



Office of the Special Advisor
to the President on Aboriginal Affairs

Summary of
Indigenous Community Engagements
August 2018-August 2019

October 2019

Acknowledgements

Over the past 12 months, Indigenous peoples welcomed representatives from Memorial University into their communities. People were eager to share their thoughts about the past, current and potential engagements between their community and Memorial University.

From the very beginning of this process, Memorial University committed to numerous consultations with Indigenous communities across the province before starting to develop its first-ever Indigenization Strategy. Thanks to the support and engagement with more than two dozen communities across the province, that commitment became a reality.

On behalf of Memorial University, the representatives from Memorial University who participated in these sessions wish to sincerely acknowledge and pay tribute to those community members who invited us within their community, who helped organize these sessions, who promoted these sessions by putting up posters, making radio announcements and posting the details of these sessions within their social media networks. Memorial University's efforts would have not been successful had it not received the support from these Indigenous communities and their members.

Introduction

In Winter 2018, Memorial launched an inclusive consultative process to guide the development of the university's first indigenization strategy. The strategy should be finalized by Winter 2020.

Through this process and moving forward, Memorial will continue to redefine its role in supporting Indigenization, decolonization, and truth and reconciliation. This work involves: engaging with Indigenous communities across the province, and ensuring a forum for ongoing discussions and consultations; documenting and celebrating current Indigenization activities and engagements; continuously strengthening the integration of Indigenous ways of knowing, being and doing within its academic programs and student services; and exploring new opportunities for innovative collaboration between the University and Indigenous communities. The President's Advisory Committee on Aboriginal Affairs is leading the project.

Consultation Methodology

In March-April 2018, Memorial University organized sessions with Indigenous leaders across Newfoundland and Labrador to learn how best to engage their respective Indigenous communities. Those discussions allowed Memorial University to finalize an engagement strategy.

As a result, a series of town hall sessions were organized in the various Indigenous communities, starting in August 2018 and ending in August 2019.

During this period, consultations were organized in 26 communities across the province. The sessions were led by Catharyn Andersen, Special Advisor to the President on Aboriginal Affairs at Memorial University. She was supported by three individuals:

- ✓ Kelly Anne Butler, Student Affairs Officer-Aboriginal Affairs at the Grenfell campus;
- ✓ Dr. Max Liboiron, Associate Vice-President (Indigenous Research); and
- ✓ Dr. Yves Pelletier, an external consultant hired to support the indigenization process at Memorial University.

The location of the sessions was determined after considerable consultation with the various communities to ensure centralized and accessible access points. The sessions were promoted by local champions within each community. Memorial University also promoted these sessions broadly on Facebook and Twitter (see Appendix A).

The format of these sessions focused on open-ended conversation, without a predetermined set of questions. The conversations were rich and diverse. In some communities, the conversation was slow to begin, as the participants were not always sure what was desired of them. In those cases, a representative of Memorial University would ask: "Who has a story about Memorial University: someone who attended Memorial University, or about a researcher from the University?" In all cases, that single question led to a free-flowing conversation that lasted for more than 90-minutes per session. Individual conversations touched upon many of the themes outlined in this report. Because of the open-ended nature of the discussion, not all topics were addressed at each community town hall session.

Communities

Here is the complete list of Indigenous community engagement sessions:

1. August 27, 2018 – Burgeo
2. August 28, 2018 – Degrau
3. August 28, 2018 – Stephenville
4. August 29, 2018 – St. George's
5. August 29, 2018 – Flat Bay
6. August 30, 2018 – Parson's Pond
7. October 1, 2018 – Goose Bay
8. October 2, 2018 – Sheshatshiu
9. October 2, 2018 – Rigolet
10. October 29, 2018 – Forteau
11. October 29, 2018 – Mary's Harbour
12. October 30, 2018 – Charlottetown
13. October 30, 2018 – Port Hope Simpson
14. October 31, 2018 – St. Lewis
15. November 1, 2018 – Cartwright
16. November 26, 2018 – Corner Brook
17. February 14, 2019 – Makkovik
18. February 18, 2019 – Nain
19. February 19, 2019 – Natuashish
20. February 20, 2019 – Hopedale
21. February 21, 2019 – Postville
22. February 22, 2019 – Sheshatshiu
23. February 22, 2019 – North West River
24. March 19, 2019 – Grand Falls-Windsor
25. March 20, 2019 – Conne River
26. August 8, 2019 – St. John's

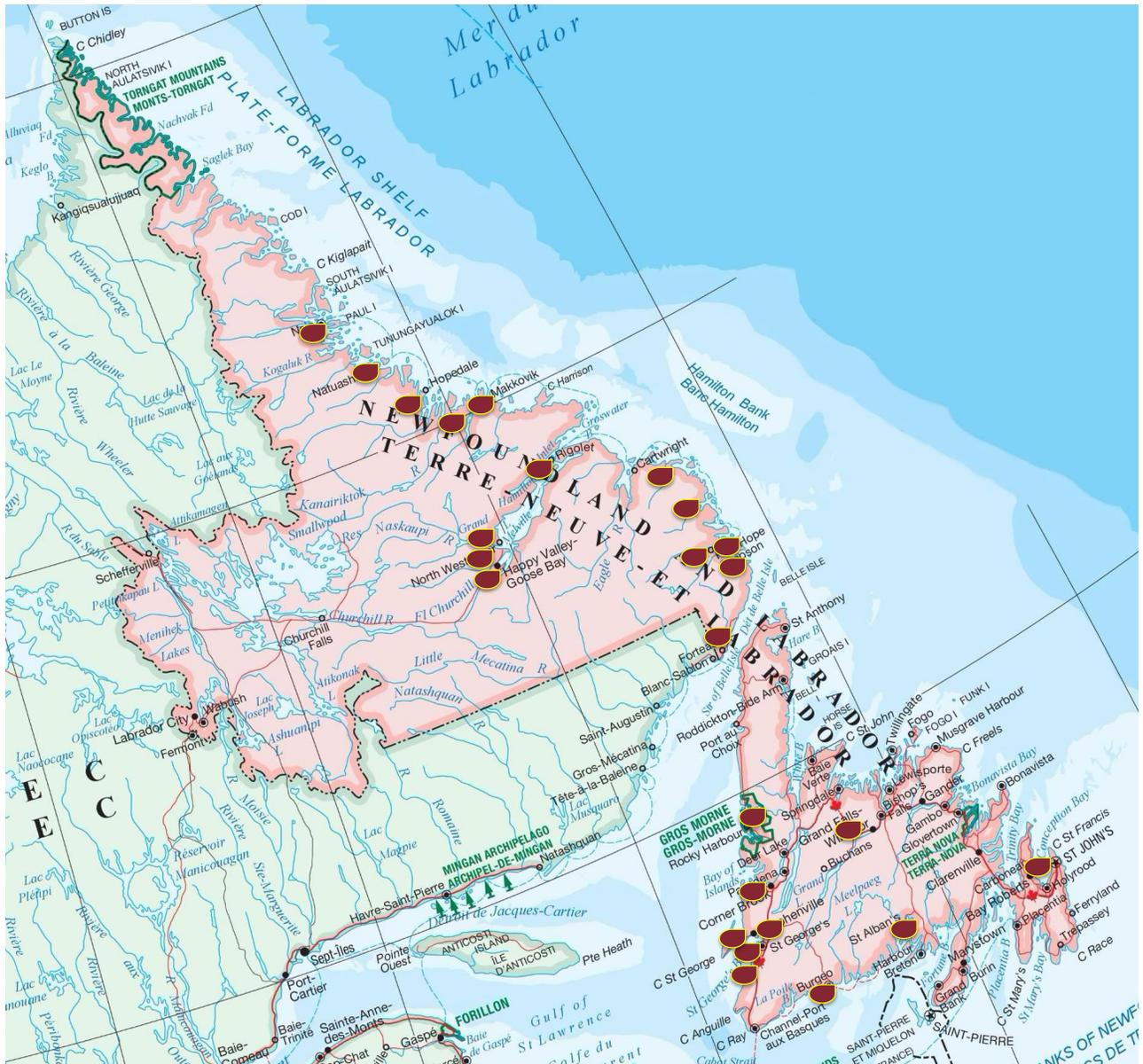


Figure 1: Location of engagement sessions with Indigenous communities across Newfoundland and Labrador

Themes

Although the conversations with each community were very different, there are common themes that emerged from these sessions.

Increasing Knowledge of Indigenous Peoples and Places

1. **Indigenous presence in Newfoundland and Labrador.** Indigenous Peoples' history and presence in Newfoundland and Labrador is both long and rich. Yet many citizens of the province and beyond are not aware of this history.

The context for this lack of awareness differs, according to these Indigenous community groups:

A) For the Mi'kmaw communities on the island of Newfoundland, community members noted that there are too few current history books that describe the real, diverse and longstanding history of Indigenous Peoples, especially the Mi'kmaq in Newfoundland and Labrador. They note that more effort could be made to draw from European journals of first European explorers, oral histories completed over the years and available research publications to present a truer narrative of the island's demographic evolution. For example, community members pointed to the recordings of interviews with Indigenous Elders and community members. These could be digitized and made available to faculty, students and community members. Elders proficient in the Mi'kmaw language confirm that the Mi'kmaq and Beothuk Peoples lived in peaceful collaboration on the island of Newfoundland, when examining the origins of Mi'kmaw words describing the Beothuk. Yet the myth that the Mi'kmaq came to the island of Newfoundland to eliminate the Beothuk persists on the island of Newfoundland and beyond. Other community members noted that there are some archaeological sites examining the presence of Indigenous peoples, but countless other sites have not yet been excavated. Some community members felt it was important to continue working with Indigenous communities to document all aspects of Indigenous presence in Newfoundland and Labrador over the past 1,000 years and beyond.

B) For the Indigenous communities in Labrador, they presented a different context, one based on Labrador being largely ignored from the narrative of the province of Newfoundland and Labrador, and Indigenous communities within Labrador being even more marginalized in the official history of the province. Those Labrador communities were still perplexed that many Newfoundlanders and Labradorians do not know the difference between Innu and Inuit, and their distinct cultures, histories and traditions. Indigenous communities from Labrador see themselves almost absent from the curriculum taught at Memorial University, which is compounded by the need for their youth to leave Labrador in many cases to complete their studies at the St. John's or Grenfell campuses.

These community members were eager for all Newfoundlanders and Labradorians to have a fuller understanding of the rich and diverse Indigenous populations within their province, and for their history, culture and traditions to be reflected within Memorial University, and the curriculum that is taught be more inclusive of Labrador and the Indigenous Peoples who are from that land.

2. **Fear of Further Assimilation.** The negative impact of education, and especially the legacy of Residential Schools, was referenced in some communities. In all Indigenous regions, many community members demonstrated a desire for their youth to go to university. At the same time, these same community members noted that Memorial University must be careful not to further assimilate their youth by offering them an education that lacked a strong focus on Indigenous knowledge and Indigenous ways of being and doing. Two statements made by community members stood out: “university can end up achieving what residential school failed to achieve: assimilation” and “It’s about investing in our own communities.”

In a few examples, students said to us that they had to ‘leave a part of themselves at the door,’ as a means of reducing the stereotypes and racism that they face on campus.

3. **Strengthening Indigenous Education in provincial K-12 curriculum.** Community members in all regions have noted their wish to see a greater focus on Indigenous Peoples and Indigenous content in K-12 curriculum. They felt that such curriculum focus would give Indigenous youth a greater sense of their own cultural identities. At the same time, this curriculum focus would help inform non-Indigenous Peoples about the history of Newfoundland and Labrador’s Indigenous Peoples, and build towards truth and reconciliation.

In every region, this theme was omnipresent. The Mi’kmaw communities in Newfoundland pointed to the current partnerships between the Qalipu First Nation and the English language school board in Newfoundland and Labrador that aims to ensure a stronger Indigenous content within K-12 curriculum. Among all three Indigenous Peoples of the province (Mi’kmaq, Innu and Inuit communities), community members felt that Memorial University’s Faculty of Education could play a greater role in preparing teachers and in supporting the development of more Indigenous content within the provincial curriculum, and ensuring that non-Indigenous B.Ed. students were more strongly grounded in Indigenous content. Finally, many parents felt that a greater focus on Indigenous content in K-12 years would help their children build confidence in themselves, and help their youth to complete secondary studies and seek post-secondary programs.

Indigenizing the Academy

4. **Lack of knowledge and understanding of Indigenous topics and issues among Memorial University faculty.** Many Indigenous community members felt that other Newfoundlanders and Labradorians were unaware of their own province's rich and diverse Indigenous communities. Beyond calling for more public education, they focused specifically on the lack of awareness and knowledge among Memorial University faculty members about Indigenous Peoples, and felt that an Indigenization strategy must include addressing this lack of awareness and knowledge of all Memorial employees. This theme was heard broadly within communities representing all three Indigenous Peoples of the province.

This lack of knowledge by faculty members about Indigenous topics and issues was also highlighted as a challenge for Indigenous students. They felt it was important that Memorial University establish guidelines as to what faculty demographic and scholarly profile can teach Indigenous courses and Indigenous content. Some students noted that "I shouldn't have to teach my instructor on Indigenous ways of knowing and being," a way of expressing that they had to become the teacher inside the classroom. These same students shared stories where: they were put on the spot by faculty members who asked questions about Indigenous communities and traditions; they felt compelled to correct false statements; they felt they had to challenge myths and stereotypes presented by faculty members. There were many examples where the Indigenous students did not have a positive student experience at Memorial University.

Many argued that the fundamental question was not a lack of knowledge, but rather blunt racism and the perpetuation of racism within societies, including the classroom. They suggested that the actual Indigenization strategy should articulate the roles and responsibilities of Indigenous and non-Indigenous faculty at the university. The Indigenization strategy should specifically be anti-racist and not just inclusive.

5. **Infusing Indigenous knowledge and methods within existing Memorial University academic programs.** Some community members wondered how Indigenous ways of knowing and being were currently infused within existing academic programs and courses at Memorial University. That was a theme that was common to among all three Indigenous Peoples of the province. Some shared histories of how Indigenous knowledge of vegetation have healed ailments, and wondered how fields like medicine and pharmacology were infusing this Indigenous knowledge in their courses. Some wondered if history courses provided a true reflection of Indigenous presence within Newfoundland and Labrador. As such, community members highlighted the need and the benefit of infusing Indigenous knowledge and methods within academic programs, and that courses must be taught by Indigenous scholars and community members.
6. **Staffing policies.** In every Indigenous region of the province, and in most Indigenous communities, community representatives were quick to point out that the success of indigenizing the university starts with having Indigenous students interact with Indigenous employees across the university, and not simply in the Indigenous student services area. Many communities felt that the number of employees within the offices that support Indigenous students at its campuses are insufficient. Indigenous students should be able to interact regularly with Indigenous employees (from staff to faculty through to administrators). Innu,

Inuit, and Mi'kmaw students should be able to see their own working at all Memorial University campuses.

At the same time, a successful Indigenization strategy must ensure that Indigenous students face no discrimination or racism on campus, leading many community members to suggest the need for greater professional development for faculty and staff on Indigenization. As such, the theme of hiring more Indigenous employees and the need for cultural training for all employees at the university were seen as important elements of any future plan to indigenize the university.

7. **Increasing Indigenous academic programs. Focusing on a decolonization lens.** Many community members asked questions about the academic programs offered at Memorial University. These conversations led to a discussion about which academic programs might be geared more specifically to Indigenous learners in light of their content or the skills needed most within Indigenous communities. In the end, some community members wished that Memorial University increase the number of Indigenous programs as part of its Indigenization strategy. This theme was present in all Indigenous regions of the province.

They also hoped that Labrador would take a greater place within the curriculum in courses taught on both the St. John's and Grenfell campuses. One example that came to mind in two Mi'kmaw communities was linking the growing environmental movement with Indigenous environmental stewardship as a means of strengthening an existing program while making the content even more relevant to Indigenous learners. In addition to academic programs at these two campuses, there was a desire from community members in Labrador to have academic programs in Labrador focused on their culture and traditions, that could also be land-based.

Beyond Indigenous programs, some communities wondered how Memorial University would be reviewing its academic curriculum through the decolonization lens.

8. **Indigenous representation within decision-making bodies and working groups across the University.** Some community members pointed out that the presence of Indigenous leaders in the senior decision-making bodies of the university was limited or absent. They asked how many Indigenous leaders serve on the Board of Regents or on Senate. They sought to ensure that the Indigenous presence on campus not be limited to the current small team heading Indigenous services, but that the University actively ensure Indigenous appointments to senior decision-making committees, to ensure a strong overall Indigenous voice, one that is integrated across the university.

They also wanted to ensure the presence of Indigenous members on all committees, and that their presence not be seen as mere tokenism, but rather a strong willingness from the Memorial University community to hear and learn from these committee members.

9. **Expanding Indigenous student services.** Some community members wondered how Indigenous learners were supported once they arrive at Memorial University, fearing a lack of cultural supports to ensure a successful student experience. Other community members familiar with the student services on both campuses were quick to point out the absence of Elders-in-Residence to support Indigenous students. They also commented that Memorial University should review its student services to ensure access to mentors, tutors and Elders to support

them. Those alumni of Memorial University were also quick to raise the issue of the lack of physical space for the Aboriginal Resource Office, and wondered when more space for Indigenous students would be forthcoming. One specific recommendation was to have someone from Labrador working at the Grenfell campus in addition to the Student Affairs Officer – Aboriginal Affairs.

In a few communities, some members talked about the fast pace of staff turnover among Indigenous employees, particularly within the Aboriginal Resources Office. A few members commented about the employment status for Aboriginal Resource Office employees is often precarious with temporary contracts and non-competitive wages. These Indigenous employees are actively being recruited for higher paying and permanent positions outside Memorial University. They felt that Memorial University's focus on retaining its Indigenous employees should include a review of employment status and compensation packages.

10. **Indigenous Peoples as subject of research studies.** In all regions, many community members were clear that their communities, Elders and themselves have been subjects or participants of research activities undertaken by Memorial University and its researchers, as well as researchers from other universities. When the interviews or fieldwork were completed, many community members never heard from those researchers again; others were unable to locate the results of their involvement in research projects. Over time, such contributions have been lost, and the communities have not been able to benefit from their participation in research efforts. There is no clear list as to how Memorial University, its researchers and its graduate students have engaged Indigenous communities, directly and indirectly, in research activities over the past decade and beyond.
11. **Benefits of Memorial University researchers.** In some communities, especially Mi'kmaw and Inuit communities, there were examples of how researchers have come to communities in the spirit of partnership and to work on topics of mutual benefit and interest. These partnerships between Memorial researchers and Indigenous communities can be really positive when the time is taken to develop relationships. At the same time, Indigenous members noted the need and interesting in having their own members become researchers, for the benefit of their own communities. There are community members who do conduct research, and it would be good for the university to recognize that work. The University should also recognize the importance of community resources (infrastructure and knowledge keepers, to name but two) in ensuring the success of a Memorial research initiative.
12. **Grenfell campus.** Many community members in Labrador had praise for the Indigenization efforts being done by Grenfell. However, they felt that two things were lacking. The first was a lack of human resources to support Indigenous students on campus. Secondly, with the growing number of Indigenous students from Labrador, there should really be an Inuit or Innu student support services worker on Grenfell campus to support the wonderful work of the current Student Affairs Officer, Kelly Anne Butler.
13. **Teacher Education.** With the upcoming end of the Inuit Bachelor of Education cohort, and the lack of funding renewal for the program, there is considerable concern that, despite the recent successes of training their own teachers, Inuit communities will be facing yet again the challenge of a lack of qualified Inuit teachers, trained locally. These Inuit communities wished that

Memorial University, as part of the Indigenization strategy, would ensure the continuation of this important program.

In the Mikmaw regions, the Bachelor of Education was also a point of discussion, with a strong desire to have more efforts to indigenizing the main B. Ed program. Finally, in the Innu region, there was an example of Innu communities partnering with Nipissing University to access their classroom assistant program, which required community members to travel to North Bay for the training. The Innu classroom assistants would like Memorial University to offer that program in the future as a means of keeping their community members closer to home or in St. John's, which is better known to them.

14. **Designated seats and more employment opportunities on campus.** Memorial University's efforts of continuing its designated seats program was applauded by many community members. This program was recognized as a key way to ensure that their younger community members acquire the skills and credentials (nursing and medicine, for example) that are important for the health and prosperity of their communities.

Some community members wished that Memorial University offered more priority employment opportunities for Indigenous students on campus, to help offset the cost of their education, and to give them meaningful work. At the same time, such opportunities would lead to a greater sense of inclusion on campus, and possibly higher retention and graduation rates.

15. **Creating Indigenous microsites on the Memorial University websites.** Some communities mentioned that there is a growing presence to Indigenous and Indigenization activities on the website. However, this content is not centralized in a way to make it easy for Indigenous community members to locate. In creating these Indigenous microsites (for both the St. John's and Grenfell campuses), Indigenous community members commented that it should also list distance course of possible interest to Indigenous community members, as distance courses do not come up first when searching for courses. Another option could be to add a drop-down menu that allows courses to be searched for a "distance education" delivery method. Overall, the Memorial University website was deemed difficult to navigate and confusing, and that a reorganization of the website would help Indigenous students and communities access a portal for the information they are seeking.

16. **Food services.** Creating a welcoming environment away from home also means exploring the food options available on campus. Some mentioned that, with the increasing presence of Indigenous learners on campus, the university should also review its food offerings as a means of making available traditional foods from their home communities. Traditional foods are a key part of their cultural identity, and its availability on Memorial University campuses help to foster a home-away-from-home feeling. At the same time, other non-Indigenous students from Newfoundland and Labrador and beyond could explore the traditional foods from local Indigenous Peoples. Indigenous students also praised the visits of relatives to one of the Memorial University campuses, as it provided them with access to *country foods* (in most cases, wild meats).

17. **Expanding designated physical space.** Some community members commented that the Memorial University campuses feels cold and uncomfortable to them, due to a lack of Indigenous architecture, art and expression throughout the buildings and outdoor spaces. The

absence of permanent outdoor structures, like wikuam and Labrador Trapper's Tent, were also noted. They hoped that, through the Indigenization strategy, a greater focus could be placed on the physical space as well. These Indigenous community members also wished that their art and expression be used to Indigenize the physical space on campus, as opposed to importing cultural symbols of Indigenous communities in other parts of the country or the world. Students noted that limited designated learning commons space available to them, which made it difficult to build a sense of community in the small spaces available to them, and hoped that future general campus planning efforts take the growing size of Indigenous students on campus into consideration in expanding Indigenous space on campus.

18. **University signage.** Some community members welcomed the fact that there are designated spaces in the Grenfell campus, which is located in the Mi'kmaw region, where rooms are identified in both English and Mi'kmaq. However, some wondered why the current signage policy is not extended to other Memorial University campuses, in multiple Indigenous languages, as a means of bringing awareness of the Indigenous Peoples in this province on all campuses.

Strengthen University-Indigenous Community Relationships

19. **Broadening access to post-secondary education.** In almost every single session in Mi'kmaw, Innu and Inuit communities, the theme of education as the key to self-sufficiency and economic progress and stability was clearly articulated. Some community members wondered how proactively Memorial University undertook building sustained relationships with Indigenous communities to promote pathways for Indigenous youth to access university. Others wished that Memorial University did more direct recruitment from Indigenous communities.

Broadening access to post-secondary education for Indigenous youth also requires transition support, as moving from small and remote communities to either Corner Brook or St. John's is a significant adjustment. Finally, some community members felt that it is important to bring awareness of university options while Indigenous youth are still in elementary and high schools. The idea of having summer experiences for both incoming Memorial University Indigenous students as well as summer programs for younger Indigenous students were mentioned as great ways of building awareness of Memorial University.

20. **University-Community Partnerships.** There were both positive and negative examples of university-community partnerships shared during these Indigenous community consultations.

Among the most common positive example was the signed memorandum of understanding between Memorial University and the Nunatsiavut Government in 2014 to develop research opportunities in Nunatsiavut. The university confirmed that it was committed to promoting public education within and about Nunatsiavut, and to help Nunatsiavut in the development of its own research capacity, social policy development, and cultural management. Some community members highlighted the Tradition & Transition Research Partnership that is undertaken by and with Labrador Inuit.

Among the negative examples were general comments that Memorial University did not respond to Indigenous community research partnerships, or that Memorial University did not

offer the academic program they felt would be beneficial to their community (for example, see earlier example of Classroom Assistant program).

21. **Increasing distance learning opportunities.** Many communities noted their geographical distance from a Memorial University campus as a barrier to access programs and courses offered. Individual community members noted their own interest in lifelong learning. Other community members worried about relocating to Corner Brook or St. John's to embark on a program of study without first having completed one or more university-level courses.

It was not universally known that the Grenfell campus, working in partnership with the Labrador Institute, help students finish the first two years of some undergraduate programs from Labrador through livestream teaching.

In recent years, some communities have been able to set up distance learning classrooms, and other communities are looking for investments to ensure a similar facility in their communities. In sum, more distance learning opportunities was a theme in many of these engagement sessions.

22. **Graduate students in Indigenous communities.** Many Mi'kmaw community members made references to having graduate students working within their community, for they bring new insights and knowledge. In some cases, the overall experience has been positive for both students and communities. As such, some communities were eager to find ways of having Memorial University work with Indigenous communities to document the varied needs in each community, and then working with graduate students in making one of those projects a reality. Some community members wondered how Memorial University was helping Indigenous learners further their skills at the graduate level. There were also a few negative examples, referenced in the Bay St. George Mi'kmaw region, where researchers came to conduct research, and where the final research results were never shared with those communities.

23. **Indigenous Languages and Cultures.** Nearly every engagement session included some discussion on culture and language. Many community members focused on the increasing loss of proficiency in their language and their cultural practices over the past two centuries and beyond, and the importance to them, individually and collectively, for culture and language to be revitalized. Efforts have been ongoing in communities now for many years, but community members would like to see this supported at the post-secondary level as well. For example, some community members pointed to efforts by Cape Breton University to support language proficiency in the Mi'kmaw language in Nova Scotia, and wondered how Memorial University could play a similar role for Indigenous languages within Newfoundland and Labrador. There was also a frequent request to have Inuttitut courses (the dialect of Inuktitut spoken in Labrador) offered online. They wished that Indigenous languages be made available to all Memorial University students as a means of building rapport and reconciliation.

24. **Transforming the Labrador Institute into an academic campus.** Many community members in Labrador felt that the time has come for Memorial University to establish a physical presence in Labrador where students could study at home or closer to home, to ensure that academic programming that is responsive to the needs of the communities could be delivered closer to home.

25. **Recruitment activities in Indigenous communities.** Many Labrador communities lamented the lack of presence of recruiters from Memorial University, with some communities noting that no one from Memorial University has been in their community for many years to work with high school students, and map their pathway to university programs. Through this lack of recruitment focus, students do not see themselves welcomed at Memorial University. When they do gain admission, many are not sure of the processes and the next steps, resulting in frustrations and disappointment, leading to students stopping out of their programs and returning home. Before starting their program, some community members commented that it would be beneficial for students to have the opportunity of touring their selected Memorial campus before relocating so that they can be more comfortable with their upcoming move. In the absence of the recruitment team heading to Labrador, Indigenous staff from Grenfell and St. John's have been leading recruitment efforts in Labrador.

Appendix A: Selective Social Media Posts

Indigenizing the University
Community Consultations: Western Island

Memorial University is embarking on a plan to indigenize the university, and we are seeking input from you through community consultations. What would you like the university to know?

Please join us for open conversation.
Share your voice:

Mon, Aug 27: Burgeo 50+ Club, 6:30pm
Tues, Aug 28: Degrau Mi'kmaw Centre, 4:30pm
Tues, Aug 28: Stephenville CoNA theatre, 7pm
Wed, Aug 29: Flat Bay Peoples Complex, 5pm
Wed, Aug 29: St. George's Mi'kmaw Museum, 7pm
Thurs, Aug 30: Parson's Pond Community Ctr, 7pm
Fri, Aug 31: Corner Brook Qallipu Comm Rm, 12pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN
Kelly Anne Butler, Aboriginal Affairs Officer, Grenfell
Yves Pelletier, Indigenization Consultant

Questions? 709-639-4606 or kbutler@grenfell.mun.ca

Indigenizing the University
Community Consultations

Memorial University is embarking on a plan to indigenize the university, and we are seeking input from you through community consultations. What would you like the university to know?

Please join us for open conversation.
Share your voice:

Mon, Oct 29: Forteau, E.M. Taylor Resource Centre, 2pm
Mary's Harbour, Riverlodge Hotel 7pm
Tues, Oct 30: Charlottetown, Rec Centre, 1:30pm
Port Hope Simpson, Alexis Hotel, 7pm
Wed, Oct 31: St. Lewis, Paulo Ventures, 10:30am
Thurs, Nov 1: Black Tickle, Community Hall, 10:30am
Cartwright, Parish Hall, 7pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN

Questions? 709-864-6260 or aaadvisor@mun.ca

Indigenizing the University
Community Consultations: Rigolet

Memorial University is embarking on a plan to indigenize the university, and we are seeking input from you through community consultations. What would you like the university to know?

Please join us for open conversation. Share your voice:

Tuesday, October 2, 2018
Strathcona House
7:00 pm - 8:30 pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN
Yves Pelletier, Indigenization Consultant

Questions? 709-864-6260 or aaadvisor@mun.ca

Indigenizing the University
Community Consultations

Memorial University is embarking on a plan to indigenize the university, and we are seeking input from you through community consultations. What would you like the university to know?

Please join us for open conversation.
Share your voice:

Thurs, Feb 14: Makkovik, Arena Multipurpose Room, 6:30pm
Mon, Feb 18: Nain, Inuit Community Government Boardroom, 7pm
Tues, Feb 19: Natuashish, School, 7pm
Wed, Feb 20: Hopedale, Nanuk Centre, 7pm
Thurs, Feb 21: Postville, Community Centre, 7pm
Fri, Feb 22: Sheshatshiu, School Cafeteria, 2pm
Fri, Feb 22: North West River, Town Chambers, 7pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN

Questions? 709-864-6260 or aaadvisor@mun.ca

Indigenous Peoples and the University
Community Meeting: Conne River

Memorial University is working on a plan to indigenize the university, which means including Indigenous ways of knowing, being and doing into the University. We would like to hear your thoughts and ideas. What would you like the university to know?

Please join us for open conversation. Share your voice:

Wednesday, March 20, 2019
The Great Hall, Conne River
7:00 pm – 8:30 pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN

Questions? 709-864-6260 or aaadvisor@mun.ca

Indigenous Peoples and the University Community Meeting: Grand Falls-Windsor

Memorial University is working on a plan to indigenize the university, which means including Indigenous ways of knowing, being and doing into the University. We would like to hear your thoughts and ideas.

What would you like the university to know?

Please join us for open conversation. Share your voice:

Tuesday, March 19, 2019
Mary Marche Room, Mount Peyton Hotel
7:00 pm – 8:30 pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN

Questions? 709-864-6260 or aaadvisor@mun.ca

Indigenizing the University Community Consultations: St. John's

Memorial University is embarking on a plan to indigenize the university, and we are seeking input from you through community consultations.

What would you like the university to know?

Please join us for open conversation. Share your voice:

Thursday, August 8, 2019
Community Room, St. John's Farmers' Market
245 Freshwater Road
7:00 pm – 8:30 pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN

Questions? 709-864-6260 or aaadvisor@mun.ca

Indigenizing the University Community Consultations: Happy Valley – Goose Bay

Memorial University is embarking on a plan to indigenize the university, and we are seeking input from you through community consultations.

What would you like the university to know?

Please join us for open conversation. Share your voice:

Monday, October 1, 2018
Komatik Conference Room, Nunacor
6:30 pm - 8:30 pm

Catharyn Andersen, Special Advisor on Aboriginal Affairs, MUN
Yves Pelletier, Indigenization Consultant

Questions? 709-864-6260 or aaadvisor@mun.ca