



Canadian law schools have put in place a variety of initiatives to ensure meaningful and effective engagement with the Truth and Reconciliation Commission Calls to Action. The attached summaries were prepared by Canadian law deans with a view to sharing information about these initiatives. As these summaries indicate, the responses of Canadian law schools are varied, with curricular and co-curricular initiatives. These include new courses, integration of relevant material across the law school curriculum, and increased exposure to Indigenous culture and practices through blanket exercises, interactions with Indigenous elders, and camps and other similar events that give students, faculty and staff opportunities to spend time in, and to learn from, Indigenous communities.

The enclosed summaries also indicate that in responding to the TRC Calls to Action, Canadian law schools are building on various initiatives already in place, many of longstanding. Canadian law schools have curricular and co-curricular initiatives in place that pre-date the TRC Report and that are intended to address and provide formal and informal education about the issues of racism, assimilation and reconciliation identified in the TRC report. These initiatives include courses on Indigenous law, justice and legal traditions; integration of Indigenous elders into the daily life of law schools; admissions policies and programmes that promote access to law school for Indigenous students and support them once they arrive and after they graduate; hiring Indigenous faculty and staff, and introducing students and the broader law school community to Indigenous ceremonies and traditions.

The attached documents are summaries. For more information about Canadian law school responses to the TRC Calls to Action, please contact law schools or the Canadian Council of Law Deans.

Reconciliation Initiatives & Responses to the TRC Report

Our efforts date back to establishing the Indigenous Blacks and Mi'kmaq Initiative in 1989 at Dalhousie Law School. This initiative was in part a response to issues identified in the *Royal Commission on the Donald Marshall Jr. Prosecution* report. Many recommendations in that report address issues of systemic racism and inequality similar to those identified in the TRC report. In 2018, our 200th student admitted through the IB&M Initiative will graduate. Our IB&M graduates are working as lawyers throughout Canada, changing the face of the justice system and legal profession in a variety of roles. In 2017, the Schulich School of Law was one of 4 Canadian law schools, with UBC, University of Saskatchewan, and Lakehead, to win an award (\$25,000 each) for leadership in aboriginal and indigenous education. It has also been the recipient of several other similar awards.

In response to the TRC Report, we established a committee (faculty and students) to consider how best to take up the TRC recommendations. We considered various options, including a stand-alone course and integrating relevant themes across our curriculum. We settled on a combination of the two approaches. To assist integration throughout the curriculum, we have committed new resources to build a collection of materials that instructors can use to integrate indigenous and aboriginal subject matter in their teaching.

We also introduced a new first year intensive course in 2017, *Aboriginal and Indigenous Law in Context*. The objective of the first part of this course in the fall term is to expose students to Mi'kmaq people and to teach them about things that are important to Mi'kmaq people – places, language, culture, spiritual practices, traditions, stories, art, historical and contemporary issues. This is accomplished through class time, a blanket exercise and a field trip to Mi'kmaq communities and places of historical significance to the Mi'kmaq. The aim is for students to gain an appreciation that Indigenous communities are living, thriving communities with many aspirations for the future, while also dealing with the legacy of past assimilation policies. The second part of this course in the winter term explores how law applies to, and is applied by, Indigenous people. The aim is to demonstrate that areas of intersection pervade many areas of law. Students are introduced to these themes in classes and, in groups, are assigned to present on an Aboriginal or Indigenous Law topic. Topics for this year include: development and implementation of the UN Declaration on the Rights of Indigenous Peoples; tort law and loss of language and culture at residential schools; Indigenous restorative justice initiatives; the implications of the *First Nation Caring Society* decision, and self-government and land claims negotiation processes in Canada.

These curriculum efforts will build on the already considerable integration of aboriginal and indigenous material in our mandatory and optional curriculum, and on existing optional courses such as Aboriginal Peoples; Indigenous Governance; Dealing with the Past: The Indian Residential Schools Settlement, and the Kawaskimhon Aboriginal Rights Moot.

Other initiatives include: our Elder In Residence (in place since 2015); Professor Naiomi Metallic, from the Listuguj Mi'gmaq First Nation, became our inaugural Chancellor's Chair in Aboriginal Law in 2016; working with the University Art Gallery, we have placed aboriginal and indigenous art in the Law School; the Ku'TawTinu: Mi'kmaw Shared Articling Initiative, a collaboration between our IB&M Initiative and the Nova Scotia Barristers' Society, that enables graduates to construct an individualized articling experience focusing on Mi'kmaw legal issues and Aboriginal and Indigenous law.

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Truth and Reconciliation Call to Action No. 28 Response: Bora Laskin Faculty of Law

The Bora Laskin Faculty of Law at Lakehead University was established with three mandates to serve the legal needs of Northern Ontario: 1) Aboriginal and Indigenous Law; 2) Natural Resources and Environmental Law; and 3) Small Town Practice with the Integrated Practice Curriculum.

Since the opening of the doors of the Bora Laskin Faculty of Law in the fall of 2013, first year students have been required to take two courses in Aboriginal and Indigenous Law. The first is LAWS 1530 Indigenous Legal Traditions introducing students to the worldviews and perspectives of Aboriginal peoples in Canada drawing upon cultural, legal and social teachings forming law. It covers the history and legacy of residential schools, treaties understood from an Indigenous perspective, Indigenous law, Aboriginal-Crown relations, and skills-based training in using talking circles as a form of conflict resolution.

The second is LAWS 1535 Aboriginal Perspectives requiring law students to engage in thirty-six (36) hours of activities approved by the Director of Indigenous Relations. The approved activities introduce law students to Aboriginal culture, traditions, and perspectives through speakers, dialog and experience-based opportunities.

In the second year curriculum, all law students are required to complete a full year course, LAWS 2000 Aboriginal Legal Issues examining Aboriginal rights under the common law, the constitution and relevant legislative provisions that affect Aboriginal peoples. This course includes the historical interaction affecting Aboriginal peoples including Aboriginal-Crown relations and treaties and aboriginal rights. The course also introduces the UN Declaration on the Rights of Indigenous Peoples to all of our law students.

The Bora Laskin Faculty of Law is also the only law school in Canada with the position of Director of Indigenous Relations. This position was created at the suggestion of the Aboriginal Advisory Committee to the law school and was viewed as necessary to carry out the mandate of Aboriginal and Indigenous Law. In this role, the Director coordinates the Aboriginal Perspectives course, our Elder in Residence program, serves as the Chair of our Aboriginal Admissions Committee, conducts recruitment events in Northern Ontario, liaises with the Program for Legal Studies for Native Peoples (PLSNP) at the University of Saskatchewan, assists with events in the region, such as our second annual Indigenous High School Law Day to held on February 5, 2018. Further, we have a newly formed ProBono Students Canada chapter at our law school focused on Aboriginal legal issues.

In our fifth year, the Bora Laskin Faculty of Law continues to build on the mandate of Aboriginal and Indigenous Law. We have many initiatives that have been generously funded by the Law Foundation of Ontario to further our efforts in Aboriginal community outreach and education. Our law students are receiving opportunities, knowledge and skills that fulfill the Truth and Reconciliation Call to Action No. 28.

Response to the TRC “Calls to Actions”
Law Faculty, Université Laval, Quebec City
Anne-Marie Laflamme, Dean

We have carefully read the report of the TRC and have started to implement a series of concrete measures on different planes to ensure an effective response to the recommendations. Our Faculty is the most eastern located law faculty in Quebec, relatively close to many French-speaking aboriginal communities, such as the Huron-Wendat reservation that is located in the vicinity of Quebec City. Thus, we have had a tradition to admit aboriginal students in our bachelor of law, whether self-identified as such or not, for quite a long time.

We have recently created an “out of quota” category that will allow us to admit annually 2 to 3 First Nations or Inuit students residing in Quebec who would not have the academic standing required to be admitted in our bachelor of law. These new aboriginal students will be admitted starting in fall 2018, without prejudice to aboriginal students that have sufficient standing to be admitted in our regular categories.

We collaborate with the Education Commission of the Assembly of First Nations Quebec-Labrador, conveniently located in the Huron-Wendat reservation near Quebec City, in order to identify the best measure to support our aboriginal students, as well as to develop targeted recruitment strategies. One of the concrete measures envisaged is to promote our programme at the Kiuna Institution, located in Odanak, the first aboriginal post-secondary college (cegep) in Quebec. Another intended measure is to foster mentorship by our aboriginal graduates. We also envisage organising cultural healing retreats for aboriginal students in nearby aboriginal communities such as Odanak or Wendake.

Our bachelor of law already includes an optional course on Aboriginal People and the Law (DRT 2557 – *Droit et peuples autochtones*). An aboriginal practicing lawyer and graduate from our Faculty is teaching this course. In addition, we plan to integrate aboriginal law issues more clearly and systematically in a series of compulsory courses, such as introduction to law (DRT 1000 – *Univers du droit*), constitutional law (DRT 1002— *Droit constitutionnel*) and public international law (DRT 1009 – *Droit international public*).

We are currently creating a new aboriginal law distance course in our certificate of law degree (DRT 1XXX – *Droit des peuples autochtones*), intended to non-law students and the public in general. This course will contribute to diffuse legal knowledge on aboriginal peoples to a wider audience, including aboriginal individuals located in more remote areas.

Finally, a committee composed of professors will be set up in January 2018 to advise the Faculty on all matters related to the continuing implementation of the TRC recommendations.

January 14, 2018

Responses to the Final Report of the Truth and Reconciliation Commission
(McGill Faculty of Law – January 2018)

Process

- *Final Report on McGill Faculty of Law Initiatives Relevant to the Truth & Reconciliation Commission's Report and Calls to Action – Phase I of the Faculty's Response* (February 2016, drafted by then law student Molly Churchill)
- *Moving Forward: A Proposal from the Faculty's Truth and Reconciliation Commission Taskforce in response to the Truth and Reconciliation Commission's Calls to Action – Phase II of the Faculty's Response* (April 2017)

Initiatives

Teaching

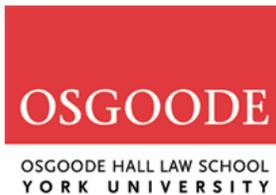
- Multi-pronged response to call-to-action no. 28, including a stand-alone mandatory course, a basket of courses, and integrated modules on Indigenous/Aboriginal law in existing mandatory courses. Formal proposal to be put to Faculty Council in winter term 2018
- Indigenous content in mandatory courses: Introduction to Indigenous Legal Traditions as part of Integration Weeks; Criminal Justice course (6 cr.) integrates common law, civil law and Indigenous laws, and explores the impacts of criminal justice on Indigenous communities in Canada; Property course (6 cr.) integrates common law, civil law and Indigenous laws
- Appointment of Indigenous faculty: Aaron Mills, from Couchiching First Nation, appointed Assistant Professor (to start August 1, 2018); John Borrows, Professor at the University of Victoria Law School, and Canada Research Chair in Indigenous Law, appointed Tomlinson Distinguished Visiting Professor for 2017-18; Kerry Sloan, Metis law scholar, appointed Boulton Fellow for 2017-18
- Combined Law (BCL/LLB) program with Minor concentration in Indigenous Studies

Experiential Learning Opportunities for Students

- Field courses: One-month course in collaboration with Social Work, Medicine and Anthropology, which includes one week spent in Kahnawà:ke, Mohawk Territory; Anishiinaabeg Law Class: 3-day intensive land-based course taught by John Borrows on territory of Chippewa of the Nawash First Nation (Ontario)
- Outreach: Participation in the annual Eagle Spirit High Performance Camp run by McGill's First Peoples' House (FPH); LEX high school outreach program, which partners with Kahnawà:ke Survival School
- Internships and legal clinics: Maliiganik Tukisiiniakvik Legal Services (Nunavut); Justice Department at the Mohawk Council of Akwesasne Justice Department (Ontario/Qc/NY border); Yukon Human Rights Commission; Native Women's Shelter of Montreal; Native Friendship Centre of Montreal
- Kawaskimhon Aboriginal Law Moot; Support for other Indigenous initiatives: Indigenous Law Association, events, etc.

Student Support

- Recruitment: annual visit to [Kiuna Institution](#) (First Nations CEGEP); Event for Indigenous undergraduate students at FPH
- Indigenous Law Students: New position of Indigenous and Equity Student Advisor; Mentorship program; Dedicated pages on the Faculty website; Inter-tribal welcome for all first-year law students
- Funding: Language training for admitted Indigenous candidates and students who want to improve their abilities in English or French before or during the law program; Registration fees for Indigenous students attending annual IBA conference; Dedicated funding for Indigenous graduate students



Reconciliation & Indigenous Initiatives at Osgoode Hall Law School, York University

Osgoode Hall Law School, York University is committed to specific actions that it will take to meet the urgent need of Reconciliation with Indigenous peoples envisioned by the report of the Truth and Reconciliation Commission of Canada, as part of the Law School's 2017-2020 Access Osgoode Strategic Plan, and as part of York University's overall Indigenous framework.

Osgoode's enhanced commitment to Reconciliation led to the establishment of a Reconciliation Fund in June 2017, with an initial investment of \$300,000 over the next three years. The Reconciliation Fund will provide support for the following Indigenous and Reconciliation initiatives at Osgoode:

- Three years of annual funding for the Anishinaabe Law Camp held each September (since 2014) at Neyaashiinigmiing (Cape Croker) in collaboration with the Chippewas of Nawash and the Debwewin Summer Internship program in collaboration with the Ontario Ministry of the Attorney General.
- Establishment of Osgoode's Office of Indigenous and Reconciliation Initiatives led by the new Coordinator, Indigenous and Reconciliation Initiatives.
- Strengthening and deepening ties with Indigenous communities by bringing Elders in Residence to Osgoode, as well as other experts and guests from Indigenous communities for Osgoode events, courses and programs.
- Programming in Skennen'kó:wa Gamig (formerly Hart House) as a stand-alone centre for Indigenous community life at York University and other pan-University collaborations.
- Augmenting available funding sources for Osgoode Indigenous faculty, including the CRC in Indigenous Environmental Justice, as well as Osgoode's Indigenous Students Association (OISA) for community projects and events, and proactive outreach for the recruitment of Indigenous faculty, staff and students.
- Providing support to Reconciliation-focused community events, including collaborating with the Ontario Human Rights Commission on a symposium on Indigeneity in human rights to be held in February 2018 at Osgoode.
- Enhancing the Indigenization of Osgoode's curriculum, as well as research projects, exhibits and collaborations that enrich study and knowledge about Indigenous law and legal issues (this builds on the success of Osgoode's Intensive Program in Aboriginal Lands, Resources & Governments as one of North America's premier experiential programs exploring legal issues relating to Indigenous peoples and Indigenous rights. The program will celebrate its 25th anniversary in 2019).

Osgoode's commitment to Reconciliation builds upon our past initiatives and reflects our shared goal for the Law School to play a leadership role among Canadian law schools in engaging with Indigenous communities, students and scholars and ensuring that our curriculum reflects Indigenous legal traditions and Indigenous justice issues.

Our faculty is committed to ensuring that we contribute to the important work of reconciliation. Our approach is comprehensive, taking into account the need to incorporate an understanding of the history, impact and contributions of Indigenous people in Canada across our programming inside and outside of the classroom. Below is a brief list of some of our initiatives.

- In 2015-2016, we undertook a large-scale cyclical review of our curriculum. This resulted in the mandatory inclusion of the rights of Aboriginal peoples in Canada in the first year curriculum.
- We annually administer a faculty survey to assess and improve current curriculum offerings regarding Indigenous people.
- We have added courses taught by Indigenous legal scholars and focused on Indigenous legal issues, these include **First Nations Negotiations**, taught by David Sharpe and **Indigenous Legal Traditions** taught by Mark Dockstator.
- In March 2017, we hosted a special panel lecture by Phil Fontaine, Kathleen Mahoney and John Kingston Phillips entitled "Insights into the Residential Schools Class Action and the Truth and Reconciliation Process." That same month, we also hosted a talk by Douglas Cardinal in which he articulated the indigenous worldview on the legal and social order, family structure and education.
- In the summer of 2017, we offered a new online undergraduate course in Aboriginal Law as part of our new undergraduate Certificate in Law.
- Last year we hosted the Kawaskimhon Moot on Aboriginal Law and we continue to support students each year participating in this moot.
- We participate in the Debwewin Internship, co-funded by the Aboriginal Justice Division of Ontario's Ministry of the Attorney General, providing student placements in Indigenous communities.
- We are in the process of developing a proposal to host an Indigenous Scholar in Residence.
- Our QL Speakers' Series brings Indigenous scholars to our faculty and recently hosted Jeff Corntassel from the University of Victoria.
- In the summer of 2016, we hired an Indigenous Access and Recruitment Coordinator, Ann Deer, a member of the Mohawk Akwesasne community. She recruits new students and provides programming throughout the school year to support our Indigenous students.
- On November 3, 2017, we hosted an Indigenous Law Workshop at the Akwesasne Reserve.
- The Faculty has commenced an Indigenous art project to commission a piece of Indigenous art for the atrium of the law school, with a view to having the work installed in early 2019.
- In 2016, the Queen's Law Student Society (LSS) established a new permanent position, Aboriginal Student Representative and in 2017, new student organization the Aboriginal Law Students' Alliance.
- An Inaugural Deans' Reception for incoming professional Indigenous students was held this fall hosted by the Dean of Law.
- We are currently redesigning our orientation for new students to add programming focused on Indigenous peoples, culture and issues.
- In 2017, we admitted 10 Indigenous students to the law program (5% of the incoming class), the highest number in QL history. We continue our work to improve our intake of Indigenous students through marketing and outreach, including new donor funded scholarships for Indigenous students.
- We actively aim to recruit new faculty who can contribute to teaching and research at the faculty in Aboriginal and Indigenous law.
- This summer, we will launch a new summer school camp for at-risk youth with the theme of Law and Leadership. The summer camp (a week-long camp run in partnership with the Boys and Girls Club and targeted at middle school students) is designed to create a pipeline into law school for traditionally under-represented populations, including Indigenous students.

UAlberta Law Responses to the TRC Calls to Action

The University of Alberta Faculty of Law takes its commitment to fostering reconciliation with Canada's Indigenous people very seriously, and has taken numerous steps to implement Call to Action 28. In some cases, existing curricula has been augmented or modified in light of this mandate, while in others entirely new courses have been developed and implemented.

An overview of the Faculty's Indigenous initiatives follows. A web brochure is located at https://issuu.com/lawcomm/docs/ulaw_indigenous_initiatives_finalpr [and is being updated Spring 2018].

Initiatives include:

- **Aboriginal Law Speaker Series:** the Indigenous Law Students Association's annual speaker series featuring lawyers, legal scholars and other subject matter experts, sponsored by the Alberta Law Foundation and ATCO. The series also includes the presentation of the Aboriginal Justice Award.
- **Foundations of Law:** An introductory course taken by all first-year students at the Faculty of Law, which was expanded to include a concentrated unit on Indigenous legal traditions. This includes the widely acclaimed KAIROS Blanket Exercise, in which students are walked through hundreds of years of Indigenous and Canadian history in less than three hours.
- **Gladue Seminar and Externship:** A first of its kind course launched in the 2016-17 academic year, designed to provide law students with a deeper all-around understanding of the legal principles outlined in the landmark 1999 *Gladue* Decision.
- **Indigenous Laws: Questions and Methods Seminar:** An interactive seminar that explores some of the current challenges related to the implementation and re-integration of Indigenous legal traditions into modern Canadian law, with a particular focus on traditional Cree law.
- **Indigenous Peoples, Law, Justice and Reconciliation Seminar:** A comprehensive course that covers important legal issues for Indigenous peoples, including land rights, criminal justice, child welfare and the underpinnings of the Truth and Reconciliation Commission.
- **Kawaskimhon National Aboriginal Moot:** Canada's only national law school forum focused on Indigenous legal issues, which takes the form of a noncompetitive multiparty negotiation process aimed at generating a range of potential solutions to complex issues.
- **Reconciliation: Wahkohtowin Conference:** A landmark academic conference on Indigenous law and reconciliation held in September 2017 by the Centre for Constitutional Studies. It was the third and last of a series of conferences on reconciliation held across Canada during the 150th anniversary year.
- **wahkohtowin Project:** A five-day on-the-land summer course designed to impart students with knowledge and direct experience of the Cree legal and governance concepts of *wahkohtowin* (interrelatedness) and *miyo-wicêhtowin* (building good relations). The course is co-taught by Cree Elders from the Aseniwuche Winewak community near Grande Cache, where the on-the-land component is held.

Peter A. Allard School of Law at UBC – TRC Responses

The Allard School of Law currently has a J.D. cohort of 560 students, of whom 54 have identified themselves as Indigenous. The School has a long-standing Indigenous Legal Studies program focused on admissions and cultural support and we currently aim to admit 20 Indigenous students each year (in a class of 195). For most non-Indigenous students, this is the most Indigenous community they have ever encountered. There are Indigenous students in almost every classroom, student club, or faculty gathering. We learn every day that it is inaccurate to speak of a single 'indigenous perspective' on law.

Our faculty includes 4 tenured or tenure track members who are Indigenous. Several Indigenous members of the legal profession in Vancouver regularly teach for us as Adjunct professors. For twenty years, Allard Law students have staffed our Indigenous Community Legal Clinic. The clinic serves hundreds of Indigenous clients every year, including approximately 400 full representation files, with 21 student clinicians in each twelve-month period.

Given all of this, Allard Law has both advantages and disadvantages in terms of responding to the call to action for law schools. The advantage is that we have a lot of people and a great deal of experience. The disadvantage is that it is harder to move the needle when there is already a great deal going on.

The best example of this is the call for a mandatory course. Beginning in 2011-12, all of our first year students have taken a mandatory course in first year on Aboriginal and treaty rights, as a component of their Canadian constitutional law requirement. This is a two-credit course. The course does not cover everything that the TRC called for, but it is a strong point of departure from which to build.

Following the release of the TRC report, we have worked on the following new activities:

- We have constituted an external advisory committee, comprised of eight Indigenous lawyers based in and around Vancouver, to assist us with this project
- We have designed and are currently piloting a cultural competency certificate program that is running in eight modules throughout the academic year this year. We will assess the results of this program over the summer months with the objective of developing two streams of cultural competency training for Allard students: a mandatory stream for all students and an optional stream for students with a motivation to dig a bit deeper
- We are working to strengthen the academic support programming of our Indigenous Legal Studies Program. This need was prioritized last year and new programming began in September 2017. More is planned for the academic year 2018-19.
- We have changed the format of our Indigenous orientation camp held in September every year so that more students can participate.
- We have dedicated class time in our mandatory Public Law class to teaching about this history of Indian residential schools and the TRC itself.
- We are renovating to expand the Indigenous Community Legal Clinic to 30 student positions annually. We are also piloting a travelling component of the Clinic
- As we are currently in a time of significant faculty renewal, we aim to hire additional Indigenous faculty members.

Beyond these goals, we have begun a conversation regarding a curriculum mapping project. It will be valuable for us to articulate how we will meet the TRC's call to action across the breadth of our curriculum, rather than simply relying on individual instructors to each address the call as appropriate, which is frequently very rewarding, but which also risks repetition and overlap.

THE UNIVERSITY OF CALGARY AND THE CALLS TO ACTION

More than two decades ago, our law school, like most Canadian law schools, began to incorporate Aboriginal content in our program. This began with Constitutional and Criminal Law, but over the years, the breadth and depth of coverage have grown, so that now, no fewer than thirty-four of our courses contain content reflecting issues of Indigenous law. Clearly, Call to Action 28 obliges us to do more, but our beginning point is richer, and broader, than many might appreciate.

Our approach has been to consult with our students and with the Indigenous Communities. We also have taken pains to ensure that our approach dovetails with, and forms part of, *ii' taa'poh'to'p*, the University's recently-adopted Indigenous strategy.

Some of the things that we have done/are doing as elements of our response to the Calls to Action include the following:

- Welcoming each new class with elements of Indigenous ceremony. We want our students to be fully aware from the outset of the significance of the place in which they are studying;
- Continuing to expand the breadth and depth of Aboriginal content in the curriculum generally;
- Identifying ways specifically to incorporate the topics mentioned in Call to Action 28. Some of these are already covered, but not all are;
- Incorporating a visit to a Reserve into the Foundations in Law and Justice course for all first year students;
- Increasing the number of courses focused on First Nations issues. At the moment, we have five: Canadian Law and Indigenous Peoples, Comparative Indigenous Law, seminars on the Residential Schools Litigation and the Land Claims process, and the Kawaskhimon Moot;
- Appointing an Indigenous faculty member (Lee Francoeur, a member of the Taku River Tlingit First Nation);
- Enabling (including funding) students to complete the University of Calgary First Nations Leadership program as part of their law degree;
- Holding our Law Day activities on a Reserve;
- Playing a partnership and hosting role in the “Dare to Dream” Aboriginal high school student program;
- Reinstating our participation in the programs offered by the Native Studies Centre at the University of Saskatchewan;
- Working with the Treaty 7 Nations and other First Nations communities to boost the number of First Nations and Metis students attending law school, and actively raising funds for scholarships and bursaries to support them;
- Other things yet to be ready to announce.



Indigenous Initiatives at Robson Hall Faculty of Law, University of Manitoba

Truth and Reconciliation Commission Calls to Action: The Law Faculty Council is meaningfully implementing Call to Action #28, with attention to the curriculum and the learning environment.

Curriculum: A mandatory unit on Aboriginal-Crown relations, Treaties and Aboriginal Rights is offered in Constitutional Law as well as other topics highlighted by the TRC. A new J.D. curriculum was passed by University Senate in January, 2018 further implementing Action #28. Mandatory courses in the J.D. program including Legal Systems, Constitutional Law, Criminal Law, Property, Evidence, Tax and Family, incorporate Indigenous perspectives and content on Indigenous legal issues. Robson Hall offers our J.D. students a concentration on Aboriginal Law and Policy:

- **Aboriginal Justice and Family Law**, on issues in criminal justice and family law;
- **Aboriginal Peoples and Land Claims**, overview of Land Claims and Treaty Land Entitlement;
- **Aboriginal Peoples and the Law**, laws relating to Aboriginal Peoples: colonial period to the present;
- **Advocating for the Rights of Indigenous People in International Law**, on how Indigenous peoples engage in international law to protect their rights and interests.
- **Current Legal Problems: Interdisciplinary Human Rights Studies: “Truth and Reconciliation” and “The Right to Water and Sanitation in First Nation Communities”**
- **Métis People & Canadian Law** rights and protections of Métis people from those of First Nations.

Welcoming & Support: Robson Hall is a welcoming place for Indigenous law students, where all our students can enhance their awareness of the issues facing Indigenous communities. Many Indigenous artistic and cultural representations hang on the walls of our building, and our Welcome week for first-year students includes activities and sharing experiences with University Elders and other Indigenous individuals active in the legal community. We host a blanket ceremony for all first-year students, in addition to an annual presentation by the Treaty Commissioner of Canada, and welcome ceremonies with community Elders. The Manitoba Indigenous Law Students Association actively organizes speaker events, and the Career Development Office works to create connections for Indigenous articling students. We encourage applicants of Métis, First Nations and Inuit heritage includes making available an admissions category with an individualized process. Robson Hall provides Indigenous students with a student advisor as part of an Academic Support program, and Financial Support is available as part of our comprehensive needs-based financial aid and bursary program, including entrance awards for Indigenous students. Students take part in the **Kawaskimhon Moot** (speaking with knowledge) which is a culturally sensitive national forum where Canadian law students debate and negotiate questions on aboriginal legal issues.

Research & Dissemination: Faculty members engage in research in Aboriginal law, with opportunities for students including paid summer work as Research Assistants, including Aboriginal Peoples and the Justice System, Working with Elders in Educational Institutions, and the Right to Water. Faculty organize annual lecture series consistently invite speakers to present on Indigenous law-related matters, such as Jean Teillet, great grand-neice of Louis Riel; Hamar Foster, Q.C., on Indigenous Activism.

The Gladue Project completed by Professor David Milward gathered resources for implementing Supreme Court of Canada decisions on sentencing Indigenous Canadians, who are over-represented in the criminal justice system with a symposium, a handbook, and multiple peer-reviewed journal articles.

UN Declaration on the Rights of Indigenous Peoples Project Professor Brenda Gunn, and the Indigenous Bar Association, resulted in a handbook: Understanding & Implementing the UN Declaration.

Robson Hall’s E.K. Williams Library houses an extensive collection of material related to Indigenous people and the law.

Inventaire des interventions et initiatives relatives aux questions des droits des peuples autochtones à la Faculté de droit de l'Université de Moncton

1. Admissions au programme de J.D.

La Faculté de droit a en place des conditions d'admission spéciales pour les personnes autochtones. Le règlement 1.1.3 prévoit ainsi qu'en reconnaissance de la discrimination systémique subie par les autochtones au Canada, la Faculté tiendra compte de ce facteur dans l'évaluation des candidatures d'autochtones et pourra admettre à titre exceptionnel ces personnes même si elles ne satisfont pas aux exigences minimales d'admission.

2. Au sein du programme de Juris Doctor

- Le cours DROI3033, « Droit des peuples autochtones » fait partie du programme du J.D. et est offert sur une base biannuelle. Voici le contenu de ce cours : «L'enseignement comprend trois parties d'importance relativement égales : la première étudie dans quelle mesure l'application des droits des peuples autochtones est actuellement reconnue dans le système juridique canadien; la seconde porte sur une analyse de ces droits en mettant l'accent sur les rapports de droit privé; la troisième, enfin, envisage les problèmes que pose l'extension de l'autonomie des droits des peuples autochtones dans le contexte d'une approche pluraliste du droit.»
- Dans le cadre du cours DROI1221, « Droit constitutionnel», au moins trois heures d'enseignement sont consacrées à l'enchâssement constitutionnel des droits des peuples autochtones au Canada (y compris les droits ancestraux et les droits issus de traités) et, plus précisément, les fondements en common law de la reconnaissance constitutionnelle des droits des peuples autochtones. De plus, il y a eu un survol des conclusions de la Commission de vérité et réconciliation du Canada.
- Au cours « Droit des biens » (DROI 1017), environ six heures d'enseignement sont consacrées à la question du titre ancestral à l'aide de la jurisprudence et des sources de doctrine pertinentes, à l'art. 35 de la Loi constitutionnelle de 1982, à la reconnaissance juridique du titre ancestral, ainsi que l'obligation de la Couronne de consulter et d'accommoder les peuples autochtones en matière des projets de développement économique.
- On aborde dans le cours DROI3120, «Droits linguistiques» la question des droits linguistiques des peuples autochtones.
- Le cours DROI2321, «Histoire du droit» traite de questions en lien avec la colonisation et la réception du droit au Canada, et donc des droits des peuples autochtones.
- DROI3533, «Droit de l'environnement», examine la reconnaissance des droits ancestraux de chasse et de pêche en droit canadien.
- Annuellement, des étudiants de notre programme de J.D. travaillent sur des questions autochtones dans le cadre de leurs mémoires.
- Publication d'articles des membres du corps professoral sur les questions des droits des peuples autochtones.

Responses to the TRC

Responding to the TRC's call to action represents both a challenge and an opportunity for the Faculty of Law of the Université de Montréal. The challenge lies in the very small number of self-declared Aboriginal students at our Faculty. This situation can partly be explained by the fact that Aboriginal communities in the Montreal area are primarily English-speaking, which reduces the possibility of having students coming from such communities at a French-speaking law school. The opportunity lies in the launching of an extensive review of what we do, don't do, and can do better.

Currently, there are altogether about 1250 students in our LL.B and/or JD programs, as well as roughly 200 in our second cycle programs, and 15 new students every year in our doctoral program.

As far as *teaching* is concerned, an optional course « DRT 3011 – Droit des peuples autochtones » has been offered for many years. Even before the release of the TRC report, the course was very popular with our students. We now offer it in two sections, as a result of which more than 130 students are enrolled in the course every year. Discussions of Aboriginal legal orders, rights, or interests also take place in compulsory courses such as Droit des biens/Property, Droit constitutionnel, Fondements du droit, and Droit criminel.

Outreach initiatives to French-speaking Aboriginal communities have also been launched ; they involve professors and students, and focus on the development of « rights consciousness » among high school students, as well as on the transfer of information concerning law-related professions. Most students participate in it under the auspices of the Comité de droit autochtone.

Interestingly, Aboriginal concerns have long been part of the *research* agenda of many professors at the Faculty, particularly those involved in the Centre de recherche en droit public. For many years, they have managed large, pan-Quebec, or pan-Canadian projects involving Aboriginal communities, and elaborated in collaboration with such communities. International research initiatives on Aboriginal rights with a strong comparative dimension have also been launched with partnering institutions from the Americas.

Last, a Dean's ad hoc committee on the presence of Aboriginal issues at the Faculty has been set up, with a broad mandate to examine how the Faculty can be more proactive and inclusive. More specifically, the committee will examine questions such as the creation an « Aboriginal » category in our admission process, the creation or strengthening of sustainable partnerships with Aboriginal communities, and the funding of Aboriginal students.

University of New Brunswick

- Pre-TRC, courses with aboriginal content included Aboriginal Law (now Aboriginal Peoples and Law), Land Claims & Self-Government Agreements (now Aboriginal Self-Government & Economic Development), and the Kawaskimhon Moot. These courses continue to be taught post-TRC.
- Foundations of Law, which runs for the first six weeks of first year, includes perspectives on decolonization/anti-racism/cultural competence.
- Criminal Law, which runs for the whole of first year, includes or has included treatment of systemic racism, particularly under the topics of bail, sentencing and wrongful convictions.
- Property Law, which runs for the whole of first year, includes or has included treatment of aboriginal title, aboriginal usufructs, and scholarship on these subjects from aboriginal writers.
- Constitutional Law, which runs for the whole of first year includes discussion of pre-Confederation history and case law under s 35 of the *Charter*.
- Children's Law, an upper-year course, includes a class on Aboriginal child welfare.
- Wills and Estates, an upper-year course, includes deals with wills and the *Indian Act*.
- Trial Practice, an upper-year course, addresses how witnesses may respond differently based on their cultural backgrounds, including Aboriginal backgrounds.
- Dispute Resolution, an upper-year course, considers how culture (particularly high-context versus low-context culture) impacts how we respond to conflict; it also includes a class on restorative justice.
- Human Rights, an upper-year course, includes readings and treatment of both historical and current laws, such as the "Indian Act exception" under the *Canadian Human Rights Act* and the *United Nations Declaration on the Rights of Indigenous Peoples*.
- Business Organizations, an upper-year course, includes a discussion of the stakeholder approach to corporate governance (in contrast to the typical shareholder-oriented approach); this in turn is put forth as an alternative model for reconciling the interests of resource development with those of indigenous communities.
- UNB Law has a good relationship with the Mi'kmaq-Wolastoqey Centre. The Director is David Perley and his wife, Imelda Perley, is Elder-in-Residence. Imelda comes to the Law School for first-year orientation to speak to the incoming class and to perform a welcoming ceremony. David and Imelda conducted a Circle of Understanding at the Law School in November 2016 to discuss the TRC report and calls to action.
- David Perley, along with President Eddy Campbell, is heading a working group on a UNB-wide TRC Action Plan that should soon be finalized. The Law School is represented on this working group. David is also on a TRC working group specific to UNB Law.

Implementing the Calls to Action remains a work in progress. There is still lots to be done, but there is lots of willingness to learn and to do what is needed to realize the purpose of the Commission's work.

**Cultures juridiques autochtones & réponses au rapport de la
Commission de vérité et réconciliation
Initiatives de la Section de droit civil, Université d'Ottawa, 2017-2018**

À la suite du rapport de la Commission de vérité et réconciliation, la Section de droit civil a mis en place un **comité** dont le mandat est d'évaluer la meilleure façon d'intégrer un contenu obligatoire, sous un angle interdisciplinaire, à la licence en droit ainsi que d'améliorer notre enseignement et notre offre de cours dans ce domaine. En plus des professeurs et d'un membre du personnel administratif de la Section, deux étudiants autochtones siègent sur ce comité.

Une première mesure mise en place a été un **cours intensif** de 12 heures destiné aux étudiants de première année afin de les initier et de les sensibiliser aux cultures juridiques autochtones. Ce cours a été offert pour la première fois les 4 et 5 janvier 2018. (Certains de thèmes abordés sont: cultures juridiques autochtones et le territoire; les cultures juridiques autochtones et la famille : l'adoption coutumière; Interactions entre les cultures juridiques autochtones et le droit étatique.)

Le comité poursuit ses travaux et proposera d'autres mesures durant la prochaine année. Les travaux du comité pourront dorénavant être appuyés par le nouveau **coordonnateur des affaires autochtones**. La Section de Common law, avec notre participation, a en effet embauché cet automne un coordonnateur des affaires autochtones (poste partagé). Il est responsable de la coordination des activités reliées à l'intégration et à l'excellence universitaires des étudiants autochtones inscrits à la Faculté de droit. Il est également responsable de l'indigénisation des programmes académiques afin de réaliser les objectifs de la Faculté en matière d'accès, de persévérance et de réussite universitaire. Son rôle comprend aussi l'élaboration, la gestion et la fourniture de services d'appui scolaire (admissions, réussite scolaire, diplomation, relations avec le milieu juridique et accès aux études supérieures) et d'appui culturel (conseils personnalisés et intégration) à l'intention des étudiants autochtones de la Faculté de droit.

Ces initiatives s'ajoutent à l'offre de cours optionnels que nous avons déjà à la Section :

- **Cours d'été en territoire autochtone** : L'ordre juridique innu est un cours optionnel offert depuis 2006 en territoire innu (Sept-Îles) portant sur la vision innue du monde et le rapport avec la terre, la gouvernance innue, les rapports juridiques de types privés, la transformation et la continuation de l'ordre juridique innu. Ce cours est donné **trois fois chaque été** en collaboration avec des Innus et l'Institut Tshakapesh. Il s'agit d'un cours intensif d'une durée de six jours à raison de six heures par jour qui se tient au musée Shaputuan à Uashat, immédiatement à l'est de Sept-Îles.
- **Droit des Autochtones** : cours optionnel offert chaque année dont les objectifs sont d'étudier la situation juridique des peuples indiens, métis et inuits ainsi que certaines questions particulières aux Autochtones.

La **Section de Common law** a aussi nommé une **aînée en résidence** en août 2017, ce qui accroît la présence autochtone à la Faculté de droit. En tant qu'aînée en résidence, elle offrira son savoir et ses conseils aux étudiants, aux professeurs et aux membres du personnel administratif. Elle conduira les protocoles culturels ou les cérémonies de bénédiction lors de circonstances appropriées. Par ailleurs, son point de vue contribuera aux efforts constants de la Faculté pour la réconciliation.

Reconciliation Through Education: uOttawa Law's Response to the TRC's Calls to Action.

This academic year, we are continuing our reconciliation effort in a variety of ways. Incoming first-year students had, for the second year in a row, the unique opportunity to actively participate in the process of reconciliation between Indigenous Nations and non-Indigenous Canadians through opting in to small group *Mudjimushkeeki/Torts*. The course included a substantial component on non-voluntary obligations to others from an Indigenous perspective. This small group forms part of a first-year Indigenous course stream, which incorporates Indigenous legal traditions into common law courses. Additionally, first-year students may opt to take their thematic course in Aboriginal Legal Mechanisms.

For upper-year students, we also offer an option in Aboriginal Law and Indigenous Legal Traditions in both the French Common Law Program and the English Common Law Program. Students in this option take one compulsory course, at least 15 units in optional courses and obtain a transcript notation of the specialization upon completion of their JD.

In order to provide guidance, advice and counselling to our Indigenous students, Claudette Commanda was appointed as the first "Elder in Residence" at the law school. Elder Commanda is Algonquin from Kitigan Zibi Anishinabeg First Nation in Quebec. She is an alumna of the University of Ottawa, Faculty of Law and of the Faculty of Arts. Elder Commanda is also a professor in the University of Ottawa's Institute of Women's Studies, as well as the Aboriginal Studies Program, the Faculty of Education and the Faculty of Law.

To further help law Indigenous law students succeed and achieve a balance between school and personal priorities, we hired a Coordinator of Indigenous Affairs in December 2017, who is fluent in Ojibwe, English and French, and works with Elder Commanda, Indigenous and non-Indigenous students, professors and staff. The Coordinator organizes the Kawaskimhon National Aboriginal Moot, a lecture series in which Indigenous speakers from different backgrounds come to share teachings about Indigenous legal mechanisms, and runs special programming for Indigenous law students such as directed tutoring.

The law school continues its well-established pro-active admissions policy for Indigenous students. Each year, a sub-committee of the Admissions team comes together to read each applicant's file and makes outreach calls once applications are accepted.

In addition to the Indigenous Admissions Committee, we have a Reconciliation Committee, which is charged with implementing the TRC's calls to action and with matters of pedagogy, and an Indigenous Affairs Committee, charged with administering the option in Aboriginal Law and Indigenous Legal Traditions, as well as internships.

University of Saskatchewan College of Law: Responses to the TRC Calls to Action

The College of Law has a very long history of supporting Indigenous legal education. For over 40 years the Native Law Centre has run the Program of Legal Studies for Native People (PLSNP) which has recently been renamed the Native Law Centre Summer Program. The Program now has over 1000 graduates, and over 75% of all practicing Indigenous lawyers in Canada began their legal education in this Program. In 2017, 48 students attended the Program and had offers from 15 of the 17 English speaking law schools.

In 2017/18 the College had 62 students self- identify as Indigenous enrolled in its J.D. Program, representing over 15% of our total J.D. student enrollment of 402. This total mirrors the percentage of Indigenous people in the Saskatchewan population and it is a long-term goal of the College to maintain enrollment at levels that match the representation of Indigenous people in Saskatchewan. (N.B. Having 62 Indigenous students in the College is a record number, largely achieved by the opening of the Nunavut Law Program with its significant Inuit cohort). The College also has 6 students in its LL.M. Program that self-identify as Indigenous, resulting in an overall Indigenous student population of 68 students or 16.1% of our total student body. The College has responded to the TRC calls to action in many ways:

Structure

1. Native Law Centre 2.0. The College has embarked upon a complete revamp of the Native Law Centre. Prof Larry Chartrand from the University of Ottawa has been recruited as Academic Director on a 3 year term to produce a new vision and strategic plan for the Centre. The plan will include a significant emphasis on Indigenous traditional law as well as changes to the research and publication missions of the Centre.
2. The College has had a Cultural Advisor since September 2015. Maria Campbell is Metis and based in the Native Law Centre. Maria provides cultural advice to the students, faculty and staff of the College, teaches a course for the College and also performs a similar role at CLASSIC, Saskatoon's inner city law clinic with which the College has a long-standing partnership.
3. The College is also in the process of completing a search for an additional Indigenous faculty member with a decision to be made in February 2018. The College currently has 3 Indigenous faculty members (approximately 12%) with a long term target of 16%.
4. The College is in the process of creating a position of Assistant Dean (Indigenous Engagement).

Curriculum

1. In September 2018 the College will introduce the first major change to its first year curriculum in decades with the introduction of a compulsory 3 credit unit course called 'Kwayeskastasowin' ['setting things right' in the Cree language] which will address some of the material noted in Call to Action Number 28. In addition, all students in the College will have to take a 3 credit unit upper year course chosen from a basket of offerings that provide perspectives on Indigenous law and Indigenous perspectives on the law. All students attending the College from the fall of 2018 onwards must complete these 6 credit units to receive our J.D. degree.
2. The College will be also creating programming for Faculty to assist them in incorporating indigenous legal material into their course syllabi. The aim of this initiative is to ensure that this material is weaved throughout the curriculum, and not just reserved for the compulsory courses mentioned above.

Other Initiatives

The College is currently running the Nunavut Law Program in partnership with Nunavut Arctic College and the Government of Nunavut. 25 students based in Iqaluit are working towards a University of Saskatchewan J.D. degree and approximately 80% of the class are Inuit. Those who successfully complete the Program will receive a U of S J.D. degree in 2021. The College views it as a privilege to run this program and sees it as part of our Reconciliation initiatives.

Mesures prises par la Faculté de droit de l'Université de Sherbrooke suite au dépôt du rapport de la Commission vérité et réconciliation

La Faculté de droit a posé une série de gestes qui visent à attirer et retenir des étudiants autochtones, à sensibiliser la communauté facultaire aux enjeux autochtones ainsi qu'à mieux préparer nos étudiants aux défis et opportunités liés au droit autochtone dans leur future pratique. Voici sommairement les mesures prises :

1. Refonte en 2015 des cours obligatoires de droit constitutionnel pour introduire un important bloc obligatoire sur les droits des peuples autochtones (équivalant à environ 2 crédits);
2. Introduction en 2011 d'un cours optionnel dédié au droit des autochtones;
3. Création en 2016 d'un comité droit autochtone au sein de notre association étudiante de premier cycle;
4. Développement, par ce comité, d'une riche programmation annuelle incluant conférences et autres activités visant une meilleure compréhension des enjeux autochtones;
5. Première participation en 2017-2018 de la Faculté au concours Kawaskimhon, concours national de plaidoirie en droit autochtone;
6. Création en 2017 d'un programme d'accès aux études en droit pour les candidats autochtones. Ce programme d'accès à l'égalité vise à permettre à des candidats autochtones qui n'auraient pas des résultats académiques suffisants d'accéder aux études en droit. De plus amples informations sur ce programme sont disponibles à l'adresse suivante <https://www.usherbrooke.ca/droit/etudiants/candidatures-autochtones/>
7. Embauche d'une coordinatrice au recrutement et aux affaires autochtones à l'automne 2017. Julie Philippe est une diplômée autochtone de la Faculté. Son rôle est de mieux faire connaître notre programme d'accès ainsi qu'à nous aider à mettre en place les mesures requises pour donner toutes les chances de succès aux étudiants qui auront été admis. Plus d'information sur Julie et son mandat sont disponibles à l'adresse suivante : <https://www.usherbrooke.ca/droit/faculte/personnel/personnel-administratif/julie-philippe/>
8. Développement d'une série de mesures visant à soutenir nos étudiants autochtones (dont certaines sont encore en développement):
 - a. Formation d'un comité conseil comprenant des partenaires autochtones ou proches des réalités autochtones;
 - b. Création de bourses d'études destinées à nos étudiante autochtones;
 - c. Tutorat spécialisé;
 - d. Adaptation particulière du programme Coach-recrue et du centre d'entraide à l'étude pour offrir un accompagnement personnalisé;
 - e. Mise en place d'un programme de mentorat par des juristes autochtones;
 - f. Création d'une association regroupant les étudiants autochtones de l'Université de Sherbrooke;
 - g. Aide au logement (résidences et autres) et appui pour les garderies;

Brief Summary of Faculty of Law, University of Toronto Responses to the TRC

In Fall 2015 the Faculty established a TRC Committee to examine the Faculty's response to the TRC's Calls to Action. The Committee is co-chaired by former Dean Mayo Moran and Professor Douglas Sanderson.¹ The Committee has since become a standing committee that provides ongoing recommendations in respect of Indigenous matters. The following provides examples of the Faculty's approaches to Indigenous curricular and co-curricular programming.

Curricular Responses

The TRC Committee recommended that the Faculty not create a mandatory, standalone course on Indigenous/Aboriginal Law, but rather infuse the broader JD curriculum with Indigenous/Aboriginal content. The objective is to avoid ring-fencing important content in a single course; rather, there is tremendous value in discussing Indigenous matters in a wide range of courses. There are mandatory elements of the curriculum – for example, Legal Methods, our intensive foundational course for first-year students, now includes lectures on Indigenous history and its connection to law and Reconciliation. And there is essentially mandatory content in certain courses – for example, Aboriginal Rights are a key pillar of Constitutional Law. Our general approach, however, is to strive to incorporate Indigenous content throughout the teaching program. The Faculty hired student research assistants to work with professors and adjunct instructors to assist in Indigenizing the curriculum.

Additionally, we have introduced new courses on Indigenous legal issues. For example, in September 2016, we offered Indigenous Law in Context at Cape Croker Indian Reserve. The program for students, faculty and staff was led by Professor John Borrows (University of Victoria). The students learned about Anishinaabe law and legal tradition by on-site reference to treaties, and stories about how to interact with the water, rocks, plants and animals. The feedback on the course was overwhelmingly positive, and we were delighted to offer it again in September 2017, this time with double the number of participants, including a number of benchers and staff members from the Law Society of Ontario.

In addition to the above curricular additions, we continue to offer the Faculty's Certificate in Aboriginal Legal Studies (completed in conjunction with the University's Centre for Indigenous Studies). Students manage the *Indigenous Law Journal*, some of them for credit. We are also continuing to offer experiential Aboriginal law courses, including the Aboriginal Peoples and Canadian Law Practicum, and Gladue Court Practicum. As we have done for many years, we continue to admit Indigenous JD students in a separate stream from non-Indigenous students.

Co-curricular Activities

Since September 2010, our Faculty has had an Indigenous Initiatives Office (IIO), which operates under the leadership of Amanda Carling, Manager, Indigenous Initiatives. While the Office continues to fulfil its mandate of supporting our Indigenous students, the roles of the IIO and Manager have expanded in response to the TRC's Calls to Action. One of the IIO's initiatives is its Speaker Series, which is open to the public and features prominent Indigenous lawyers and scholars, including Justices Murray Sinclair and Harry LaForme, and Phil Fontaine. The IIO has promoted the KAIROS Blanket Exercise, an interactive workshop that educates participants on the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada. To date, over 300 students, faculty and staff have participated in the exercise, and we are considering making participation mandatory for JD students.

We recently sought to begin building a relationship with the Mississaugas of the New Credit First Nation, on whose traditional lands we are located. Recent efforts to develop this partnership have included organizing a Faculty trip to their August Pow Wow; connecting them with U of T Libraries to assist in archiving historical materials; and hosting Indigenous high school students for a day, with the objective of introducing them to a legal education and the law school environment.

Our Physical Space

The new Jackman Law Building was outfitted with the necessary mechanisms to safely accommodate smudging in certain spaces. We have actively sought ways to showcase more Indigenous art, including the recently commissioned piece by Indigenous artist Jay Bell Redbird, member of the Wikwemikong First Nation. We also have on display wampum belts, which are used by Professor Sanderson to teach about early diplomacy with settlers on Turtle Island.

¹ Professor Sanderson is the Decanal Advisor on Indigenous Issues and member of the Beaver Clan of the Opaskwayak Cree First Nation.

TRC Implementation at University of Victoria Faculty of Law

- UVic Law was the first law school in Canada to respond publicly to the TRC's Calls to Action: <http://www.uvic.ca/law/home/news/current/TRC%20recommendations.php>.
- Shortly after the TRC's release two faculty members created a national blog to share reflections on implementing the Calls: <https://reconciliationsyllabus.wordpress.com>.
- The Faculty is currently engaged in a curricular and pedagogical review. The treatment of Indigenous issues and responding to the TRC Calls are crucial features of this review.
- Faculty members meet regularly in a TRC Reading group to discuss the Report and responding to the Calls.
- The Faculty's Equity and Diversity Committee is engaged with the equity and diversity dimensions of responding to the TRC Calls to Action in the law school.

Curriculum and Student Support

- On the first day of the program, students are welcomed to the territory by local Elders.
- The compulsory, full-time, two-week introductory Legal Process class includes a half-day introduction to Indigenous legal traditions, and two mornings devoted to the history and legacy of residential schools and the TRC Calls to Action. In 2017, all first-year students participated in the KAIROS Blanket Exercise (<https://www.kairosblanketexercise.org/about/>) adapted for law students.
- 1/3 to 1/2 of all first-year students participate in the Aboriginal Cultural Awareness Camp, a 3 to 4 day residential camp held within and delivered in collaboration with a local First Nation.
- Substantial Indigenous content including Indigenous legal traditions, the history and legacy of residential schools, Treaties and Aboriginal rights, and Aboriginal-Crown relations is incorporated into compulsory courses in Constitutional Law, Criminal Law, Law, Legislation & Policy, Legal Research & Writing, Property, Torts, Administrative Law, Business Associations and Legal Ethics & Professionalism, and elective courses such as Family Law, Intellectual Property, International Human Rights and Dispute Resolution and Taxation.
- Courses specifically focused on Aboriginal peoples and the laws include (but are not limited to) Indigenous Lands, Rights and Governance, new courses in Critical Issues in Restorative Justice and First Nations Taxation, and a ground-breaking intensive summer course in Indigenous Legal Methodologies.
- The Faculty's Academic and Cultural Support Program ("Amicus Program") provides direct support for Indigenous students, and organizes seminars and workshops on matters bearing on intercultural competency, conflict resolution, human rights, and anti-racism.
- The Faculty's Indigenous Law Research Unit works with Indigenous communities researching those peoples' legal traditions. This work develops curricula for teaching Indigenous law and trains students in how to work with Indigenous communities in the development of their law.

New Initiatives

- We are working with the WSÁNEĆ School Board to offer a pilot semester-long intensive field course in the Re-emergence of WSÁNEĆ law in the fall 2018 term.
- The JD/JID transsystemic dual degree program in Canadian Common Law and Indigenous Legal Orders has been approved by the university's Senate and Board of Governors. Inseparable from the JD/JID program is the Indigenous Legal Lodge, a national forum for critical engagement, debate, learning, public education, and partnership on Indigenous legal traditions and their refinement, and reconstruction. The JD/JID program and the Indigenous Legal Lodge directly respond to TRC Calls 28 and 50. Their establishment is a faculty and university priority.

Windsor Law's response to the TRC

The single most important thing we have done to respond to the TRC Report is to hire Indigenous colleagues. We recognize that without these colleagues our efforts would be superficial at best. In 2016 we hired two Indigenous professors, Dr. Valarie Waboose (former General Counsel to Walpole Island First Nation and an expert on the residential schools' legacy) and Professor Jeffery Hewitt (former Indigenous Bar Association President and General Counsel for the Rama First Nation). In 2017, Professor Beverley Jacobs, who is a Windsor Law grad, former President of the Native Women's Association of Canada and author of Amnesty's "Stolen Sisters" Report, joined our faculty as well. The hiring of these professors not only allows us to offer a range of courses related to Indigenous peoples, but will also help us to Indigenize the Law School and improve the experience for Indigenous students. In addition to full-time faculty, we have also recently hired an Indigenous Legal Studies Coordinator. Our clinics have also been active on the Indigenization front, including through hiring an Indigenous Support Worker and conducting cultural competence training for clinicians, students and community partners.

With respect to curriculum, we currently offer courses on Aboriginal Law, Indigenous Legal Traditions and Residential Schools. In the summer of 2017 we decided to make the Indigenous Legal Traditions course mandatory for all Windsor Law students and are currently working towards implementing that decision for the incoming class of 2018. We also participate in the Kawaskimhon Law Moot and have made Indigenous Concepts of Justice a mandatory part of our first year Access to Justice course. We set the stage for these curricular offerings through a mandatory introduction to Indigenous Traditions during Orientation. We begin Orientation itself by acknowledging the territory and having an elder from one of our local First Nations give a reflection. We also have an elder-in-residence throughout the year to support Indigenous (and non-Indigenous) students.

Another important step for us as a Faculty has been participating in an Anishinaabe Law camp held on Walpole Island First Nation for professors and staff. We were joined by Indigenous law experts as well as local elders and residential school survivors. We have also taken groups of students to an Indigenous law camp on Walpole Island to study Indigenous legal traditions – most recently for credit - though it is an ongoing challenge to determine how we can replicate this experience for larger groups of students. We are also participating in the Debwewin program of Ontario's Attorney General, which places interns in First Nations communities during the summer months.

Many of our responses to the TRC are being channeled through a TRC Steering Committee at the Faculty. The Steering Committee is comprised of faculty members, students, an elder (and residential school survivor) and staff from the University of Windsor's Turtle Island Aboriginal Education Centre. Student clubs, such as Indigenous Initiatives, have also responded to the TRC.

Thompson Rivers University, Faculty of Law, TRC Summary

Our Faculty's approach to implementing Call to Action #28 of the Truth and Reconciliation Commission is grounded in Secwepemcul'ecw (the territory of the Secwepemc Nation that includes Kamloops), with efforts to incorporate Secwepemc knowledge and history into our program since our first year of operation in 2011. The Faculty adopted a statement committing ourselves to implementing Call to Action #28 in July 2015. Initial work included surveying existing content across the curriculum and has since focused on specific efforts to address the biggest gaps and to take students out of the classroom to learn about Indigenous history, rights, culture, and law as well as the residential experience from Secwepemc partners.

The annual 1L class visit to the former Kamloops Indian Residential School (KIRS) and Secwepemc Museum and Heritage Park has become an important feature of our program. The former KIRS is located across the South Thompson River from downtown. The Tk'emlúps te Secwepemc (TtS) offices are now located in this building along with the First Nations Tax Commission and other local services. The program has evolved from a contextual introduction to the Aboriginal rights and title portions of the 1st year Constitutional and Property Law courses, to a stand-alone program focusing on the residential school experience. It is integrated into the program with introductory and debriefing classes as part of the mandatory Legal Perspectives course. Learning objectives include knowledge of residential schools as an intergenerational experience, ongoing relevance and impacts of the experience, empathy to practicing law and reconciliation, and the knowledge foundations for anti-racism and cross-cultural skills. The one-day visit has become a full partnership with TtS, with leadership from Councillor Viola Thomas, who carries the education portfolio and worked with the TRC. The day involves speakers, tours of the building, and a visit to the Secwepemc Museum, which houses artefacts from Secwepemc culture and the residential school. Students have the opportunity to learn from survivors directly. Feedback from our past visits has indicated that this has been a unique and eye-opening learning experience for our students.

We plan to build the site-visits into the second and third year programs on a permanent basis, with learning objectives that focus on other aspects of Call to Action #28 that are not already covered in other mandatory courses. In Fall 2017, we held the first 2nd year site visit to Pipsell/Jacko Lake with a focus on Indigenous law, anti-racism and cross-cultural skills. Through this 3-year program, we are aiming to equip our students with the knowledge, skills and disposition required to contribute to reconciliation in their legal careers.

Individual faculty members have also worked to increase and incorporate Indigenous perspectives, Aboriginal and Indigenous law content into their individual courses some of which are mandatory. Efforts include guest speakers, student presentations, Indigenous Law Students' Association events, site visits to Tk'emlúps reserve and salmon fisheries in Secwepemc territory, working with Kamloops-based experts from the First Nations Tax Commission and regular visits to the First Nations Court sitting in Kamloops. The Faculty has also hired a local Indigenous lawyer and TRU Alumna to work with and support Indigenous students in our program as well as to advise the Faculty on future efforts in this regard.



Summary of TRC Implementation to December 2017

Western Law formed a Working Group in early 2016 to implement the TRC Calls to Action and other reconciliation projects. Chaired by the Associate Dean (Academic), the Working Group is comprised of the Assistant Dean (Student Services), four faculty members, and our Law Foundation Community Leadership in Justice Fellow, Brenda Young, who is currently the Community Justice Director for the Chippewas of the Thames First Nation (COTTFN), a local community. On average, the Working Group meets monthly, and members have spent considerable time outside of meeting hours to review curriculum proposals and plan events. The Group's main activities to date are outlined below.

We have adopted the approach that Indigenous content and perspectives should be embedded throughout the curriculum, rather than isolated in special courses. We want our students to be aware of Indigenous rights and perspectives, regardless of and, perhaps, tailored to the practice areas they plan to pursue. We have also developed a number of co-curricular activities so that Indigenous issues are highlighted to the student body throughout the academic year.

Curriculum

- Conducted inventory of Indigenous content embedded in existing courses
- Reviewed and amended official (Senate-approved) course descriptions to make Indigenous content explicit (eg Sentencing, International Human Rights, Constitutional Law)
- Developed a module on “Indigenous Difference and Canadian Law” in our first-year mandatory course, “Orientation to Law and the Legal System.” In 2017, the “Perspectives” module in the course dealt with legal responses to mass injustice, using the Residential Schools as an example.
- Introduced a module on Indigenous Conceptions of Property in our Property Law course (beginning spring 2018)
- Currently developing proposals to make Indigenous content/perspectives mandatory for upper-year students
- Hosted visiting Indigenous faculty to teach intensive courses:
 - Kyllie Cripps, UNSW, “Indigenous Family Violence and Sexual Assault Policy and Law Reform” (Feb 2017)
 - Brenda Young, COTTFN, “Law and the Indigenous World in Canada” (Feb 2018)

Other Student Experiences

- Extractive and Indigenous Affairs Moot Competition (beginning in 2016). The 2017 problem involved the case of *COTTFN v Enbridge Pipelines*, 2017 SCC 41, and was supplemented by a panel of community members who were directly involved in the case.
- “Western Law Reads” initiative: *Canada’s Indigenous Constitution* by John Borrows (2017)
- Debwin summer law internships (in partnership with the Ministry of Attorney General’s Indigenous Justice Division); interns provide legal education and advice in Indigenous communities.
- Joint Indigenous Cultural Education Event with the Schulich School of Medicine and Dentistry (fall 2017). The keynote speaker was Ry Moran, Director of the National Centre for Truth and Reconciliation.

Admissions and Recruitment

- We hold special law school information sessions at Indigenous Services at Western.
- In partnership with Princeton Review, we host a free LSAT-preparation course for Indigenous candidates in May of each year. This course attracts candidates from across southern Ontario.

Other

- Hosted symposium, “Attaining Economic Justice for Indigenous Peoples” (Feb 2017)
- In March 2017, we arranged a 4-day Anishinaabe Law Camp on “Indigenous Law in Context” at the Chippewas of the Thames First Nation. Participants learned about the development, interpretation and practice of Anishinaabe Law, and also experienced a range of cultural ceremonies. Attendees included law faculty and students, as well as faculty members from other academic Departments at Western. We plan to organize this Camp again in the spring of 2018.