



Aboriginal Council of Queen's University

Meeting Notes

October 25, 2016 5:00 – 8:30 pm
340 Richardson Hall, Queen's University

In attendance:

Marlene Brant-Castellano, Co-Chair & Council Elder
 Caroline Davis, Co-Chair
 Jan Hill, Council Secretary
 Benoit-Antoine Bacon, Provost & VP Academic (Principal's Delegate)
 Ann Tierney, Vice-Provost & Dean of Student Affairs (Provost Delegate)
 Jill Scott, Vice-Provost Teaching & Learning
 Sam McKegney, Professor, Faculty of Arts & Science
 Donato Santeramo, Department Head, Languages, Literatures & Cultures
 Armand Ruffo – Professor, Faculty of Arts & Science
 Lea Keren, Social Issues Commissioner, Alma Mater Society
 Lauren Winkler, President Queen's Native Students Association (QNSA) &
 Deputy Commissioner, Indigenous Affairs, Alma Mater Society
 Lydia Brant, President, Queen's-American Indian Science & Engineering
 Society (Q-AISES)
 Mirelle Lapointe, Ardoch Algonquin First Nation
 Jason Leblanc, Executive Director, Tungasvvingat Inuit
 Robert Rittwage, Correctional Services Canada
 Adam Hopkins, Vice-President Academic, First Nations Technical Institute
 Dawn Lavelle-Harvard, Ontario Native Women's Association
 Vanessa McCourt, Four Directions Aboriginal Student Centre

Observers:

Laurel Claus-Johnson
 Ann Deer
 Jane Emrich
 Rebecca Luce-Kapler
 Corinna Fitzgerald
 Carlyn McQueen

Regrets:

Dan Brant
 Lindsay Morcom
 Melanie Howard
 Natasha Stirrett
 Stephanie Roy
 Carol Ann Budd
 Pamela Ouart
 Elaine Jeffery

Item	Notes
Welcome and Introductions Co-Chair Brant Castellano	New members were welcomed to Council: Benoit-Antoine Bacon, Jason Leblanc, Adam Hopkins, Donato Santeramo
Discussion of reports submitted	Dean Luce-Kapler noted a concern regarding the impact of the doubling of the length of the teacher education program on the community-based ATEP, that the time required creates additional barriers, especially for students in the part-time program. ATEP received six applicants last year which was not enough to run the program. The applicants were invited to the campus-based program, and two

	<p>accepted. ATEP has worked with partners at Kenjigewin Teg Educational Institute to develop a proposal for a one site multi-session teacher education program in language education. This program would target teachers already teaching the language, and would consist of a term with ATEP and obtaining practicum credits at their current school. The proposal has been submitted to the ministry. If successful, ATEP would extend the program to other sites.</p> <p>Co-Chair Brant Castellano commented that it is very encouraging that the university and its partners have come up with an alternative program strategy.</p>
<p>Updates</p>	<p>Dr. Santeramo updated the Council regarding the Indigenous Minor. To date, 35 students are enrolled, which is 15 over the target of 20.</p> <p>Two new certificate proposals have been submitted: Indigenous languages (including Inuktitut, Mohawk & Anishinaabemowin), to be taught at Queen’s, and Mohawk Language & Culture (5 courses) developed in partnership with Tsi Tyonnheht Onkwawenna and delivered at Tyendinaga Mohawk Territory.</p> <p>Co-Chair Brant Castellano again invited members to get involved in any of Council’s three working groups.</p> <p>Co-Chair Davis reminded members of upcoming events, including the November TRC Conference in Winnipeg, co-chaired by Marlene, Sharing the Land, Sharing a Future.</p> <p>Dr. McKegney asked if there was funding for Queen’s students. Dr. Scott commented that Jason Mercredi, a law student, would be attending on behalf of Queen’s TRC Task Force. The conference background papers are posted. Authors will have 3 months to revise their papers while the committee works to find an editor and publisher and distribute a significant publication.</p> <p>Provost Bacon invited Council members to attend the Indigenous naming of group study rooms at Stauffer Library on Friday, Oct. 28 at 10am.</p>
<p>Consultation by Truth & Reconciliation Task Force Jill Scott</p>	<p>Dr. Scott provided an update and review of the TRC Preliminary Report, consultations thus far and the Principal’s task force.</p> <p>An environmental scan has resulted in a preliminary report. Now the Task Force is consulting. So far, there have been two meetings on Governance, Space & Place and Student Support – Recruitment, Admissions, and Successful Experience at Queen’s.</p>

<p>Discussion of Indigenous issues at Queen's</p>	<p>Consultations continue in November. Topics include: Indigenous Faculty/Staff and Indigenous Research; Academic Programming; and Awareness and Climate. Dr. Scott encouraged Council members to attend and be part of the storytelling, which is part of the re-dress, as well as to invite others to join the consultations. The task force's report is now due in February.</p> <p>Issues discussed included: the need to sustain Indigenous languages, isolation and individualism among students under stress; representation on decision-making bodies; Indigenous issues should not always rest with Indigenous community members. Other ideas included symbolic acts throughout the university, e.g. drumming at the orientation week sidewalk sale, alumni participation in the Homecoming parade, the recognition of Indigenous knowledge as a priority.</p>
<p>Responses from the TRC Task Force Consultation Questions All</p>	<p>➤ What opportunities are there to further engage Aboriginal students, faculty and staff members in university governance and decision making?</p> <ul style="list-style-type: none"> • Dedicated Aboriginal positions on Senate, Board of Trustees and University Council • New senators should complete a KAIROS blanket exercise to increase their understanding of Aboriginal history and perspectives • The annual ACQU report should be discussed at Senate • The selection process for Queen's Board of Trustees should include equity considerations • Aboriginal alumni should be engaged to act as members of the Board of Trustees • Local Metis representative on Aboriginal Council of Queen's University • Ensure all local Indigenous communities, including Indigenous people from urban centers, are represented in Queen's decision making • Include Indigenous voices in decision making; not just as a token gesture but to find the value in those voices • Close the gap on Aboriginal council with respect to urban Indigenous people • Include an OFIEC rep on Council • Include Indigenous service providers • Complete an environmental scan of who is on Council and who needs to be on it

- Are all communities represented on ACQU? (Pikwanagon, Sharbot-Obaadjizoan, urban Indigenous peoples)
 - More participation on ACQU from university administrators
 - Normalize dialogue around Indigenous issues.
- **How can the university further embed a focus on the needs of Indigenous students, faculty and staff when undertaking strategic planning exercises in the areas of academic, operational, recruitment and campus planning?**
- Prioritize Indigenous knowledge
 - Prioritize the Indigenization of Queen's
 - Prioritize an embedded focus on the needs of Indigenous members of the Queen's community when undertaking strategic planning exercises
 - Increase awareness of Indigenous issues
 - Involve Aboriginal community members in planning exercises
 - The Centre for Teaching and Learning should focus on embedding Indigenous knowledge into curriculum
 - Be mindful of how Indigenous teaching happens
 - Recognize the variety of languages
 - Increase engagement among Aboriginal alumni
 - Resources and priorities: awareness and priority is needed at Deans' level
 - Campus tour should include Four Directions
 - Land recognition should be included on senior administration/unit websites
 - Look at best practices from other universities
 - Aboriginal perspectives need to be part of the structure, not just ticking a box
- **What are the particular space needs of Indigenous faculty, staff and students?**
- More space for Four Directions Aboriginal Student Centre
 - Larger Aboriginal presence in the Homecoming parade
 - Outdoor classroom space
 - Accessible ceremonial space
 - Inspirational, central hub spaces for Indigenous and non-Indigenous students
 - Aboriginal languages study space

	<ul style="list-style-type: none"> • Traditional Indigenous Knowledge Centre • Traditional medicine garden / sacred space • Treaty Research and Learning centre • Incorporate Aboriginal culture in campus activities (i.e. Drumming circle at Orientation events, at convocations) • Expansion of Four Directions to house next door should happen quickly • More hubs • Create campus spaces that welcome prospective students • Four Directions should be in a more visible space on campus • Subsidy for Aboriginal students to live in Brant House • Dedicated Indigenous space in selected departments / faculties to make it easier for Aboriginal and non-Aboriginal students to network and come together within disciplines • Do we have a facility that students can see themselves in? Perception is everything • Aboriginal ceremony and healing space • Hold an Iroquois social dance with mandatory stomp dance at Orientation • Space for large gatherings with a large kitchen • Friendship Centre for Aboriginal community members • Increased visibility will lead to increased awareness and understanding of Indigenous issues • Campus is unwelcoming for Aboriginal students • New tipi cover and move to more visible space • Aboriginal residences • More space for Four Directions and Aboriginal Access to Engineering • Make it easier for Aboriginal people to connect across disciplines • Integrate visual presence across all of campus, not just Four Directions • Have more visibility, the more people think, see and hear, the more comfortable they will be with other cultures • Longhouse for Indigenous teaching and learning • Create spaces of openness, so that Aboriginal students feel they have respect and a voice here • When we think about teaching students from Aboriginal communities, it should seem as though there's little difference between Aboriginal
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communities and the institution so that students can see themselves here from a young age

- Campus needs to have a sense of inclusivity and safety
- Aboriginal students from up north need to be comfortable here

➤ **Do you see the interaction between Queen's and Aboriginal communities/organizations as adequate or in need of improvement?**

- Increase awareness among community members of opportunities for collaboration at Queen's.
- Further engage with Aboriginal youth
- More collaborative research on Indigenous issues
- More projects between Queen's and Indigenous communities
- More experiential opportunities within Indigenous communities, such as the Sustainable Engineering in Remote Areas program
- The Anishinaabe language needs to be represented at Queen's, this is a huge barrier for communities
- Encourage senior Aboriginal community members to audit courses without barriers (i.e. funding)
- Teachers in community (elders, etc.) should get credit for past teaching experience in communities. This would require that we look into provincial credentials for educators
- Pay for lost language education
- Individuals should be able to take/try a course without having to enroll in a full degree. For example continuing education courses / free language courses
- Develop more Indigenous languages courses. These courses could be continuing education courses/ open learning / MOOCs and used as a bridge or transition to post-secondary
- Campus is unwelcoming and cold
- More partnerships with FNTI- Aboriginal teachers and teaching
- More conversations with Indigenous communities
- Encourage people to learn about reconciliation

➤ **What avenues exist to increase two-way communication and collaboration between Queen' and Aboriginal communities/organizations?**

	<ul style="list-style-type: none"> • Create opportunities for distant Aboriginal communities to connect with Queen's • Need to hear from students • More projects between university and communities • Support more interaction and resources • Opportunities for informal meetings can build relationships • Focus on integrating knowledge of Aboriginal communities within programs at Queen's • Bring back Free Queen's, Indigenous research highlighted • Make connections with Indigenous and Northern Affairs Canada and other funding agencies • Curriculum development, in every faculty, how do we integrate that • Open learning, how do we use the concept, how do we use that as a bridging tool • Teams of students could go into communities to engage with youth and provide assistance • Leverage Algonquin land claim- tie that into what can we do that is informal or formal- lead to open language course which can bridge to universities • Identify Aboriginal communities to assist in planning for orientation week activities (programming, northern food provisions, etc.) • Increase partnerships with First Nations Technical Institute • Conduct an environmental scan of services and partnership in Kingston • Understand how communities are divided and brought together / colonial government • Study abroad model i.e SERA program go into northern Aboriginal community • Focus on Aboriginal communities within programs i.e. Planning, thinking about solutions to real world issues such as water treatment • Central resources for faculty members seeking connections with communities • More university / communities opportunities for these types of discussions • Orientation in Indigenous communities • Links through provincial education system • Look to other institutions for ideas • Involve Queen's in Aboriginal community planning
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Next Council meeting: January 23, 2017