



Meeting Notes

MEETING OF THE ABORIGINAL COUNCIL OF QUEEN'S UNIVERSITY (ACQU) JAN. 19, 2015

Opening Prayer

-Co-Chair Brant Castellano

Welcome and Introductions

-Co-Chairs

Adoption of Agenda, Adoption of the Meeting Notes of October 15, 2014

Co-Chairs' Reports

No Aboriginal Caucus meeting was held, as all of the time is being focused on the re-visioning exercise.

Irene Bujara, Director of the Human Rights Office, provided an update on Aboriginal Peoples in Queen's Workforce to inform brainstorming around the *Capacity* policy domain. (See attached. *Please restrict this document to ACQU members, as not all of the information has yet been published.*)

Re-visioning

-Facilitator: Dr. Arig al Shaibah

Arig introduced herself and outlined how the meeting would unfold.

Council members were placed into four small groups. Based on the progress report that was circulated with the agenda, the groups were asked to identify 3-5 new/renewed objectives for attention in each of the four policy domains: *Access*, *Climate*, *Curriculum*, and *Capacity*. The groups were also invited to rank progress in each area.

The objectives identified by all small groups were listed on large pieces of paper around the room. Council members were asked to post a coloured sticker (a different colour for each constituent group) on their top three objectives from their individual perspective (see below). A compilation of this exercise has been compiled below. Small-group discussion notes, any additional objectives not listed on the large sheets of paper, and any proposed tasks/activities are being gathered and will be distributed. Council's planning group will then structure a second part of this planning and prioritizing exercise for Council's next meeting scheduled for May 11th in Tyendinaga.

Co-Chair Brant Castellano closed the meeting.



Access, Climate, Curriculum, Capacity

FROM THE MEETING OF THE JANUARY 19 ABORIGINAL COUNCIL OF QUEEN'S UNIVERSITY

The following ideas were listed by the small groups, as potential objectives of focus, on the large sheets of paper posted to the walls. The numbers and categories beside some of the bullets refer to the priority placed by constituency members in the 'dot' exercise.

Access:

<i>New/Renewed Objectives</i>	<i>Dots</i>
Investigate options for development of a transition/bridging program into university (ie: collaboration with Six Nations Polytechnic)	Community members: 1,3 Aboriginal student/staff/faculty: 2,3 Non-Aboriginal student/staff/faculty: 3 Administrator: 1
Continue to ensure accessible Elder services and support	Aboriginal student/staff/faculty: 2 Administrator: 2
Develop an inclusive marketing and communications strategy	Aboriginal student/staff/faculty: 1
Bridging/upgrading: identify strong "B" students and support them	Community member: 2
Funding for mature students, part-time, and students in non-traditional programs	Aboriginal student/staff/faculty: 3
Identify contacts for grad/professional programs to support applicants through the application process	Administrator: 3
Capitalize on success of Aboriginal Access program	Administrator: 3
Secure consistent funding for continuation of outreach programs (UEP, MedWAY, EngWAY)	
Increase access for students interested in professional schools (e.g. Medicine, Law) More focus on retention (Aboriginal Employment)	
Continue and expand communication of success stories	
Track progression and graduation rates and investigate system-wide benchmarks for retention and graduation	
Look at articulation agreements	

Climate

<i>New/Renewed Objectives</i>	<i>Dots</i>
Continue development of cultural competencies for staff/faculty/students (non-Aboriginal)	Community members: 1,1,2 Administrators: 1,2,2
Continue and expand acknowledgement	Community member: 1 Aboriginal student/staff/faculty: 2
Acknowledge territory at (more) student events	Non-Aboriginal student/staff/faculty: 2
More centrally-located common space	Aboriginal student/staff/faculty: 3
Continue programming in inclusive space	
Placemaker in central location	
Increase faculty awareness of history/context	
Implement more on-campus experiences for prospective students and current students	
Claiming Indigenous identity when a student has not done so before	
How do we welcome ALL students	
Conduct exit surveys to determine what we are doing well and where we could improve around Aboriginal culture/history (feedback)	

Curriculum:

<i>New/Renewed Objectives</i>	<i>Dots</i>
Ensure Indigenous Knowledge is not just an add-on - infusing ethos	Community members: 1,2,2,3 Non-Aboriginal student/staff/faculty: 3
Establish an Indigenous Studies department	Aboriginal student/staff/faculty: 1,1,2,3,3 Non-Aboriginal student/staff/faculty: 1
Gathering of faculty in Indigenous Studies to determine what is needed, reflection, what do students want/need to learn	Administrators: 2,3,3 Non-Aboriginal student/staff/faculty: 2 Aboriginal student/staff/faculty: 3
Continue to implement cultural competencies into curriculum	Aboriginal student/staff/faculty: 1
Establish Indigenous Studies Major	
Update on Academic and Research Plans	
Perform environmental scan of faculties (re Aboriginal content)	
Target teaching international students in the culture/history of Aboriginal peoples	
Hire more Aboriginal faculty	

Create Learning Community (ies) for faculty support	
PD options for faculty to broaden their knowledge and empower them to integrate it in class (e.g. blanket exercise)	
More curricular options	

Capacity:

<i>New/Renewed Objectives</i>	<i>Dots</i>
Implement re-visioning objectives/tasks into senior executives performance evaluations	Community members: 1,2,2,3,3 Aboriginal student/staff/faculty: 3
Hire more Aboriginal faculty	Aboriginal student/staff/faculty: 1,1,2 Administrator: 1,1
Hire more Aboriginal faculty and staff	Community member: 3
Build on partner success practices (Matariki, Colleges and Institutes Canada, Ontario Aboriginal Institutions, St. Lawrence College)	Aboriginal student/staff/faculty 1
Value Elder/Traditional knowledge keepers as equal to PhD.	Community member: 1,3 Aboriginal student/staff/faculty 2
Ensure new hires have mentors	Aboriginal student/staff/faculty 2 Community member: 3
Establish Aboriginal Ambassadors (team) per faculty	Aboriginal student/staff/faculty: 3
Ensure ACQU working groups meet regularly	
Explore options for collaboration (i.e. Six Nations consortium of universities)	
More faculty, especially women	
Hires become regular continuing appointments (tenure, full-time)	
Keeping Indigenous faculty at Queen's	
University needs to be receptive of Indigenous knowledge as equal to other/Western knowledge	
Explore affiliations with global Indigenous Education organizations (WINHEC)	

Aboriginal Council of Queen's University
~Capacity Building~
 9. To support increased recruitment of Aboriginal faculty and staff, consistent with the university's responsibilities under existing federal programs and in accordance with Queen's University's commitment to employment equity.

Aboriginal Student Access and Support Working Group
~Educational Access~

1. To enhance equitable access and participation of Aboriginal learners in all programs and services at Queen's University.

2. To increase the admission, retention, and academic success of Aboriginal students by developing and providing programs - including bridging and access programs and specialized counseling supports - that strive to increase access and support achievement.

Indigenous Cultural Awareness and Programming Working Group
~Climate~

3. To enhance the cultural climate for Aboriginal faculty, staff and students at Queen's University by providing culturally appropriate support services, an increased cultural presence and a gathering place for Aboriginal students and other community members.

4. To increase the awareness of, and opportunities to celebrate the diversity of, Aboriginal students, cultures and perspectives within the Queen's University community.

5. To provide a range of on- and off-campus university activities to encourage social, intellectual, and cultural interactions between local Aboriginal communities and the Queen's University community.

Indigenous Knowledge Curriculum and Research Working Group
~Curriculum~

6. To ensure and enhance partnerships between Queen's University and Aboriginal communities with the goal of developing collaborative research and learning projects that explicitly honour and value Aboriginal culture, ways of knowing and languages.

7. To more fully integrate the teaching of Aboriginal perspectives and content in courses and programs across the university to recognize Aboriginal history, culture and ways of knowing.

8. To develop academic programs to meet the needs of Aboriginal students at Queen's University.