



## Meeting Notes

MAY 11, 2015 MEETING OF THE ABORIGINAL COUNCIL OF QUEEN'S UNIVERSITY (ACQU)

Tyendinaga 59ers Hall, Marysville, ON

In attendance:

Marlene Brant Castellano	Alan Harrison	Ann Tierney	Jill Scott
Doug Maracle	Arig al Shaibah	Lynn Freeman	Melanie Howard
Janice Hill	Paul Chaput	Ellie Sadinsky	Ginette Denford
Kavinanan Chinniah	Alex Chung	Melanie Gray	Natasha Stirrett
Mireille Lapointe	Vanessa McCourt	Lindsay Morcom	Carol Ann Budd
Armand Ruffo	Donato Santeramo		

Item	Notes
Welcome and Introductions	Co-Chair Brant Castellano took Council members briefly through the agenda.
Review of Agenda and January meeting notes	She noted the main focus of the meeting is to discuss the work underway, following January's visioning session; Council is also required to approve the PEFAL year-end report.
MTCU Post-secondary Education Fund for Aboriginal Learners (PEFAL) year-end report (text and financials)	<p>Co-chair Brant Castellano described the purpose of the PEFAL report, which is to be submitted in a prescribed template. Co-chair Brant Castellano said she was awestruck by the work underway across the university.</p> <p>Ms. Tierney took members through the financial report. The provincial grant amount to Queen's did not increase significantly (i.e. we received only an additional \$6,000) in this current 3-year cycle, but the university did significantly increase its contribution (from \$529,836 in 2013-2014 to \$761,937 the following year). The final column, "final variance", represents the amount that the university has contributed to the various programs and services, as the PEFAL grant does not cover all expenses.</p> <p>Provost Harrison said that Aboriginal education is a stated priority, so the expanded contribution is a reflection of this commitment. The university may well need to look to diversify the revenue sources for these programs in the future.</p>

Undergraduate 2015-16  
Enrolment Update

“Support from other sources” (the third column) includes tuition and student fees, government grant, and some philanthropy.

Council approved the reports for submission to the ministry (*see attached PDF document*).

Ms. Tierney reported that this year, applications from self-identified Aboriginal students for undergraduate direct-entry programs have increased 24 percent over last year; more than 40% additional offers have been made, and acceptances are higher at this point in the cycle than they were for the entire 2014-15 admission cycle.

Of these totals, some students apply under the Aboriginal Admissions Policy. The proportion has remained fairly constant over the past few years. For 2015-16, 87% of applications were made under the policy. Ms. Hill said one advantage of applying under the policy is that these students become eligible for some scholarships and bursaries.

Building on increased first-year enrolment, the Provost noted that Aboriginal students are as likely to be retained at Queen’s as any other student, and the university’s retention rate is one of the highest in the country.

Co-chair Brant Castellano referred council members to the PEFAL report, which includes details of the university’s undergraduate outreach and recruitment activities.

Dr. Morcom asked about graduate intake numbers, as the ATEP program will be welcoming its largest on-campus class in 2015-16, which is cause for celebration. Ms. Tierney said she and the Dean of the School of Graduate Studies have discussed central reporting for graduate and professional student admission and enrolment. Since some faculties/schools are responsible for their own enrolment (Education, Law, Medicine) the university needs to identify ways to integrate this information, university-wide.

Co-Chair Brant Castellano raised the concern about the hesitancy of many students and applicants to self-identify. Ms Hill referred council members to a [2013 COU report on self-identification](#). Provincial legislation, [Bill 10](#), has been introduced that suggests post-secondary institutions may be required to provide personal and identifying information to the government.

See Schedule 5, Amendments to the MTCU Act:

- *Permissions for personal information collection based on purposes set out in 15(1) [see first 2 para.]*
- *Conditions under which information can be requested [see 15(1) #3, 4, 5, 7 & 15(2)]*
- *Provision of permission to transfer personalized information to the Federal*

	<p><i>government [see 15(4) #2]</i></p> <ul style="list-style-type: none"> <li>• <i>Who is captured by this act (all of COU member institutions, OUAC) [see 15(6)]</i></li> <li>• <i>That notice must be given if data is collected indirectly [see 15(8)]</i></li> </ul> <p>If institutions can no longer guarantee confidentiality due to this proposed law, this may affect self-identification, however the Freedom of Information and Protection of Privacy Act (FIPPA) may protect this information.</p> <p>Co-chair Brant Castellano said there are many people working on this, looking for ways to strike a balance between respecting the rights and identity of Aboriginal students and institutional requirements and desires to be able to report on student populations and activities.</p>
Spring 2015 Convocation update	<p>This spring, there will be 29 students graduating at 11 ceremonies. They will be gifted with a Creation Pendelton blanket at the convocation. The degrees include MPA, BComm, BEd, MEd, DipEd, BSci, BA, and MA. In addition, a honorary degree will be granted to Alexander McComber, a Mohawk.</p>
ACQU Membership Update	<p>Ms. Hill distributed a membership update (<i>see p.5 below</i>). The nominating committee's work occurs over the summer and will be undertaken to determine eligibility and renewals. There are several terms ending, and potential renewals.</p> <p>Dr. Morcom requested consideration that the vacant seat in the category of Aboriginal community members be filled by a representative from one of the ATEP community partners. ATEP has received a significant grant to install videoconferencing, which could minimize travel expenses for these representatives.</p> <p>Ms. Tierney moved a motion to authorize the nominating committee to confirm renewals of eligible members and to fill vacancies over the summer, considering advice from members on both the nominations and renewals. The motion was seconded by Ms. Freeman. There was consensus. All Council members are encouraged to provide input to Jan Hill.</p>
<p>Revisioning II: Moving forward</p> <p>Reports from Council's three working groups on their action plans for 2015-16 (<i>see below p.6-12</i>)</p>	<p><b>Access and Support Working Group:</b> Ms. Tierney is chair of this group. She reported that three priorities have been identified:</p> <ol style="list-style-type: none"> <li>1. Bridging program: including looking at the work underway in the Faculty of Engineering and Applied Science, and at other institutions</li> <li>2. Graduate student support: The SGS has joined the working group and discussions have begun to determine ways to enhance outreach, recruitment, and tracking.</li> <li>3. Communications and Marketing: Ms. Tierney and Ms. Hill are members of a COU working group and plan to leverage its work at Queen's.</li> </ol> <p>Co-Chair Brant Castellano encouraged members to ask questions and provide input at any time to the working group. All inquiries can be directed to Ms. Hill.</p>

	<p><b>Indigenous Knowledge, Curriculum and Research Working Group:</b>  Dr. Santeramo, chair of the working group, reported that up to 20 students are expected to be enrolled in the minor by September, exceeding expectations. A curriculum review is underway to ensure inclusion of a growing number of courses.</p> <p>Six people teaching in Indigenous Studies have been hired over the past year. This is a lot more than anticipated, and is helping the program grow, while encouraging more students to self-identify as they find themselves in a familiar environment.</p> <p>Nine events were organized as part of the Kawartha Indigenous Knowledge Initiative (KIKI) this past year with 600 attendees.</p> <p>Students are working on dynamic projects and are accessing the Four Directions Aboriginal Student Centre as “the centre of the universe”.</p> <p>The working group is exploring options relating to the development and offering of a capstone course for the final year of the minor concentration and an introductory course, that Dr. Santeramo suggested could be mandatory, to support increased knowledge about Aboriginal culture and history. The Provost said there can be challenges with university-wide mandatory courses. Dr. Morcom suggested monitoring the implementation of mandatory Aboriginal training in the education curriculum and its effects with a view to integrating it into a larger program.</p> <p><b>Cultural Awareness and Programming Working Group:</b> Ms. Hill, Chair of this working group, reported this year’s objectives include the continued development of cultural competencies among faculty, staff and students, increased acknowledgments at campus events, meetings, and websites, the finalization of the Indigenous Protocol Handbook for a fall roll-out, the development of a train-the-trainer model for the delivery of cultural safety training to help meet demand, and larger and more central space for Four Directions.</p> <p>Co-Chair Brant Castellano invited Council members to volunteer to serve on any working group as this is where the ground-breaking work of Council takes place. Members are asked to identify their interests to Jan. She also requested information about the activities underway at professional schools at Queen’s, including Law and the Faculty of Health Sciences for Council’s fall meeting.</p>
Closing Prayer	Co-Chair Brant Castellano.

## **ACQU Nominating Committee**

“An ACQU nominating committee, comprised of three ACQU university members and three ACQU Aboriginal community members, will solicit the campus and external communities to fill vacancies in the ACQU each spring.”

### Current Members:

Aboriginal Community:	Marlene Brant Castellano	University Community:	Alan Harrison
	Robert Rittwage		Caroline Davis
	Paul Chaput		Janice Hill

## **ACQU Membership Update**

“New or renewed appointments will be made for 1 or 2 year terms to maintain some continuity within the membership of the ACQU from year to year. All appointments are renewable for a second term.”  
ACQU ToR 2013

## **Terms which expire May 2015 or haven't been filled to date**

### **Aboriginal Community Members**

\*Marlene Brant Castellano (Elder) (Community Co-Chair) – *There is no defined timeframe attached to the Elder position on ACQU outside of the normal 2 year term.*

\*Carol Ann Budd (Alumni)

\*Derek Sagima

\*Norma Sunday

+1 unfilled seat

### **Queen's Community**

\*Lindsay Morcom (ATEP/Faculty of Education)

\*Melanie Howard (AAE/Faculty of Engineering & Applied Science)

### **Student Representatives**

Paul Chaput (SAGE)

+ 1 unfilled seat (student-at-large)

*NOTE: Alex Chung, incoming Social Issues Commissioner, AMS, 2015-16, replaces Emily Wong*

### **Senior University Administration**

*“Two additional senior administrators who can address the identified priorities of the university and the ACQU. These administrators can rotate each year.” ACQU ToR 2013*

\*Caroline Davis, Vice-Principal (Finance & Administration) (University Co-Chair)

\*Jill Scott, Vice-Provost (Teaching & Learning)

\*indicates these individuals are eligible for renewal for an additional 1-2 year term.



## ACQU Student Access & Support Working Group

2015-16 Action Plan

For ACQU: May 2015

The ACQU Student Access and Support Working Group met in March and May 2015.

At the March meeting, the group identified three priority items for action for 2015-16. These three initiatives were chosen based on the results of the January 2015 ACQU meeting. At this gathering, council engaged in a visioning exercise that resulted in the identification of potential objectives of focus under the four policy domains, *Access, Climate, Curriculum* and *Capacity*. Council Members then individually prioritized the objectives. The working group discussed the most commonly chosen areas under Access and chose the following three initiatives for focus in 2015-16:

Item	Status	Timing
Transition/Bridging Program	<p>The Faculty of Engineering and Applied Science has developed a “College-to-Civil” pathway:</p> <p>Senha Iohahi:io (Zehn-ha Yo-ha-hee-yo) is based on an existing partnership with St. Lawrence College’s civil engineering technology program.</p> <p>The premise is that students in the college program will become engaged with Aboriginal Access to Engineering (AAE) student support services throughout their college studies, with academic/financial supports such as tutoring available in their third year of college, as they prepare to transition into Queen’s Civil Eng program. Queen’s is open to developing any academic transitional support that may become necessary during the summer between college and Queen’s. By creating a supportive community for the college students within AAE during their college years, they will remain motivated to continue their studies and successfully transition into the academic program at Queen’s.</p>	Promotion to begin Fall 2015

	<p>With current talks underway developing the BTech degree in Mining with Northern College, FEAS hopes for an eventual expansion of Senha Iohahi:io to other colleges in Ontario and departments within Engineering. There is already one candidate at Northern College who is very interested in this option.</p> <p>Information about other kinds of bridging programs at other institutions is being gathered.</p>	<p>To be discussed by the working group at its next meeting.</p>
<p><b>Supports for incoming and current graduate students.</b></p>	<p>Sandra den Otter, Associate Dean, School of Graduate Studies (SGS), has joined the working group.</p> <p>This area was discussed by the working group in May. The SGS will be working in collaboration with units across campus on the following:</p> <ol style="list-style-type: none"> <li>1) Discuss the need for a small working group to assist the SGS in the activities listed below and in generating further ideas:</li> <li>2) Create web page for prospective and current Aboriginal students to collect together material now dispersed across our website</li> <li>3) Seek to work more closely with other groups at Queen's seeking to enhance recruitment of Aboriginal students (ongoing)</li> <li>4) Discuss within relevant Graduate Councils and Committees possible program enhancements: introduction of community-based projects, for example, along the model of Cultural Studies</li> <li>5) Incorporate into Orientation 2015 an introduction to Four Directions by Janice Hill</li> <li>6) Transition from UG to G and G to Careers – Mentorship? Connect with the 175<sup>th</sup> Anniversary of Queen's and identification of 175 Graduate Alumni Mentors</li> </ol>	<p>Summer</p> <p>Ongoing</p> <p>Fall</p> <p>September</p> <p>Ongoing</p>
<p><b>Strategic Marketing and Communications Plan</b></p>	<p>A communications working group of the Council of Ontario Universities' Reference Group on Aboriginal Education is developing a strategic communications plan to promote the success of Aboriginal learners. Jan is a member of the working group. One outcome is a video for each university (currently in production for Queen's).</p>	

	The complete plan will be reviewed by the working group to identify ways to leverage the work completed by the COU.	To be discussed by the working group at its next meeting.
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## Indigenous Knowledge, Curriculum and Research Working Group

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### Report and Action Plan 2015

	ACADEMIC	CULTURAL/CO-CURRICULAR	STUDENT SUPPORT
Focus/ Goals	<ul style="list-style-type: none"> <li>• <b>Indigenous Studies Minor (LLCu/Four Directions)</b></li> <li>• Program Development/Curriculum Review</li> <li>• Pedagogical Resources</li> <li>• Faculty and Student Learning Communities</li> <li>• Mandatory Intro course</li> <li>• Support of Research Clusters/grants</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Four Directions/Kahswentha Initiative</b></li> <li>• Cultural Activities to improve Indigenous/Settler Relations</li> <li>• Co-Curricular and experiential learning opportunities that support Minor</li> <li>• Events to address deficit of Indigenous knowledge keepers and Indigenous ways of knowing in curriculum and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Four Directions</b></li> <li>• Support of Indigenous Students</li> <li>• Community programs and outreach</li> <li>• Recruiting</li> <li>• Advocacy</li> </ul>
Current Status	<ul style="list-style-type: none"> <li>• Enrolment in the Minor has exceeded expectations; currently there are 13 students, and it is estimated 20 will be enrolled by September 2015</li> <li>• At least 6 new faculty members teaching in the area of Indigenous Studies have been hired over the last year</li> <li>• Curriculum Review is required to ensure inclusion of growing number of courses</li> <li>• Faculty, students, and Aboriginal Council members have indicated that Introductory and Capstone courses are now necessary</li> <li>• Faculty have been extremely successful in securing grants and launching projects, thus increasing the opportunity for research collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• The Kahswentha Initiative was involved in 9 events over the 2014-2015 year which included: Film screenings, student retreats, teach-ins, symposium, performances, academic talks, and feasts. It is estimated that over 600 members of Queen's and local communities attended events this year</li> <li>• KIKI employees 3 students for a total of 15 hours a week, and far exceeds that in labour</li> <li>• 2 additional graduate students, Four Directions Staff and two faculty members also volunteer time.</li> <li>• KIKI has connections across Campus and in the broader communities, and is regularly approached for collaboration and support</li> <li>• Gender and Decolonization event has been targeted for publication by University of Manitoba Press</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Indigenous student enrolment and self-identification has resulted in a vibrant and growing community. However, it has also taxed Four Direction's limited space and staff</li> <li>• Four Directions staff provide administrative support for KIKI including financial management, RA hiring and training, event coordination, cultural protocol advising/training, facilities, and logistical support</li> <li>• Four Directions provides academic and pedagogical support for faculty and students by providing resources, training, advising and guest speaking</li> </ul>

Needs	<ul style="list-style-type: none"> <li>• Increased pedagogical support for faculty and TAs</li> <li>• Curriculum Review</li> <li>• Research for Introductory and Capstone course models</li> <li>• Student support and Student governance structures</li> <li>• Funding for continued (language courses) and expanded (Intro and Capstone courses) programming</li> </ul>	<ul style="list-style-type: none"> <li>• Increased labour to meet community requests</li> <li>• Organizational structures: Terms of Reference/ Governance, Reporting structures, email list serves and calendars, archive for event information</li> <li>• Administrative support for finances</li> <li>• Operating costs</li> </ul>	<ul style="list-style-type: none"> <li>• Labour to deal with increased demand</li> <li>• Space/facilities</li> <li>• Institutional recognition of and support for roles beyond Aboriginal student support</li> </ul>
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## Recommendations

In order to support the maintenance and growth of the three above areas, labour and financial support are required. If we wish to reduce the burden on Four Directions, promote the growth of an Indigenous Studies Program, and continue to support the inclusion of Indigenous knowledges at Queen’s a greater structural framework is required. Recommendations include:

- The development of an Indigenous Studies Hub that would include: community and pedagogical resources, a list of Indigenous Studies faculty and staff (including contact info), a central calendar of Indigenous-focused events, and a list of Indigenous Studies courses
- Investigation of mandatory Introductory Indigenous Studies course
- Securing grants that would provide both short and long-term funding for ongoing student Research Assistantships and cultural events
- Strategic hires that would fill labour needs and provide overarching support and coordination.
- Four Directions becomes Office of Indigenous Initiatives?

## Funding Possibilities

- *Internal student grants* (AMS, SGPS, Principal’s Fund etc) - up to \$5000/year. Rolling deadlines.
- *Connection Grants* - \$25,000. Deadlines: May 1, August 1, November 1, February 1
- *Partnership Development Grant* - With organizations or other institution. \$75,000-200,000 for 1-3 years. Deadline in March
- *Insight Grants* - Focuses on research question (something about dual “informal” and “formal” forms of education we are seeking to create through KIKI and Minor?) \$7000-75,000 for 1-2 years. Deadline in February



## Indigenous Cultural Awareness and Programming Working Group

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Report For Council  
January 2015 – May 2015

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**Members:** Janice Hill (Director, FDASC), Vanessa McCourt (Aboriginal Advisor, FDASC), Heidi Penning (Equity Advisor), Arig al Shaibah (Assistant Dean Student Affairs, Student Life and Learning), Petra Fachinger (Faculty), Paul Chaput (PhD Student), Emily Wong (AMS Social Issues Commissioner)

- a. *to enhance the cultural climate for Aboriginal faculty, staff and students at QU by providing culturally appropriate support services, an increased cultural presence and a gathering place for Aboriginal students and other community members.*
- b. *To increase the awareness of, and opportunities to celebrate the diversity of Aboriginal students, cultures and perspectives within the Queen's University community*
- c. *To provide a range of on and off campus university activities to encourage social, intellectual, and cultural interactions between local Aboriginal communities and the QU community*

Working group met on March 5, 2015 following the last ACQU meeting. The working group will be losing Heidi Penning and Emily Wong. The group has asked a member of QNSA to sit on our committee, as well as Armand Garnet Ruffo and the incoming AMS Social Issues Commissioner.

## **Priorities for 2015 as per the Visioning Exercise**

### ***Climate:***

<b><i>New/Renewed Objectives</i></b>	<b><i>Dots</i></b>
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

### ***Priorities:***

- *Indigenous Protocols Handbook* – staff will continue to work on this over the summer months for roll out in late August 2015.
- *Cultural Safety Training* – involve the Alma Mater Society, introduce a train the trainer model and train students to deliver, identify courses that exist where instructors would like to include CST in their course, look at possible self-directed strategies (Handouts/videos, framework/checklist, create tools), make some material available online, committee to have a conversation with CTL, implement in the Emerging Leaders Program, contact Shannon Hill to talk about including FDASC during new staff training
- *Acknowledgment of Territory* – explore acknowledgement on updated homepage