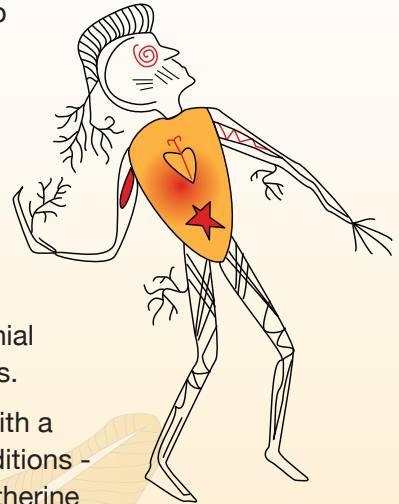
## *Continue to develop resources, spaces, and approaches that promote dialogue between Indigenous and non-Indigenous students*

High school students from across Canada congregate each summer at the **UNIVERSITY OF KING'S COLLEGE** summer-camp focused on humanities and the arts.

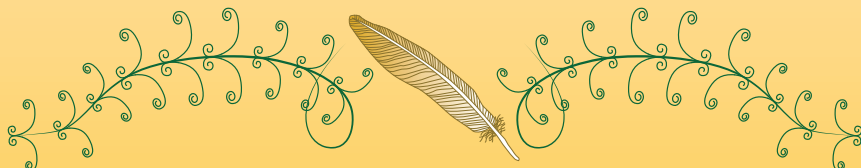
Last year, students at the Humanities for Young People camp learned about The Challenges of Reconciliation.

The camp, focused on the theme of reconciliation, achieved its two broad program goals. It brought together Indigenous and non-Indigenous youth from across the country. And it delivered a curriculum of learning that included Mi'kmaq cultural and spiritual traditions, the colonial history of treaty rights, and the legacy of residential schools.

Students also had access to respected Mi'kmaq leaders with a deep understanding of Indigenous spiritual and artistic traditions - Dalhousie's Elders-in-Residence, and Alan Sylliboy and Catherine Martin, both Mi'kmaq artists from Millbrook.



*King's student Will Vibert, HYP counsellor and tutorial leader, and Celeste Sylliboy, HYP participant, member of the Millbrook First Nation.*

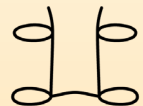




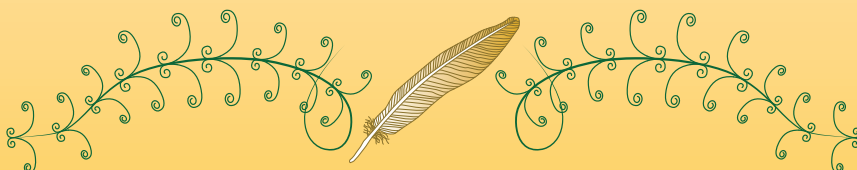
Ten years after Memorial's Aboriginal Health Initiative was launched, it continues to focus on recruiting Indigenous students into the Faculty of Medicine. Three seats have been designated in the Faculty for Indigenous students who wish to pursue medicine as a career.

In addition, various pathway programs have been established at the faculty to prepare students for the admission process. The Pre-Med Orientation and MUNMED Mentorship Programs, for instance, are designed for students in pre-med studies who would like to learn more about the medical profession, and about the steps required to prepare for successful admittance into the medical education program.

Over the past few years, Memorial has also recognized the need to reach out into Indigenous communities to connect with youth. In 2015, on the Grenfell Campus of **MEMORIAL UNIVERSITY**, the Healers of Tomorrow Gathering was launched. This week-long summer camp introduces Aboriginal secondary students to various health care professions that require either university or college training. Elders and healers from the various Indigenous communities also attend and share their knowledge with the participants. With the second offering in the summer 2017, seats were also reserved for students from the Nunavut Territory.



*Mishkushish Pinette*



# 8

## *Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students*

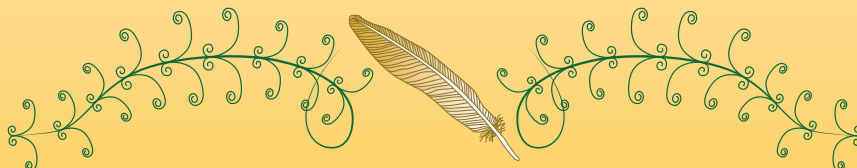
**ACADIA UNIVERSITY** and The Ulnooweg Development Group, a non-profit organization that encourages economic development among the Mi'kmaq people, will teach digital and entrepreneurial skills to First Nations students.

The Acadia Entrepreneurship Centre (AEC) Ulnooweg and Glooscap Ventures are now planning the launch of an Atlantic Aboriginal Youth Entrepreneurship Camp.

The Camp will bring together up to 25 youth from First Nations across Atlantic Canada to learn about indigenous culture, explore the option of entrepreneurship, and develop skills needed to become a successful entrepreneur.

Ulnooweg also works with the Canadian Space Agency and the Acadia Robotics Centre to show First Nations students from kindergarten to Grade 12 the fundamentals and real-world applications of digital skills.

“They’ll come into schools and teach robotics,” Chris Googoo, the chief operating officer of Ulnooweg, told *Entrevestor* (the online bible of tech news in the region). “Our goal is to teach the kids about not just robotics but how it’s used in society, like to put a man into space.”



*Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission*

9

The **UNIVERSITY OF NEW BRUNSWICK** has now held four annual powwows to honor the contribution and recognize the spirit of Indigenous peoples in Atlantic Canada.

David Perley, director of the Mi'kmaq-Wolastogey Centre, calls the powwow “a gathering of people to celebrate life, songs, dances, languages and traditions.”

The theme of the 2018 event, held April 5, was ‘All My Relations: Unity in Diversity’. Mr. Perley said the theme “acknowledges that the UNB community is composed of

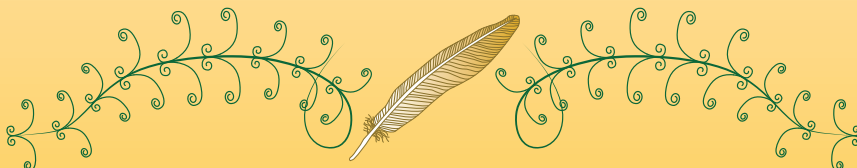
numerous unique, distinct and vibrant cultures that should be honoured and given official recognition. Our powwow will celebrate all cultures and promote the principles of mutual respect, acceptance, understanding and harmony.”

UNB will also continue to offer programming and events designed to educate the community and promote dialogue between Indigenous and non-Indigenous students. Public lectures, conferences, and symposia will be held, as UNB continues to install more Indigenous artwork and signage on campus.

In addition, the Mi'kmaq-Wolastogey Centre will continue to provide a supportive learning environment for Indigenous students, by helping them with admission into UNB, assisting with course selection, and offering cultural growth and teachings from the centre's Elder-in-Residence.



*2018 UNB's Annual Powwow.*



# NOT THE TIME FOR COMPLACENCY

When David Perley and I agreed to co-chair the AAU Committee on Aboriginal Education, we wanted to ensure we maintained a strong focus on decolonizing our post-secondary institutions, while honoring the aspirations of Indigenous students and supporting them in their journey.

Our focus was born of long experience - we have been witness to the many challenges that face our institutions in their efforts to be inclusive of Indigenous students, and to educate all students about Indigenous perspectives and histories. Indigenous students have long called for more attention to be paid to their languages, cultures and knowledge systems. It is imperative that our institutions now hear and heed that call.

Thus our singular focus upon building a collective Atlantic university approach that allows us to share our successes and challenges in addressing the Truth and Reconciliation Commission Calls to Action, using the Universities Canada Principles on Indigenous Education Framework.

I have been fortunate to meet and work with many amazing Indigenous and settler students, educators and community leaders throughout my career at StFX – people who are deeply committed to ensuring that post-secondary education is a fulfilling and meaningful experience for Indigenous peoples.

It is important that their stories are accurately told and understood in our institutions of higher learning. As co-chair of the AAU Committee, I have been very impressed with the conviction of the representatives from every university in Atlantic Canada who have joined this committee.

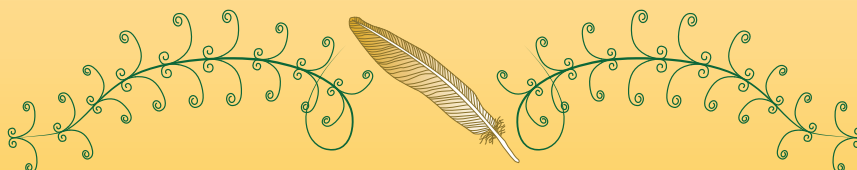
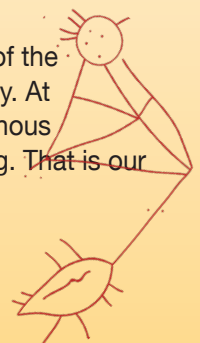
Collectively, we are determined to address the TRC Calls to Action through the Universities Canada Principles on Indigenous Education. Our committee members are showing that their institutions can deliver programs, establish curricula, and provide services in ways that demonstrate respect for Indigenous knowledge, culture and traditions, while making Indigenous students feel “at home” in our institutions.

Our AAU committee is keenly aware that only by working together can the goals of the Truth and Reconciliation Commission be met. This is not the time for complacency. At our universities we will need to continue to work to build partnerships with Indigenous communities and to help everyone in our institutions to learn new ways of working. That is our only option.

Yours sincerely,

Jeff Orr

Dean of Education, St. Francis Xavier University



*Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus*

# 10

**Raymond Sewell**, the first full-time Indigenous student advisor at **SAINT MARY'S UNIVERSITY**, understands the difficult journey that universities represent for the young people he now guides and mentors.

“For many students coming from Indigenous communities, university can be a big transition,” Sewell has said. “You are leaving behind your community and family. It can be a bit of a culture shock. Part of my job is helping students with that change.”

Sewell himself travelled to Halifax, from his home community of Papineau First Nation in New Brunswick, to study at Mount Saint Vincent University and SMU, where he earned his Master of Arts in Atlantic Canada studies in 2014.

SMU President Robert Summerby-Murray recognizes how important Raymond’s role is in the context of the university’s response to the recommendations of the Truth and Reconciliation Commission. “We are acting to foster an environment that reflects the important cultures, histories and traditions of Indigenous students,” the President said.



*Flag raising at Saint Mary's University*



# 11

## *Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada*

For the past several years, **MOUNT ALLISON UNIVERSITY** has been telling the stories of Indigenous peoples to the broader community – and making Indigenous students feel more welcome at the little liberal arts school in Sackville.

In a powerful ceremony this spring, Mount Allison raised the Mi'kmaq flag in the middle of a March snowstorm. The celebrants then paraded down the street to the campus gym for Mount A's first powwow.

Emma Hassencahl-Perley, Mount A's Indigenous co-ordinator, told one CBC reporter the

event should help Indigenous students “feel like they matter on campus and they are loved. We really wanted to get together and celebrate our culture.”

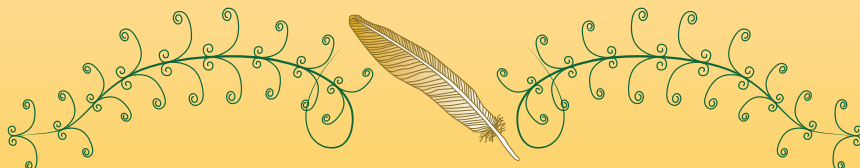
Similar initiatives date back to at least September 2015, when Mount Allison held a forum on Indigenization.

That was followed up by a full Indigenous Conference in 2016, and Indigenous Days of Reflection in May 2017.

Back in 2016, Mount A introduced an interdisciplinary Indigenous Studies Course.



*Catherine Martin chants to the beat of the drum.*





*Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff*

# 12

Last year, the **ATLANTIC SCHOOL OF THEOLOGY** brought traditional Indigenous spiritual values to its campus.

Adrian Jacobs, Keeper of the Circle at the Sandy-Saulteaux Spiritual Centre in Beausejour, taught a graduate level course called Indigenous Culture, History and Contemporary Issues.

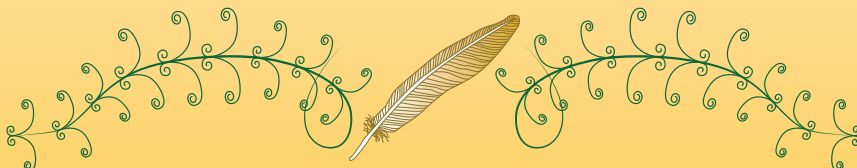
With more than 30-years of experience training ministry candidates, Mr. Jacobs has deep knowledge of Indigenous community cultures in Canada and internationally.

The course at AST was conducted on the Learning Circle model used within the Indigenous ministry training program of the Sandy-Saulteaux Spiritual Centre.

Within the Circle, teachers and students enter a mutual process of learning and growth.



*This is a Talking Stick used in Talking Circles and is a communication tool used to gain consensus.*



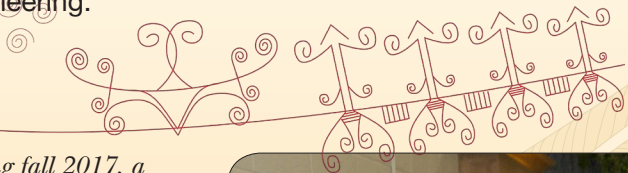
# 13 *Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth*

**MOUNT SAINT VINCENT UNIVERSITY** is reaching into the school system to engage Aboriginal youth in grades seven to 12 in the maths and sciences.

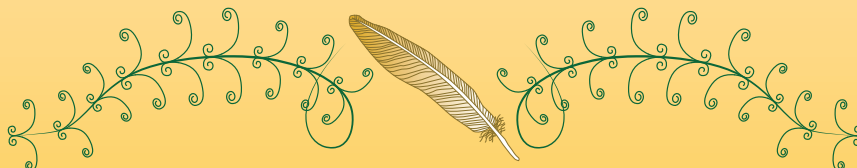
The Community SciMath program, with assistance from the Natural Sciences and Engineering Research Council of Canada, includes Science Circles to promote hands-on science exploration. It will involve working with both girls and Aboriginal youth.

Engagement with Aboriginal youth in Nova Scotia will be based on Mi'kmaq Elder Albert Marshall's guiding principle of *Two-Eyed Seeing (Etuaptmumk)*. In essence, Indigenous knowledge will be intertwined with sci-math teachings.

"We have collective track records in successfully engaging girls and partnering with Aboriginal communities and are excited to launch this new initiative," says Dr. Tamara Franz-Odendaal, Professor of Biology and NSERC Chair of Women in Science and Engineering.



*During fall 2017, a Mount Saint Vincent University-based open house for Indigenous youth from across mainland Nova Scotia was offered. The event included a mentorship component that connected youth with Indigenous scientists and professionals working in science-based roles, for example, one mentor was a dietitian, another an environmental scientist and another an engineer.*



# Seeing through both eyes

**ST. THOMAS UNIVERSITY** is working to advance the spirit of reconciliation.

To this end, it hosted a conference on reconciliation in September 2017, entitled “Indigenization of the Academy.”

The 2017 conference featured a keynote address by Rebecca Thomas, Halifax poet laureate and Co-ordinator of Aboriginal Student Services at the Nova Scotia Community College.

Ms. Thomas focused on the Mi’kmaq concept of *Etuaptmuk*, which translates as Two-Eyed Seeing.

Through one eye, we see “with the strengths of Indigenous knowledges”, she said.

Through the other eye, we see with the “strengths of Western knowledges.”

And so the spirit of reconciliation was captured in a single, simple, profound concept.

The conference was part of a series of events which addresses how STU can respect the spirit of the Truth and Reconciliation Commission of Canada.



*Tetpawtihkene* *Ilsu'teka'tiqw*

## CONFERENCE TOWARDS RECONCILIATION

**A NEW PATH, A SHARED VISION, A NEW DIRECTION**

SEPTEMBER 27-29 | ST. THOMAS UNIVERSITY | KINSELLA AUDITORIUM

<b>WEDNESDAY SEPT. 27 @ 1PM</b> <b>A NEW PATH FOR COMMUNITIES</b> Working Together and Becoming Allies Keynote by Mr. Eddy Robinson Panel Discussion   Breakout Sessions	<b>THURSDAY, SEPT. 28 @ 9AM</b> <b>A SHARED VISION FOR STUDENTS</b> The Two-Eyed Seeing Approach Keynote by Ms. Rebecca Thomas Panel Discussion   Breakout Sessions	<b>FRIDAY, SEPT. 29 @ 9AM</b> <b>A NEW DIRECTION FOR CURRICULUM</b> Incorporating Indigenous Content Keynote by Dr. Marie Battiste Panel Discussion   Breakout Sessions
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**CELEBRATION OF INDIGENOUS CULTURE**  
THURSDAY AT 1PM | LOWER COURTYARD

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# APPRENDRE DU PASSÉ POUR AMÉLIORER L'AVENIR



Gravure de Jacques Grasset de Saint-Sauveur, ca. 1788 - 1796.

## ACADIENS ET MI'KMAQ : UNE RELATION BASÉE SUR LE RESPECT ET LA TOLÉRANCE

Les historiens ont souligné le fait que les Acadiens et les Mi'kmaq étaient amis et alliés et qu'ils entretenaient des relations pacifiques et cordiales. Dans *We Were Not the Savages*, Daniel Paul affirme que les Mi'kmaq s'étaient associés aux Acadiens, et qu'ils étaient traités par ces derniers avec le respect dû à tout être humain. Les colons français mangeaient avec les Mi'kmaq et bénéficiaient de leur hospitalité, ils n'ont pas essayé de les déplacer ou de les convertir, à la différence des colons anglais qui, assumant leur supériorité raciale, étaient déterminés à assimiler ou exterminer la population autochtone (p. 50).

Les Acadiens et les Mi'kmaq avaient compris qu'ils devaient vivre ensemble en toute harmonie pour survivre.

Une telle proximité, faite de collaborations et d'échanges fructueux, a forgé leurs cultures respectives. Selon de nombreux historiens, les Acadiens n'auraient pas survécu aux 17<sup>e</sup> et 18<sup>e</sup> siècles sans l'aide des Mi'kmaq qui partageaient volontiers leurs connaissances, notamment pour l'utilisation médicinale de plantes sauvages (Paul, p. 53).

Les mariages mixtes venaient renforcer les liens entre les Acadiens et les Mi'kmaq (Bouchard, p. 87) et les enfants nés de ces unions étaient accueillis dans les deux cultures. Aujourd'hui, témoin vivant de ces relations, la langue acadienne contient du vocabulaire Mi'kmaq, par exemple madouesse (porc-épic).

Neutres dans un premier temps, les Mi'kmaq se retrouvèrent impliqués dans la guerre entre les Britanniques et les Français sur la possession de l'Acadie et furent obligés de choisir un allié. L'alliance entre les Français et les Mi'kmaq s'établit autour de 1652 et se poursuivit jusqu'au bout (Paul, p. 143). Les Mi'kmaq furent pourchassés par

les Britanniques qui remirent des primes sur leurs scalps en 1749. Quelques années plus tard, quand les Britanniques donnèrent l'ordre de la déportation des Acadiens, les familles Mi'kmaq risquèrent leur vie pour protéger et cacher de nombreux fugitifs acadiens. Après le Traité de Paris (1763), les Acadiens furent peu à peu autorisés à revenir. Quand la colonisation s'établit, les Acadiens et les Mi'kmaq furent séparés; leur relation mutuelle bénéfique, longue de 158 ans, prit fin.

Plus récemment, des efforts pour renouer ces liens historiques ont été déployés. Aujourd'hui, de nombreux Acadiens utilisent le terme « métis » pour identifier leur



héritage mixte. Les Mi'kmaq sont aussi tout à fait conscients que nombre d'entre eux ont des ancêtres Acadiens. Ce regain d'intérêt pour leur histoire commune a donné lieu à des nouvelles collaborations. Le plus grand évènement, qui a attiré des milliers de personnes, a eu lieu pendant l'été 2017 au Lieu historique national de Grand-Pré – un festival de 4 jours commémorant la longue histoire et la collaboration entre ces alliés. L'éducation et la réconciliation étaient les principaux objectifs de cet évènement.

L'Université Sainte-Anne suit de près ces développements et soutient les efforts déployés pour accroître la connaissance des cultures autochtones de la région. L'Université a participé à Grand-Pré 2017. Son Centre acadien est affilié à l'Association des Acadiens-Métis Souriquois depuis une dizaine d'années, apportant son aide pour les recherches généalogiques. Le Centre acadien a aussi organisé récemment un atelier sur le tissage de paniers avec l'aide d'une personne qui a appris cet art directement des aînés des deux cultures. Un nouveau cours sur l'histoire et la culture Mi'kmaq sera offert à l'université l'année prochaine.

#### Références / References

1. Bouchard, Michel Robert Foxcurran and Sébastien Malette. 2016. *Songs upon the rivers : the buried history of the French-speaking Canadians and Métis from the Great Lakes and the Mississippi across to the Pacific*. Montréal : Baraka Books, 2016.
2. Paul, Daniel. 2000. *We Are Not Savages*. Halifax : Fernwood, 2000.



## RECONNAÎTRE L'HISTOIRE ET TISSER DES LIENS

**L'UNIVERSITÉ DE MONCTON** prend des mesures pour attirer les étudiants autochtones, les appuyer durant leurs études et, les encourager à poursuivre leurs études jusqu'à l'obtention d'un diplôme.

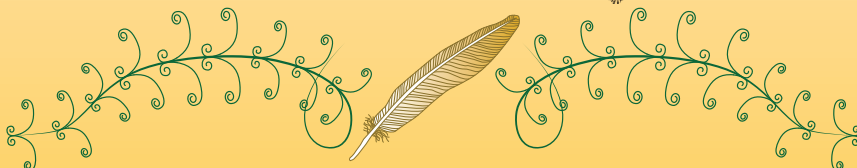
Ces initiatives font partie de la réponse de l'Université de Moncton au rapport de la Commission de vérité et réconciliation du Canada.

L'Université de Moncton modifie également la formation des enseignants afin de s'assurer que ses diplômés comprennent les réalités et les enjeux autochtones.

Le service de Formation continue offrira également des cours de langues autochtones.

À l'avenir, l'Université de Moncton s'engage à faire honneur à son engagement d'introduire des mesures pour refléter les valeurs et la culture autochtone sur ses campus.

En dernier lieu, ce n'est pas un hasard si, à l'Université de Moncton, l'œuvre d'art à destination publique la plus importante est l'immense murale sur l'édifice LaFrance rendant hommage à l'aînée micmaque du 19<sup>ème</sup> siècle, Molly Muise.





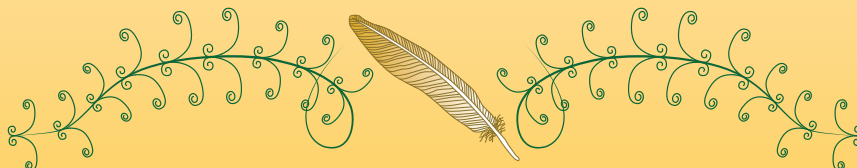
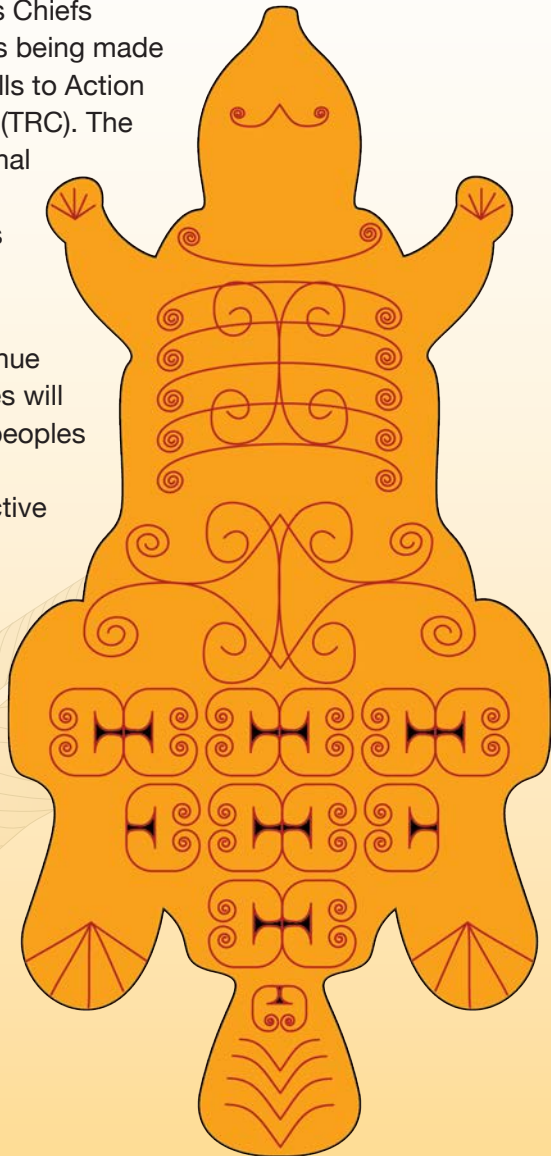
# ATLANTIC POLICY CONGRESS

OF FIRST NATIONS CHIEFS SECRETARIAT

The Atlantic Policy Congress of First Nations Chiefs Secretariat is pleased to see the great efforts being made by Atlantic Universities in addressing the Calls to Action of the Truth and Reconciliation Commission (TRC). The tangible actions underway to instill institutional change reflective of the TRC Final Report are welcome and appreciated by Indigenous peoples of the region.

There is still much work to do as we move forward together. For reconciliation to continue to advance in a positive direction, universities will need to more fully engage with Indigenous peoples and create processes and protocols that will lead to systemic changes within their respective institutions. Both short-term and long-term action plans that clearly demonstrate results measured against the TRC Calls to Action will need to be developed and implemented. We are confident, as higher learning institutions, universities will lead the way to reconciliation by creating fundamental institutional change that will fully integrate Indigenous ways of knowing and being. We receive this report with optimism as a constructive starting point to that change.

John Paul  
Executive Director





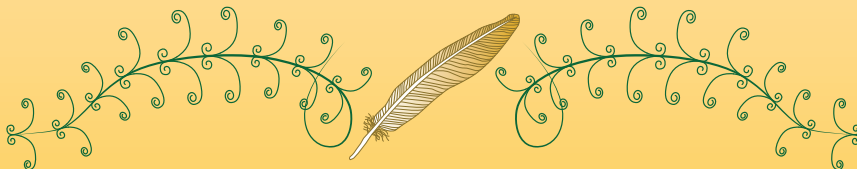


## About the Report's designer



*Anna Nibby-Woods is a Mi'kmaq, an artist and an entrepreneur. Nibby-Woods is one of those hyphenated combo surnames, Nibby is a pre-contact name meaning leaf and pronounced Nip-peech. Interestingly Anna married a Woods.*

*For the past thirty-five years Anna has worked in print, advertising and the communication industries in one capacity or another as a graphic artist, production manager, art director, estimator, illustrator, copy writer, etcetera. Over the years Anna has diversified into several other fields including diversity management, cultural sensitivity and cultural ecotourism. As an artist, images, stories and concepts gleaned from Anna's Mi'kmaq culture become inspiration for her paintings, sculptures, drawings, and writings.*



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