

{ KED APÌCHÀG/ÀNÌN AKO }

WÌYAGI IJI ANISHINÀBEG WÌDÒKÀZOWIN CARLETON KICHI KIKINÀMÀDINÀN

INDIGENOUS INITIATIVES AT CARLETON: A TIMELINE

Prior to the release of the Truth and Reconciliation Commission's Final Report, Carleton University worked to support Indigenous learners. The timeline that follows outlines the Indigenous initiatives undertaken by Carleton.

1990s

The Department of Equity Services (now called the Department of Equity and Inclusive Communities) created Indigenous-specific positions to support the learning and cultural needs of Indigenous students. Eventually, the Centre for Aboriginal Culture and Education was established and created a space designed specifically for use by Indigenous students.

2001-08

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since partnered with Inuit-directed Nunavut Sivuniksavut to offer courses in Ottawa. Building on these successes, graduate level Indigenous-focused academic programming was developed, including the Northern Studies and Canadian and Indigenous Studies master's programs. It was during this period that both the Centre for Indigenous Initiatives and the Indigenous Enriched Support Program (IESP) were launched. The IESP is a transition program for Indigenous students wanting to obtain an undergraduate degree. It provides a non-traditional route of access to post-secondary studies at Carleton.

2014

The School of Public Policy and Administration began offering the Graduate Diploma in Indigenous Policy and Administration.



Students in the Ojigkwanong Indigenous Student Centre. Ojigkwanong is run by the Centre for Indigenous Initiatives and provides Indigenous students with a place to build community and achieve academic success.

2015

After the Truth and Reconciliation Commission published their Final Report, Carleton made a more outward commitment to strengthening its relationships with Indigenous communities in the Ottawa region. Outreach was extended to the urban Indigenous community, the Kitigan Zibi Anishinabeg, Algonquins of Pikwakanagan and the Mohawk Nation of Akwesasne. This was meant to reignite positive community relationships and was strengthened by the commemorative art installation “Walking With Our Sisters” by Christi Belcourt, which was hosted by Carleton in 2015 and honoured missing and murdered Indigenous women, girls and two-spirit people. This opened the Carleton campus to the broader Indigenous community and helped to welcome people into the university from different walks of life. Complementing these initiatives, the Centre for Indigenous Research, Culture, Language, and Education began working with the Native North American Travelling College (NNATC) in the Mohawk Nation of Akwesasne, Ontario, on a Social Sciences and Humanities Research Council of Canada grant application. Research with NNATC is about developing a historical narrative of the NNATC, digitizing archival materials held by the college, creating resources on the Salli Benedict Basket Collection housed at the NNATC and augmenting the digital holdings of the database of the Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures.

2016

The School of Canadian Studies was renamed the School of Indigenous and Canadian Studies, reflecting a growing movement and awareness within the department and across the university to establish an Indigenous Studies department at Carleton. The renaming of the department marked a powerful shift to create a more appropriate and permanent house for Indigenous content, as well as Indigenous teaching and learning methods. By the end of 2016, Carleton had nine Indigenous faculty members across a variety of Faculties and departments, including the School of Indigenous and Canadian Studies.

2017

The Centre for Aboriginal Culture and Education housed in the Department of Equity Services was renamed the Centre for Indigenous Initiatives. The change in name reflects a shift in the mandate of the Centre. The Centre has since served to support Indigenous learners, faculty and staff while providing educational opportunities for the campus community. In addition to providing specialized department-specific training and workshops, staff at the Centre have played a critical role in the incorporation of Indigenous perspectives into university policies.

2018

Since 2018, Carleton has provided core funding for five continuing positions in the Centre for Indigenous Initiatives. These positions include the Assistant Director of the Department of Equity Services and Inclusive Communities, who is primarily responsible for the Centre for Indigenous Initiatives, an Indigenous Cultural Counselor, an Indigenous Programs Officer, and an Indigenous Curriculum Developer.

Dr. Kahente Horn-Miller, in collaboration with the Centre for Indigenous Initiatives and supported by Teaching and Learning Services, created the Carleton University Collaborative Indigenous Learning Bundles. These bundles are classroom resources and learning tools that facilitate student understanding of Indigenous history and politics in a Canadian context. Topics include: The First Peoples: A Brief Overview; Decolonization is for Everyone: Identity Formation in the Canadian Context; Engaging with Indigenous Communities; Indigenous Environmental Relations; Indigenous-Canada Relations; Introduction to the Métis People and the Métis Nation, Cultural Conceptions of the Life Cycle; The Inuit Story; Maternal and Child Health; and Determinants of Health. These 10 learning bundles are highly transferable and can be used in classrooms across all departments and Faculties. They have now been used in more than 40 courses and for professional development in monthly facilitated workshops. Carleton continues to incorporate Indigenous content into its courses. As of the summer of 2018, Carleton had 72 courses that include Indigenous content and subject matter.

2019

The Carleton University Strategic Indigenous Initiatives Committee was convened to conduct an environmental scan of the Indigenous initiatives happening at Carleton, facilitate broad engagement sessions, and to develop a series of Carleton-specific recommendations, which are outlined at the end of this report.



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Student Ruston Fellows is shown how to properly carve a paddle. The Carleton University Art Gallery, in partnership with the Centre for Indigenous Initiatives, hosted the Wiggwas Chimaan Workshop. Under the tutelage of Algonquin canoe maker Pinock Smith, students learned how to make a birch bark canoe.



The Ojigkwanong student centre is a home away from home where Indigenous students can work, socialize and build community - all in a place designed to reflect the diversity of Indigenous cultures.