Naming, Renaming, Commemoration, and Removal Handbook

DEVELOPED BY HERITAGE CALGARY

HERITAGE CALGARY

Calgary

The Calgary area where the Bow and Elbow Rivers meet is a place of confluence where the sharing of ideas and opportunities naturally come together. Indigenous Peoples have their own names for this area that have been in use long before Scottish settlers named this place **Calgary**. In the Blackfoot language, they call this place **Moh'kinsstis**.

The Stoney Nakoda Nation refer to the Calgary area as **Wîchîspa Oyade**, and the people of the Tsuut'ina Nation call this area **Guts-ists-i**. The Métis call the Calgary area **Otos-kwunee**.

Heritage Calgary acknowledges that this project took place on the traditional territories of the people of the Treaty 7 region in Southern Alberta. This includes: the Siksika, Piikani, and Kainai First Nations collectively known as the Blackfoot Confederacy, along with the Blackfeet in Montana; the Îethka Nakoda Wîcastabi First Nations, comprised of the Chiniki, Bearspaw, and Wesley First Nations; and the Tsuut'ina First Nation. The city of Calgary is also home to the Métis Nation of Alberta Region 3. We acknowledge all Indigenous urban Calgarians, First Nations, Inuit, and Métis who have made Calgary their home.

Naming, Renaming, Commemoration, and Removal Handbook

HERITAGE CALGARY

Calgary HERITAGE CALGARY HATLIE GROUP★ CIPR COMMUNICATIONS

Table of Contents

Welcome

The *Naming, Renaming, Commemoration, and Removal Handbook* provides a resource and discussion guide for anyone thinking about a **naming, renaming, commemoration,** or **removal** (NRCR) project.

People begin NRCR projects for many different reasons. No two NRCR projects will be exactly the same, and the context of your project will inform who needs to be involved, who makes the decisions, what the parameters are, and how long it will take. This Handbook presents a process that will help you navigate those differences but also grapple with the questions and elements that are common among NRCR projects. This work is complex and takes time and it can also be very rewarding. It is important to approach your project thoughtfully as it influences profoundly what we remember—or don't—and how we see ourselves—or don't—in our communities.

If you see yourself in any of the example statements below, this Handbook should be useful to you, and you may need other kinds of resources as well:

- I am wondering about the appropriateness of a name on a building in my neighbourhood.
- I want to honour a person or group who made a difference in my community.
- I want to make sure we remember an important event or experience for generations to come.
- There are many names for a site and we would like to know what name to use.
- The name of a geographic feature doesn't seem meaningful.
- There is a statue I walk by every day that does not align with the values I think my community has.
- There is a new development coming together and there will be many new places and spaces to name.
- I work for a non-profit and a donor or sponsor's name is being considered for a building.
- I do not think the names in my community reflect the people and cultures that live here.
- I have a different kind of NRCR project in mind.

This Handbook outlines a series of Principles that community groups need to work through in the context of their project, an 8-step process to approach the work, and additional resources and learnings from people who have been there and have completed projects like this before. The Handbook presents questions that you will need to answer as you move through your project. It does not tell you what those answers are. How you answer the questions and design your project depends on your context and what your community needs.

The research that led to the creation of this Handbook suggests that in order to carry out a successful NRCR project, you will need to:

- Understand your project's **relationship to the place on which it is located.**
- **Engage with your community** in a meaningful way.
- Seek a thorough understanding of the historical and contemporary context through **research.**

In this time and place, those conditions mean approaching your work in the spirit of reconciliation and seeking to understand what that means for your project, your context, and the legacy it may leave.

Heritage Calgary understands that the act of bestowing a name upon something, or someone, is intimate and, in many cases, sacred. We know that what we choose to commemorate has implications in our communities, sometimes for generations. And recent events have taught us that these conversations are incredibly vital. Throughout 2021, Heritage Calgary worked with a consultant team to engage stakeholders and community members, to conduct research, and to determine an appropriate NRCR process that is inclusive, mindful, intentional, and enduring for Calgary—a city located in **Treaty 7.** This Handbook and a companion report detailing the findings of this process are the result.

If you are beginning an NRCR project, we hope that the shared experience of others who have gone through projects like yours will help you navigate to a conclusion that best serves your community.

Key Terms

Naming: Bestowing the name of an individual or family, flora or fauna, physical attribute, event, idea, place, or corporation on a physical public or community asset, such as a building, park, road, site, geographic feature, or neighbourhood.

Renaming: Changing the original, long-held, or current name of a physical public or community asset, such as a building, park, road, site, geographic feature, or neighbourhood.

Commemoration: Celebration or honouring of an individual, family, group, symbol, event or idea through a physical asset such as a statue, plaque, monument, or public art installation.[1]

Removal: The taking down or away of a commemoration installation.

Treaty 7: The Treaty signed by the Blackfoot including the Kainai, Piikani, and Siksika First Nations, the Stoney Nakoda including the Bearspaw, Chiniki, and Wesley First Nations, and the Tsuut'ina First Nation, and the Crown (Canada) on September 22, 1877. Treaty 7 outlined the relationship between the First Nations and the government of Canada for the area from the Rocky Mountains to the west, the Cypress Hills to the east, the Red Deer River to the north, and the U.S. border to the south. Treaty 7 territory is also home to the Métis Nation of Alberta Region 3.[2]

---

[1] Public art, or art in the public realm, is a discipline focusing on art that is physically accessible in both outside and indoor public spaces. Sometimes public art can be used to memorialize or commemorate. To learn more, visit City of Calgary, "Public Art in Calgary," accessed 31 January 2022, https://www.calgary.ca/csps/recreation/public-art.html.
[2] Métis Nation of Alberta Region 3 is also located in Treaty 4 and Treaty 6.

ISC: UNRESTRICTED

HOW TO USE THIS HANDBOOK

This Handbook begins by outlining the core NRCR Principles and questions that your group will need to address in your project. It then outlines an 8 Step process for advancing your NRCR project. Each step begins by identifying a **Checklist** of the activities needed for that step and presents **Discussion Questions** to guide your group through the process. **Key Terms** are defined throughout, and **Tips from the Field**—from those who have been there before—are also included. You will find a full glossary, supplementary resources, selected references, and acknowledgments at the back.
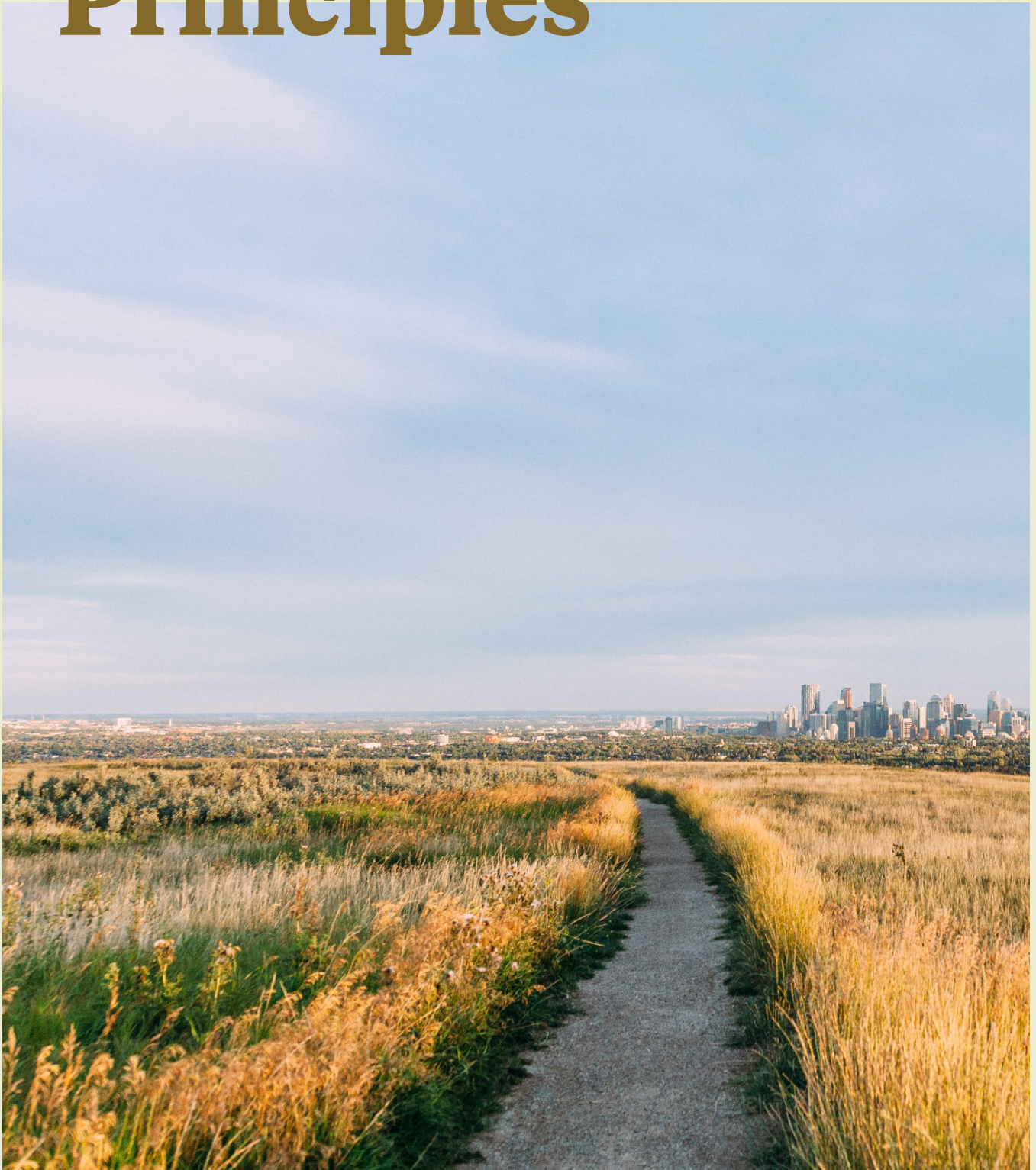
Heritage Calgary's website is home to additional tools and resources and the companion report, the *Naming, Renaming, and Commemoration Project Final Report,* for those who would like to know more about the extensive community engagement and research project that led to this Handbook.

Review the whole Handbook before you start. It will be helpful to be familiar with the NRCR Principles as you move through the process. You are likely to find the steps are not always sequential, and you may find yourself moving back and forth as you stay responsive to what you are hearing and learning.

NRCR PROCESS

1

PROJECT FOUNDATIONS
Purpose
Decision-Making
Reconciliation
Learning

2

ORGANIZE
Project Management
Shared Values

3

GATHER INFORMATION
Research
Community Engagement
Documentation

4

COMMUNICATION FOR ACTION
Messaging & Media

5

CONNECTIONS
Bringing Everything Together

6

RECOMMENDATION
Crafting the Recommendation

7

ADVOCATING FOR YOUR RECOMMENDATION
Agreement & Approval

8

ACKNOWLEDGMENT & CELEBRATION
Congratulations! Marking the Process

NRCR Principles

USING THE NRCR PRINCIPLES

Naming, renaming, commemoration, and removal processes are each different from one another. In the end though, they are mostly about how we mark what is important to us in a moment in time and what we want to share into the future. We hope that those commemorations, values, and stories have strong roots in our history and remain meaningful for generations to come—and, in many cases, they will. Other times, we need to acknowledge that values have shifted, perspectives and experiences were left out, or stories are better told in different ways. That's normal, too—naming and renaming, and putting up and taking down commemorations, have been happening throughout history.

Everyone brings a different set of expectations and goals to their NRCR project. It can be overwhelming to think about all of the perspectives and processes that you will need to consider so you can make the best decisions for your **community**. As you plan your project, your group will need to have complicated discussions about how you will navigate decisions that are complex and lasting.

Key Terms

Community:
A community often refers to people living in the same physical location. Communities can also be any group of people bonded together through a common interest, experience, language, profession, faith, tradition, economy, identity, history, or cultural background. Often a community will have several other communities within it. A community is not usually homogeneous, made up of people who all agree or who act as a unit. An individual can belong to many communities.

Fortunately, we can learn a great deal from others who have gone through projects like yours here in Calgary as well as in other communities. Diving into these conversations will help your project to be successful and hopefully to stand the test of time. The research and community engagement that led to the *NRCR Handbook* identified and tested a number of Principles that are core to making decisions in NRCR projects. They are:

A. Involve the community and people for whom the issue is important.

B. Understand the historical significance and original intention for the installation or name.

C. Understand any harm associated with the individual, event, or practice identified.

D. Engage with original namers or installers, or their community or descendants, when appropriate or possible.

E. Understand the land on which the statue, memorial, or commemoration is being placed or that the name will relate to.

F. Think about the physical context of the installation or naming/renaming opportunity.

G. Identify opportunities for education and awareness (i.e., historical significance, diversity of the community, impact for equity-seeking communities).

H. Amplify histories, people, and events that have been traditionally undertold or less known.

I. Align with the values or principles of the community or organization.

J. Explore the meaning or significance to the current community.

K. Consider meaning and significance acquired or lost over time.

L. Explore if the name or commemoration is honouring the whole person or a single act.

HOW DO WE USE THESE PRINCIPLES?

Review the NRCR Principles and consider how they apply to your project and how you will answer these questions in your research, in your community conversations, and in your planning. Discuss with your team:

- How do they influence your group's shared values as you move through the project?
- How will you address these Principles and answer these questions when you are asked them in the community, by impacted groups and people, or in the media?

At the end of the project, after the engagement and research is complete and a recommendation is being prepared and championed, come back to the Principles to identify if anything is missing in your approach.

You don't need to answer all these questions before you start. Many of them will take a lot of thought, conversation, and historical or contemporary research—they will be addressed as you move through the process. Build them into your research, community engagement activities, and team meetings. Start by reviewing the 8 Step Process outlined in this Handbook and find the right spots in the process for your group to explore the questions that matter most.

NRCR PRINCIPLES

A
Involve the community and people for whom the issue is important.

Who does this name or commemoration matter to?

Are they **involved** in your project?

What **role** would they like in the project? What role **aligns** with your project values and goals?

Is your project team and process **inclusive** of all impacted communities?

Does your project team reflect the **diversity** of your community?

Who are you leaving out?

B
Understand the historical significance and original intention for the installation or name.

What did the original commemorators **intend** to recognize?

What was **significant** about the name or installation at the time?

What **historical context** does it represent, and how?

If this is a new name or installation, what is the **contemporary context** of this moment in history?

C
Understand any harm associated with the individual, event, or practice.

Does the name or commemoration recognize a person, event, or practice that is connected with a **negative**, **tragic**, or **harmful** experience? For whom? What is **their** perspective?

Sometimes we mark the dark parts of our history so we can remember and learn or to mark a loss or tragedy. If harm occurred in the past related to the name or commemoration, is the recognition **respectful** and **appropriate** for the context? Is it **teaching** something? Is it celebratory of a perspective that does **not** appropriately acknowledge the harm?

Does the commemoration or name **continue** to cause harm today?

D
Engage with original namers or installers, or their community or descendants, when appropriate or possible.

Who were the **namers** or **installers** of the commemoration?

Are they part of a **larger** community?

If a particular person or group is recognized, who are their **descendants**?

Is it **appropriate** to engage with them? Why or why not?

How will you engage with those families or community members? **What** do you want to know?

E
Understand the land on which the statue, memorial, or commemoration is being placed or that the name will relate to.

What **Indigenous territory** is your project located in?

What is the **history** and **contemporary context** of the land where the name or commemoration will stand?

Is the precise location of land where the name or commemoration will stand **sacred**, **culturally significant**, or **otherwise important** to one or more First Nations or communities?

How do you know? Have you done the research?

How will you **engage** the First Nation(s) or communities related to the site?

F
Think about the physical context of the installation or naming/renaming opportunity.

What is **nearby** to the location of your name or commemoration? (i.e., in the neighbourhood, next door, sharing the area or space)

What **else** has happened there? What is the story of that place over time?

How is the space or area **used** today?

Is the name or commemoration **appropriate** for that context?

How do you know?

NRCR PRINCIPLES

PRINCIPLE	QUESTIONS TO ADDRESS IN YOUR PROJECT AND ANSWER WITH YOUR COMMUNITY

G

Identify opportunities for education and awareness

(i.e., historical significance, diversity of the community, impact for equity-seeking communities).

Does the name or commemoration recognize a person, event, or practice that people do not know about but could **learn** or **benefit** from?

Is the name or commemoration an **opportunity** to teach or share an idea or story that is important?

Is this the **best way** to tell that story or share that idea?

Does the name or commemoration need to be **contextualized**? Is there a way to add **interpretation** to tell a more complete story?

Does this name or commemoration add to a **fuller reflection** of the community by sharing the story of an underrepresented cultural group or diverse perspective? How will this name or commemoration **move** the community forward in a positive way?

I

Align with the values or principles of the community or organization.

Does the name or commemoration align with the **values** of our community or organization today?

Why or why not?

How do you know?

K

Consider meaning and significance acquired or lost over time.

Does the name or commemoration mean something **different** today?

Is that an opportunity to tell a more **complete** story?

Has the meaning or significance of the name or commemoration **changed** in a way that something about its presentation needs to change? Does it need to be interpreted differently? Removed? Contextualized?

H

Amplify histories, people, and events that have been traditionally undertold or less known.

Is the name or commemoration a **chance** to tell an undertold story or to better reflect your community?

Is there something here to learn from or celebrate that **others** would benefit from knowing about?

J

Explore the meaning or significance to the current community.

Does the name or commemoration still have **meaning** to the contemporary community?

Is there an opportunity for learning about that meaning?

Has the community **evolved** so that the importance of the name or commemoration is **no longer aligned** with community priorities?

Can that story be told in a way that is **more inclusive** or **appropriate**? Would there be a better outcome if it was told in a different place or through a different media that allows for a fuller contextualization?

Are there errors or oversights that need **correcting**? Or language that needs an update?

L

Explore if the name or commemoration is honouring the whole person or a single act.

Does this name or commemoration **relate** to a particular person? What is their story?

Does the name or commemoration **over-emphasize** part of their story?

Was this person an active participant in, or responsible for, something that caused **harm**? If so, how does that position or act relate to their life story?

Is using a person's name or likeness the **best approach**, or is there another name or image relevant to the context, event, or work being honoured that might be a good idea?

NRCR Process

Step 1 Project Foundations

○ Identify your project's purpose.
○ Identify who makes decisions that affect your project, and how.
○ Ground your project in reconciliation.
○ Approach the project as an opportunity to learn.

PURPOSE

When embarking on a **naming, renaming, commemoration,** or **removal** project, clearly identify the purpose of your project. Start by discussing why this initiative is required. Express why it is important, its historical or contemporary significance as you understand it now, the impact on communities affected, and the positive change that is expected because of this work.

Discussion Questions:

Is this initiative for:
○ Naming
○ Renaming
○ Commemoration
○ Removal

What is the purpose of the initiative? In other words, what do we want to accomplish and why?

[3] Bina Patel, "*Moving Your Work into Action,*" keynote speaker at Partnership for Resilient Communities Peer Learning Workshop III from the Institute for Sustainable Communities, Chicago, IL, November 2018, accessed January 2022, https://www.saathiimpact.com/post/design-for-progress.

DECISION-MAKING

At the beginning of the initiative, ensure there is an understanding of who owns the asset and, when the process is complete and a recommendation is ready, who can authorize or approve a recommendation. This may not be one organization; identify all of the people and organizations (businesses, government, non-profits, or NGOs) that have the authority to make decisions about your project's outcome.

Discussion Questions:

Who owns the asset that is to be named, renamed, commemorated, or removed?

Who has authority to approve the naming, renaming, commemoration, or removal recommendation once the initiative is complete? What is their approval process?

Are there any government or institutional policies that need to be considered? (For example, the *City of Calgary Municipal Naming, Sponsorship and Naming Rights Policy [CP2016-01]*, Calgary Board of Education policies on naming, or a corporate naming policy.[4])

Who will hold the documentation gathered, the stories shared, and the records of the decisions made once the initiative is completed?

---

[4] City of Calgary, Corporate Analytics & Innovation, *Municipal Naming, Sponsorship and Naming Rights Policy*, (Calgary, AB: Corporate Analytics & Innovation, 2016), accessed January 2022, https://www.calgary.ca/ca/city-clerks/council-policy-library/dcmo.html

RECONCILIATION

"We were here from the beginning; work with us from the start. Reconciliation is an action."

Sheldon First Rider, Blackfoot Language Revival

Reconciliation is an action and is based in truth, respect, relationship-building, and reciprocity. Involvement of Indigenous **Elders, Knowledge Keepers,** and community members throughout a naming, renaming, commemoration, or removal initiative is an opportunity to advance reconciliation between Indigenous and non-Indigenous people.

Working together with differing **worldviews** and respecting the differences, working in parallel, and gaining an understanding of where, or if, there are any overlaps in ways of working is known as **ethical space**. This way of working provides the opportunity to actively determine how a group will work together with multiple worldviews—Indigenous and non-Indigenous—and then to explore what collective goals the group wants to achieve.

Approach this way of working with openness and respect for different knowledge systems, practices, and language. Consider this an opportunity for learning, for sharing, and for building trust. Be open to what the worldviews are of those around the table; understand that they may be different from your own; be open to questions, and ask questions as an opportunity to gain understanding.

A commitment to engaging in ethical space from the beginning of a project is a starting point to build trusting relationships and to directly support reconciliation.

It is impossible to untangle naming and commemoration activities from their relationship with place and history. No matter the nature of your project, it's important to start with the land and the people who have been here since the beginning.

Key Terms

Reconciliation: The Truth and Reconciliation Commission of Canada defines reconciliation as "coming to terms with events of the past in a manner that overcomes conflict and establishes a respectful and healthy relationship among people, going forward."[5] Reconciliation is active and ongoing.

Elder: An Elder is an individual honoured in their community as a custodian and steward of their culture, history, and knowledge, and who understands how to share these with Indigenous and non-Indigenous communities. They are mentors in the community, sharing their knowledge and teaching younger generations on traditional ways. "One common trait among Indigenous Elders is a deep spirituality that influences every aspect of their lives and teachings. They strive to show by example—by living their lives according to deeply ingrained principles, values and teachings."[6]

Knowledge Keeper: A Knowledge Keeper is an individual who has been taught the knowledge of their community's culture, practices, and customs by Elders or other Knowledge Keepers and who has also been taught how to care for this knowledge. They are historians and also have lived experience that they can draw on to inform the importance of traditional practices and customs. Often they are considered apprentices to Elders.

Worldview: A worldview is how a culture expresses itself in individual practice; it is a collection of attitudes, values, stories, and expectations about the world around us, which inform our every thought and action.[7]

Ethical Space: A framework for guiding respectful interaction across cultural differences in a way that upholds the fundamental integrity of all knowledge systems entering that space. It is a model that creates a space of mutual trust, respect, equality, and collaboration.[8] Ethical space is "formed when two societies, with disparate worldviews, are poised to engage each other."[9]

---

[5] Canada, Truth and Reconciliation Commission of Canada, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada* (Ottawa, 2015), 6.
[6] Bob Joseph, "Indigenous Elder Definition," *Working Effectively with Indigenous Peoples* (blog), from Indigenous Corporate Training Inc., December 7, 2019, accessed January 2022, https://www.ictinc.ca/blog/indigenous-elder-definition.
[7] James W. Sire, *Naming the Elephant: Worldview as a Concept* (Downers Grove: InterVarsity Press, 2015).
[8] IISAAK OLAM Foundation, *Indigenous Protected and Conserved Areas (IPCAs) and Ethical Space*, December 2019, accessed January 2022, https://www.iisaakolam.ca/our-work.
[9] Willie Ermine, "The Ethical Space of Engagement," *Indigenous Law Journal* 6, no. 1 (2007), 193.

TIPS FROM THE FIELD

The Indigenous Peoples who are signatories to and reside in Treaty 7 are very diverse. It may take some research and conversation to understand who you need to engage with in carrying out your project. When working within ethical space, it is often advisable to establish boundaries or rules of engagement to frame your conversations, acknowledging that engaging with each First Nation, Inuit, and Métis community is different. If your project team does not already have representation from Indigenous communities or relationships to get you started, reach out to resources in your community to find out where to start and who you should talk to. Ask for advice on how to properly provide Protocol, seek **consent,** and learn how to approach the engagement in a good way. Review the resources that are available online and relevant to your community and your project.

Community groups often express that they do not know where to start if they have never participated in a project dealing with place and heritage. Sometimes community groups feel that their project really is not about Indigenous history and that this step might not be applicable. More often than not though, there are connections between your project, the land, and reconciliation that create opportunities for learning. The good news is that there is no shortage of resources available to help you get started. Asking is the best way to learn. If there is no reason to involve Indigenous advisors in the project, Elders, Knowledge Keepers, and community members will tell you so—and in that case, respecting wishes not to be involved should likewise be respected. Asking the important questions and approaching learning about the place your project is occurring with an open mind will always add to the depth of understanding you have about your project.

Discussion Questions:

Do we have a full understanding of the history and contemporary context of the land our project is connected to and the people for whom it is significant?

Have we identified the project's connection to the land before beginning?

Have we engaged with Indigenous Elders, Knowledge Keepers, and community members in the process from the beginning? What involvement would they like? Are they members of the committee or working group?

Discussion Questions:

How do we connect with an Indigenous Elder, Knowledge Keeper, or community member who is appropriate for the project? How do we gather a group of Elders and Knowledge Keepers who represent the different groups involved with Treaty 7?

How are we ensuring Indigenous inclusion is incorporated throughout the initiative?

Do we know the appropriate **Protocols** that need to be followed when engaging with Indigenous Elders, Knowledge Keepers, and community members?

Have we budgeted for Protocols and compensation of community members' time and wisdom?

How will we nurture the relationships beyond the initiative?

Key Terms

Protocols: Signs of respect and recognition of the relationship between Indigenous and non-Indigenous communities. Protocol practices include offering tobacco to recognize the wisdom that Elders, Knowledge Keepers, and community members are providing and honorariums to compensate for the time committed to the conversation. Non-Indigenous participants should also provide a land acknowledgment at the beginning of meetings and gatherings.

Consent: In the context of engagement with Indigenous Peoples, consent refers to free, prior, and informed agreement of Indigenous individuals or communities to participate before a process begins. *Free* means not coerced or manipulated; *prior* means before beginning (and with enough time for all involved to agree); and *informed* means that relevant information relating to the project has been shared. [10]

[10] See also General Assembly of the United Nations, *United Nations Declaration on the Rights of Indigenous Peoples*, 2008, Article 32, accessed January 2022, https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.

ISC: UNRESTRICTED

LEARNING

"We need to create an environment where we are all comfortable that history is living, evolving and emerging. It is not static and not finished."

Jamilah Edwards, Lionheart Foundation

Every person has a set of experiences, prejudices, preferences, and understandings that consciously and unconsciously affect their behaviour. As you embark on this process, spend some time understanding what biases you have when approaching this work, where your prejudices come into play, and where there are other experiences and perspectives that need to be considered.

Some people approach this learning wholeheartedly, while for others it's a hard path. But working in heritage and with cultures not your own is complicated, and when you identify what areas require additional skills or understandings and seek training to acquire them, you open up opportunities to add depth and value to your project. This might mean training in anti-racism, unconscious bias, anti-Indigenous bias, gender bias, and/or cultural competencies. You may also want to explore training in some of the skills this kind of a project needs, such as oral history, historical and archival research, working with media, or community engagement. Even if you have been working in culture or in community development for a long time, there is always something new to take away from the process. When possible, doing training together with your whole group builds a shared vocabulary and understanding that will help your project go more smoothly, especially when you start working in community and talking to the public about your project.

Key Terms

Bias: Favouring one thing, person, or group over another. Showing implicit or explicit prejudice in actions, words, or practice.

Discussion Questions:

What bias do we each bring to this process as individuals?

What learning would help us to be successful through the process?

TIPS FROM THE FIELD

This was one of the greatest learnings people shared about going through naming, renaming, or commemoration projects in Calgary. Those who have been there identified anti-bias and cultural competency training and other skills development opportunities such as media training as one of the most valuable and rewarding activities their group undertook—even if they were unsure at first or thought they already understood their own biases.

NRCR projects deal head on with identity, culture, and representation in public spaces and how those ideas have changed over time. These conversations are very likely to cause your group to deal with things such racism, sexism, and prejudice of many kinds, both within and outside your group. These conversations are hard and take time. Approach them as opportunities to understand your own worldview, the positive and negative experiences you bring to the table, and how those things relate to others in your community. Additionally, consider what your group needs to ensure the psychological safety of your members and the people you are engaging with.

Starting off on the right foot can not only open doors, give you skills to deal with conflict or political pressures that might arise, and save you from unconsciously causing harm, but it might also be the difference between your project being successful or not.

Step 2 Organize

○ Agree on how you will make decisions.
○ Identify who needs to be involved in the project team and how.
○ Put project management supports in place.
○ Set your shared values for the project.

PROJECT MANAGEMENT

Naming, renaming, commemoration, or removal initiatives are not small projects. A great deal of time and energy can be saved if you set up some systems early to manage how you communicate, make decisions, and measure your success, as well as how you will deal with money, scheduling, and sharing information. Project management practices help you to ensure everyone on the team knows their jobs and tasks so that opportunities for community members to get involved are both clear and rewarding.
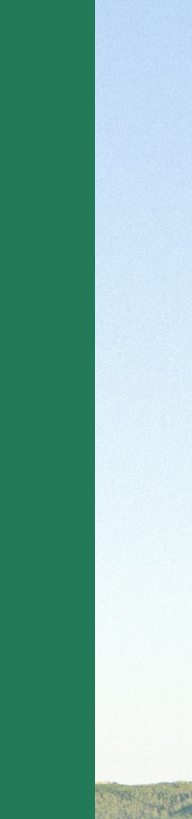
Purpose: To keep you focused, include the outcome that you identified in Step 1 that you want to accomplish on your meeting agendas and other project documents.

Decisions: Agree on a decision-making process and how decisions will be recorded and communicated. (For example, *"We will come to a consensus and record decisions in committee meeting notes that will be kept in a shared file."*)

Budget: Determine what is included in the budget and how you will handle holding money and paying for expenses. Decide how you will track and report on your expenses and revenues. If you are not associated with a non-profit or business that has systems in place, you may need to set up a bank account or decide how to use personal accounts. Identify which records need to be kept for accountability and to protect volunteers who are handling the money. For small projects, these systems do not need to be complicated, but they do need to be transparent.

Schedule: Establish a general schedule and include external deadlines that need to be met (e.g., City Council meetings) and a meeting schedule for your group as well as for project activities such as research and community engagement events. Use your schedule as a guide, knowing that this process will most likely take longer than you think it will. Consider using a shared calendar to keep your group organized.

Communication: Key messages, project updates, and other public-facing communications are discussed in Step 4. Think here about your internal communications: keep a contact list and be careful about sharing personal information. Do you need a specific project email address? Will you use a file sharing app? Is there a project management app that can help? Keep it simple, but use technology to make the work easier and information more accessible.

Roles and Responsibilities: Establish who is responsible for what tasks and how they will report on progress. Can volunteers accomplish all of these tasks, or do you need consultant or contractor supports? Use a volunteer management app to assign and track tasks. Do not forget to assign some of these project management tasks to people on your team who like to keep things organized.

Risk: Identify any risks that may impact success and talk about possible strategies to address the risk. This Handbook identifies many of the risks you are likely to encounter, and you may know of others. Talk through how you will handle conflict or communication issues in advance so that your team is prepared.

Monitoring Your Progress: Monitor the project's progress, and clarify if goals are being met and if any adjustments need to be made (for example, timelines or additional skills or capacity). Keep checking in on the NRCR Principles and on your project's purpose and shared values. Are you staying on track with what you hoped to accomplish?

Discussion Questions:

Who will be on the committee or working group established to administer the process?

Does the committee or working group truly reflect the community? (Take a look forward to Step 3: "Community Engagement" to inform how you answer this question.)

Does our group include voices from all of the communities impacted by our project?

Who is taking on which roles? How will we make sure we all understand our jobs?

TIPS FROM THE FIELD

Community groups make their budgets go further by finding in-kind donations for budget items such as space, materials and supplies, or services, and by using volunteer time. Use free versions of online tools, and look for resources available to community groups such as professional guidance or training opportunities. Use your networks and social media to ask for what you need. Consider these items in your budget:

PROJECT BUDGET		
Revenue	**Amount**	**Source/Notes**
Donations		
Grants		
Sponsorships		
Fundraising		
TOTAL		
Expenses	**Amount**	**Item/Notes**
Space Rentals for meetings and community events		
Refreshments for meetings and engagement activities		
Training for your group		
Protocol, including purchasing tobacco and providing honorariums		
Subscriptions for technology such as file sharing, volunteer organizing, and surveys		
Professional Services such as researcher, consultant or communications support, depending on project scope		
Communications		
Project Supplies		
Research for books or resources that can't be found for free, fees for photocopies or archival images		
Events for costs associated with community engagement, fundraising events, or a celebration when your project is finished		
TOTAL		

SHARED VALUES

"Calgary has been a gathering place for time immemorial. We need to work together."

Fred Powderface, Stoney Nakoda Elder

Values are the commonly held beliefs that support a group working well together towards a common goal.

One of the key factors for success in naming, renaming, commemoration, or removal initiatives is determining the group's **shared values**. Shared values build an understanding of how you want to work together and set the tone for discussions, group work, and how to approach the project. These values can be used to ground conversations, can be referred to when issues arise, and can remind your group why everyone came together. This does not mean that discussion and debate shouldn't happen, but rather that conversations should happen in a respectful way and support coming to consensus as the goal. When determining your shared values, be inclusive of all of the members of your team, think critically about your communities' values, and look for commonalities. Record these values, check in on them, and share them with your community and with others who join your team as you go.

Key Terms

Shared Values: Values are the agreed-upon core principles that inform how a group, organization, or family behaves, makes decisions, and acts.

Discussion Questions:

What values are held by the community and by the individuals and groups involved?

What do I believe in? What is at the core of my work?

What are the shared values for the initiative?

Step 3 Gather Information

○ Identify your research question and topics.
○ Find research resources.
○ Identify who you need to talk to.
○ Determine the best way to facilitate these community conversations.
○ Involve your community.
○ Document your findings.

RESEARCH

"Naming is not enough. We need to understand the deeper connections."
Matt Hiltermann, Historian, Métis Nation of Alberta Region 3

Naming, renaming, commemoration, or removal projects involve researching the individual or family, flora or fauna, physical attribute, event, idea, place, or corporation that is being considered to understand its historical, cultural, geographical, or community significance.

Research can be historical or about the contemporary context and includes reviewing original documents and recordings, secondary sources such as books or articles, and oral histories. Records might be found at libraries, archives, museums, historical societies, or cultural centres. Some groups work with Elders, Knowledge Keepers, and trained historians in this step. Go back to the NRCR Principles and your groups discussions about the Principles to arrive at your research questions and topics.

TIPS FROM THE FIELD

In addition to online research, archives, libraries and museums are helpful sources of historical information. Oral histories are different from community engagement and involve talking with people or their descendants who have firsthand knowledge to share. If you are researching Indigenous history, ensure you are speaking with the communities involved and consulting Indigenous sources.

Check out these organizations for more information about Calgary's history:

Calgary Public Library – "Calgary's Story" at the Central Library

City of Calgary Archives

Glenbow Museum

Glenbow Western Research Centre

Heritage Calgary Inventory of Evaluated Historic Resources

Heritage Calgary Heritage Links

University of Calgary Archives and Special Collections

University of Calgary Libraries and Cultural Resources

Calgary and area museums

Chiniki Cultural Centre

Piikani Traditional Knowledge Services

Tsuut'ina Nation Culture/Museum

Heritage Calgary

Calgary and area cultural centres

What are our research questions? Which NRCR Principles are most relevant to our project?

Where will we go to research historical information (culture, land, people)?

Where will you research current/contemporary information?

COMMUNITY ENGAGEMENT

"You need to be prepared to provide space for why these conversations have to take place."

Tim Fox, Calgary Foundation

Engagement with communities is necessary to gather information, to build relationships and understanding, and also to garner support for the initiative. When considering the context of your NRCR project, there may be several communities, groups, and individuals you need to talk with about the project and its purpose. Talking to the people impacted by your project often identifies issues and understandings you haven't thought about yet. As you decide what you need to ask your community, also consider the practical and everyday implications of your project. For example, if you are naming or renaming in a neighbourhood, what are the implications for address changes, business names, and related road, park, and neighbourhood names? Gather this information in your **community engagement** activities and ensure it is considered in your recommendations.

Small group discussion, community events and townhalls, interviews, coffee talks, online surveys, polls, and social media campaigns are all common tools for community engagement. Some groups work with a facilitator for the larger or more contentious conversations. If your project is highly contested, a mediator might be a great investment to navigate difficult conversations.

Which communities, groups, and individuals need to be engaged in the process?

Once we have identified the communities, groups, and individuals that need to be engaged in the process, how will we engage with them?

- What questions will we ask?
- How will we gather information?
  Who will extend the invitation to participate?
- Do we have a variety of ways to engage with people? Are they accessible for diverse voices?
- How will we organize the information to ensure our findings are accurate, people are heard, and their input is appropriately incorporated?
- How will we respond to ensure the safety of engagement participants and our team if someone becomes aggressive or abusive?

Key Terms

Community Engagement: "Community Engagement is the process by which citizens are engaged to work and learn together on behalf of their communities to create and realize bold visions for the future. Community Engagement can involve informing citizens about your initiative, inviting their input, collaborating with them to generate solutions, and partnering with the community from the beginning to tackle community issues." [11]

TIPS FROM THE FIELD

Talk, talk, talk, and then talk some more.

Organizers of NRCR projects large and small, community-centred and with international attention, and from all over the world identify community engagement as the most important step in your project. NRCR projects are political by nature, and the more opportunities you create for authentic contributions, the easier it is to cut through the rhetoric to see what really matters to your community. Politicians, the media, your neighbours, and people you've never meet are going to want to know why your project is important and how your recommendations are sound and supported. Being able to credibly show that those impacted in your community were involved, were heard, and hopefully support your recommendation goes a long way.

[11] Tamarack Institute, "Community Engagement," accessed January 2022, https://www.tamarackcommunity.ca/communityengagement.

DOCUMENTATION AND RECORDS

"This is critically important work. To reflect the true stories of the history and heritage of this place, and how these histories impact the community now, and will in the future."

Survey respondent

Naming, renaming, commemoration, or removal initiatives can gather significant amounts of research, information, records, and correspondence. Have a process to document, keep and maintain records, and identify where these are kept throughout the initiative. Remember that the records you are generating document an important time in your community's history. The stories and research you have gathered may not have been brought together before. When your project is over, consider finding an archives or museum to hold those records.

Discussion Questions:

How are we documenting the information we gather through the research and engagement process?

Where is information kept so all involved in the project have access?

Will the information be made publicly accessible? Where will it go after our project is complete?

Step 4 Communication for Action

◯ Identify your key messages.
◯ Choose a spokesperson(s).
◯ Build a communications strategy.
◯ Get the word out.

MESSAGING AND MEDIA

Communicating the initiative's purpose, the reason for the NRCR project, and the research supporting the initiative, as well as advocating for the change you would like to see, requires clear and consistent messaging and a willingness to present to decision makers and possibly deal with media attention. Talk about what you really want people to know and where your message is most likely to be misunderstood, and craft your key messages from there. Remember that different audiences probably need to know different things and receive their information in different places. Consider your most important messages and tailor them to each audience. Community-based newsletters, cultural community media, and your stakeholder's communication channels can be very helpful in amplifying your messages. Sometimes this will involve doing some myth-busting about what your group is trying to accomplish and how you are going about it. Capture your plan in a **communications strategy** that you share with everyone in your group.

> **"What comes out in the media as a result of these processes is really important, to help the public understand the reason for the decision. How this gets reported out to the community matters."**
>
> *Sharon Hoiland, Southern Alberta Pioneers and their Descendants*

Key Terms

Communications Strategy: A tool to help clarify and align messages and outline a plan for sharing those messages with the media and target audiences. It will probably include key messages, calls to action, channels and platforms, tactics, schedules, and contacts.

Discussion Questions:

What do we really want our community and the broader public to know?

Thinking about our conversations so far, who:

- makes decisions that impact the project (government, asset owners, politicians)?
- needs to be involved (go back to our community engagement lists)?
- is directly impacted by the project (family members, community groups, nearby or related businesses and organizations)?
- might support our project?
- may create barriers?

What are our messages to each of these audiences?

What platforms will we use to get our message out to those audiences? Where are they getting their information?

Who will be our spokesperson? Does everyone involved have the key messages and know how to direct media questions?

Does our group need media training?

Step 5 Connections

○ Review what your community told you.
○ Review what you learned in the research.
○ Look back at your project purpose and values and at the NRCR Principles.
○ Make connections between what you heard and learned and what you want to change.
○ Decide where your thinking has shifted and where there is work left to do.

BRINGING EVERYTHING TOGETHER

"Naming is powerful...it gives our grandparents, those who walked before me, a voice."
Marina Crane, Tsuut'ina Elder

Once the research has been completed and engagement processes are concluded, and before the final recommendation is drafted, review the NRCR Principles from the start of the process and identify if all areas have been considered. Identify where there are direct connections to your project's purpose and values and where you need to adjust your goals or approach.

Discussion Questions:

Are there areas where our ideas or opinions have shifted or changed? Do our goals still align with what we heard from our communities?

How do we apply the NRCR Principles from the beginning of this process to what has been learned through the research and engagement work?

Are there areas missing? Is additional work required?

Step 6 Recommendations

◯ Revisit the process you need to go through to have your recommendations approved and your name, rename, commemoration, or removal approved and/or implemented.

◯ Craft recommendations for the final decision makers to consider.

◯ Support your recommendations with what you learned from the research and heard from your communities.

CRAFTING THE RECOMMENDATIONS

All of the information gathered from research, community engagement, and your discussions should inform the final recommendations that your group will bring forward to the final decision maker(s) for your project. Illustrate what contributed to the final recommendations and how this is supporting positive ways forward in the community.

Discussion Questions:

Considering what we learned from our community and through our research, what are we recommending to the decision-making authorities?

What do decision makers need to understand as they consider our recommendations?

How will we clearly present our case and share our findings?

Step 7 Advocating for Your Recommendations

○ Bring forward your recommendations to the final decision makers.
○ Secure and deploy project supporters.
○ Follow your recommendation through the approval process.
○ Once approved, work with decision makers to implement your recommendations.

AGREEMENT AND APPROVAL

When your NRCR project process is complete, submit the recommendation to the approving entity, owner, or community. This is a great time to call in the community members you met along the way who wanted to help. Identify people directly impacted by your project who will come forward with you to present your recommendations and champion them as you move through the approval process. Ensure that you clearly identify for the decision makers how your recommendations are supported through your research and by your community.

An approval process seldom consists of one meeting or presentation. Be prepared for this process to take time and go back to what you learned about communicating for action in Step 4 to make and support your case. Be aware you may need to negotiate on your recommendations. If negotiation is needed, go back to your values and goals and to what your community and research said, and use that to guide your decision-making. If your recommendation is approved, what does your group need to do to implement that recommendation? If your recommendation is not approved, is there another way to tell the story you are trying to tell?

Key Terms

Advocate: Advocacy is actively working to advance a particular cause or issue to change opinion, policy, or practice.

TIPS FROM THE FIELD

You identified the decision makers for your project in the first step in this process. It is smart to have involved them in the process along the way so that this final approval step is not the first they are hearing of your project. Knowing what the concerns of decision makers are from early on in the process allows you to consider and address them in your research, community engagement, and recommendations.

Who will present our recommendations, to whom, and how?

How will we use what we have learned throughout the project to **advocate** for our recommendation?

Once the final decision has been made, what do we need to do to wrap up the project?

Step 8 Celebration and Acknowledgment

◯ Take stock of the work you have done and what you have accomplished and learned.
◯ Identify who was involved in your journey.
◯ Mark your learning and accomplishments.

RECOGNIZE THE WORK

"Naming and renaming can be a continuous reminder of the flow of history across our shared cultural and physical landscape."
Survey respondent

Don't forget to celebrate your success! Whether or not you ended up where you thought you would at the beginning of your process, you have learned a great deal and made an important contribution to your community's story. Congratulations!

If you are naming or renaming a building, place, park or something else, or mounting a commemoration installation, it may be a good idea to host an opening, unveiling, or ceremony to mark the occasion. NRCR projects often deal with difficult topics and perhaps harm or trauma. A celebration might not be the right way for you to mark the end of your process. No matter the nature of your project, there were people who helped you along the way who probably would like to acknowledge the path that was travelled with you. Mark your learning and accomplishments with a ceremony, party, event, or splash that suits your project and community.

Discussion Questions:

What is the best way to mark our project's conclusion?

Who should be included in the celebration or concluding activities?

Should we share our story with the media?

When should we get our group together again to reflect on our project and determine if there is follow-up needed?

Glossary

Advocate

Advocacy is actively working to advance a particular cause or issue to change opinion, policy, or practice.

Bias

Favouring one thing, person, or group over another. Showing implicit or explicit prejudice in actions, words, or practice.

Commemoration

Celebration or honouring of an individual, family, group, symbol, or event through a physical asset such as a statue, plaque, monument, or public art installation.

Community

A community often refers to people living in the same physical location. Communities can also be any group of people bonded together through a common interest, experience, language, profession, faith, tradition, economy, identity, history, or cultural background. Often a community will have several other communities within it. A community is not usually homogenous, made up of people who all agree or who act as a unit. An individual can belong to many communities.

Community Engagement

"The process by which citizens are engaged to work and learn together on behalf of their communities to create and realize bold visions for the future. Community Engagement can involve informing citizens about your initiative, inviting their input, collaborating with them to generate solutions, and partnering with the community from the beginning to tackle community issues."[12]

Communications Strategy

A tool to help clarify and align messages and outline a plan for sharing those messages with the media and target audiences. It will probably include key messages, calls to action, channels and platforms, tactics, schedules, and contacts.

Consent

In the context of engagement with Indigenous Peoples, consent refers to free, prior, and informed agreement of Indigenous individuals or communities to participate before a process begins. *Free* means not coerced or manipulated; *prior* means before beginning (and with enough time for all involved to agree); and *informed* means that relevant information relating to the project has been shared.[13]

Elder

An Elder is an individual honoured in their community as a custodian and steward of their culture, history, and knowledge, and who understands how to share these with Indigenous and non-Indigenous communities. They are mentors in the community, sharing their knowledge and teaching younger generations about traditional ways. "One common trait among Indigenous Elders is a deep spirituality that influences every aspect of their lives and teachings. They strive to show by example—by living their lives according to deeply ingrained principles, values and teachings."[14]

---

[12] Tamarack Institute, "Community Engagement."
[13] See also General Assembly of the United Nations, United Nations Declaration on the Rights of Indigenous Peoples, 2008, Article 32.
[14] Bob Joseph, "Indigenous Elder Definition."

Ethical Space
A framework for guiding respectful interaction across cultural differences in a way that upholds the fundamental integrity of all knowledge systems entering that space. It is a model that creates a space of mutual trust, respect, equality, and collaboration.[15] Ethical space is "formed when two societies, with disparate worldviews, are poised to engage each other."[16]

Knowledge Keeper
A Knowledge Keeper is an individual who has been taught the knowledge of their community's culture, practices, and customs from Elders or other Knowledge Keepers, and who has also been taught how to care for this knowledge. They are historians and also have lived experience that they can draw on to inform the importance of traditional practices and customs. Often they are considered apprentices to Elders.

Naming
Bestowing the name of an individual or family, flora or fauna, physical attribute, event, idea, place, or corporation on a physical public or community asset, such as a building, park, road, site, geographic feature, or neighbourhood.

Protocols
Signs of respect and recognition of the relationship between Indigenous and non-Indigenous communities. Protocol practices include offering tobacco to recognize the wisdom that Elders, Knowledge Keepers, and community members are providing and honorariums to compensate for the time committed to the conversation. Non-Indigenous participants should also provide a land acknowledgement at the beginning of meetings and gatherings.

Removal
The taking down or away of a commemoration.

Renaming
Changing the original, long-held, or current name of a physical public or community asset, such as a building, park, road, site, geographic feature, or neighbourhood.

Shared Values
Values are the agreed-upon core principles that inform how a group, organization, or family behaves, makes decisions, and acts.

Treaty 7
The Treaty signed by the Blackfoot including the Kainai, Piikani, and Siksika First Nations, the Stoney Nakoda including the Bearspaw, Chiniki, and Wesley First Nations, and the Tsuut'ina First Nation, and the Crown (Canada) on September 22, 1877. Treaty 7 outlined the relationship between the First Nations and the government of Canada for the area from the Rocky Mountains to the west, the Cypress Hills to the east, the Red Deer River to the north, and the U.S. border to the south. Treaty 7 territory is also home to the Métis Nation of Alberta Region 3.

---

[15] IISAAK OLAM Foundation, Indigenous Protected and Conserved Areas (IPCAs) and Ethical Space.
[16] Ermine, "The Ethical Space of Engagement," 193.

Supplementary Resources

RECONCILIATION

Calgary Foundation's *Indigenous Ally Toolkit* is a resource for individuals and organizations that provides a brief overview of Indigenous history, the importance of land acknowledgments and protocol, and how to build relationships and be an ally.

Calgary Foundation. *Indigenous Ally Toolkit*. 2019. Accessed January 2022.
https://calgaryfoundation.org/wp-content/uploads/Ally-Toolkit-web.pdf

Reconciliation Canada provides a list of toolkits developed to support individuals, communities, and organizations of all types in having conversations on reconciliation in a safe, respectful, and open way.

Reconciliation Canada. *Toolkits*. Accessed January 2022. https://reconciliationcanada.ca/resources/toolkits/

CHANGE

Change can be difficult. There are a number of strategies that organizations and communities can use to support positive change. For example, "Of/By/For All envision a world in which all people are empowered to share their talents to strengthen their communities. Communities in which people feel safe, welcome, and connected to the strangers who cross their paths every day."

Of/By/For All. *Free Resources*. Accessed January 2022. https://www.ofbyforall.org/resources

RESEARCH

Research is the act of investigating, exploring, and gathering facts on a specific topic in order to inform decision-making. Research can include: *Primary Sources,* firsthand accounts written or created in the time period of the specified topic; *Secondary Sources*, resources that analyze, quote, and use primary sources as evidence or example to provide secondhand information and interpretation; and *Oral Histories,* narratives of past events based on personal experiences, memories, and stories from individuals directly, typically collected in a planned and recorded interview.

University of Lethbridge. Plan Your Research: *Developing a Research Question*. Accessed January 2022.
https://library.ulethbridge.ca/c.php?g=256460&p=1710376

Calgary Public Library. *The Alberta Research Porta*l. Accessed January 2022.
https://calgarylibrary.ca/read-learn-and-explore/digital-library/alberta-research-portal/

Smithsonian Institution Archives. *How to Do Oral History*. Accessed January 2022.
https://siarchives.si.edu/history/how-do-oral-history

COMMUNITY ENGAGEMENT
Community engagement is the practice of going into your communities to ask questions, share, and learn together. Identifying your communities is the first step, as community goes beyond just a geographical location. Then decide the best way to involve community in the conversation based on their needs; different communities will require different approaches. Be clear about expectations for participation and what outcome you're working to achieve.

Tamarack Institute. *Community Engagement Planning Canvas*. Accessed January 2022.
https://www.tamarackcommunity.ca/library/community-engagement-planning-canvas

COMMUNICATIONS STRATEGY
A communications strategy is a plan for communicating with various audiences to achieve a goal. Creating a communications strategy allows your team to understand <u>what</u> to say, <u>who</u> to talk to, <u>where</u> to share information, <u>when</u> to talk to them, and <u>how</u> to respond to questions in a way that is consistent throughout your organization and clear to your audience.

Canada Helps. *Creating a Communications Plan*. Accessed January 2022.
https://www.canadahelps.org/media/C-Helps-webinar_CommsPlan_KF_ENG_Feb10.pdf

ADVOCACY
Calgary Chamber of Voluntary Organizations' *Everyday Advocacy for Non-profits: A Guide to Policy Advocacy* offers various resources on planning and running an advocacy campaign, ranging from strategies to media coverage and more.

Calgary Chamber of Voluntary Organizations. *Policy Advocacy Tools*. Accessed January 2022.
https://www.calgarycvo.org/policy-advocacy-tools

SPONSORSHIP NAMING
Your organization will need to decide its own course of action when it comes to sponsorship naming, based on your organization's goals, mission, vision, and values, and how they align with a donor or corporation's values. The steps and Principles in the *NRCR Handbook* can help with determining that alignment.

As an example, please see Calgary Public Library's Board Policies on naming rights for sponsors, naming in recognition, and honorific naming.

Calgary Public Library. *Donations and Related Matters*. Accessed January 2022.
https://calgarylibrary.ca/about-the-library/library-board/board-policies/donations-and-related-matters/

* Online resource links change regularly. For up-to-date resource links, visit www.heritagecalgary.ca

Selected References

For a complete listing of references accessed during the NRC Project, see the References section of the companion report, NRC Project Final Report.

Calgary Aboriginal Urban Affairs Committee. *Indigenous Policy Framework*. City of Calgary. 11 April, 2017. https://www.calgary.ca/content/dam/www/csps/cns/documents/cauac/indigenous-policy-framework.pdf

Calgary Aboriginal Urban Affairs Committee (CAUAC). *White Goose Flying: A Report to Calgary City Council on the Indian Residential School Truth and Reconciliation*. City of Calgary. 2016. https://www.calgary.ca/content/dam/www/csps/cns/documents/cauac/white-goose-flying-calls-to-action-cauac.pdf

Canada. Truth and Reconciliation Commission of Canada. *Truth and Reconciliation Commission of Canada: Calls to Action*. 2015. Accessed January 2022. https://nctr.ca/records/reports/#trc-reports

City of Calgary. *Municipal Naming, Sponsorship and Naming Rights Policy*. Calgary, AB: Corporate Analytics & Innovation. CP2016-01. Accessed January 2022. https://www.calgary.ca/ca/city-clerks/council-policy-library/dcmo.html

City of Halifax. *Report: Task Force on the Commemoration of Edward Cornwallis and the Recognition and Commemoration of Indigenous History*. Halifax, NS: Halifax Regional Council. 30 June 2020. Accessed January 2022. https://www.halifax.ca/sites/default/files/documents/city-hall/regional-council/200721rc11110.pdf

General Assembly of the United Nations. *United Nations Declaration on the Rights of Indigenous Peoples*. 2008. Accessed January 2022. https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Queen's University. *Final Report of the Building Name Consultation Advisory Committee*. Kingston, ON. 29 September 2020. Accessed January 2022. https://www.queensu.ca/principal/sites/opvcwww/files/uploaded_files/Building%20Name%20Advisory%20Committee%20Final%20Report%20FINAL.pdf

Yale University. *Report of the Committee to Establish Principles on Renaming*. New Haven, CT. 21 November 2016. Accessed January 2022. https://president.yale.edu/sites/default/files/files/CEPR_FINAL_12-2-16.pdf

Acknowledgments

Notes

Notes