

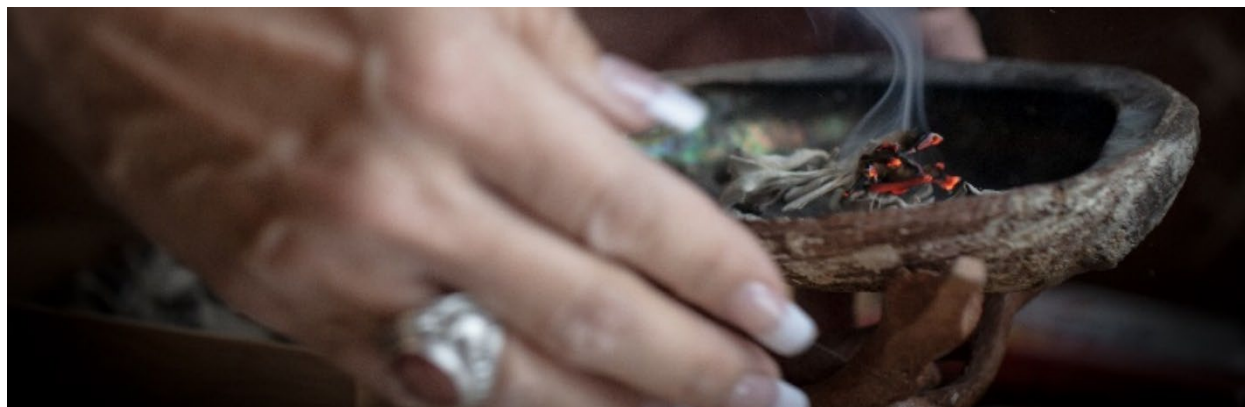
# **Kinàmàgawin (Learning Together) Progress Report**

**April 2024**



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## Mìgwechiwenindamowin [Giving Gratitude]

On behalf of Carleton University, we are pleased to provide an update on the Kinàmàgawin strategy as a way to showcase the collective work that has been undertaken to address its 41 Calls to Action since the 2022 progress report.

This report represents significant collective actions that have been undertaken by our colleagues across the University to make Carleton a safe and welcoming space for Indigenous students, staff and faculty.

These actions continue to be complemented by a \$2.5 million donation from the Joyce Family Foundation—matched by an additional \$2.5 million from the University—which has allowed us to mobilize many of our intentions.

We would like to extend our sincere thanks to members of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC), the Indigenous Education Council and the Algonquin

Sincerely,

### **Kinàmàgawin Co-chairs**

Kahente Horn-Miller  
Associate Vice-President (Indigenous Teaching, Learning and Research)

Benny Michaud  
Director, Centre for Indigenous Support and Community Engagement

L. Pauline Rankin  
Provost and Vice-President (Academic)

and Inuit Advisory Councils, who were integral to the development of the Kinàmàgawin report and who continue to be deeply committed to supporting Indigenous students and integrating Indigenous knowledge and teaching and learning practices. We are immensely grateful for your guidance and support in this important work.

We would also like to formally acknowledge the many contributions of former Provost and Vice-President (Academic) Jerry Tomberlin as he was instrumental in co-leading the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) from 2018 to 2023.

We wish to thank all members of the Carleton community for their work in this important area and to reinforce our commitment to continuing to make progress on the work that remains to be done.



## Ked lji ljichigenàniwang Kikinàmàgenàniwang [The Kinàmàgawin Strategy]

Following the release of the Truth and Reconciliation Commission's final report in 2015, post-secondary education institutions across Canada have committed to furthering reconciliation by renewing efforts to support Indigenous learners and bring Indigenous knowledge into classrooms.

In 2020, Carleton published the Kinàmàgawin strategy, which includes 41 Carleton-specific Calls to Action, to take the necessary steps to make the Carleton campus a safer and more welcoming space for current and future Indigenous students, faculty and staff.

Importantly, the title, Kinàmàgawin, which translates to “learning together,” is a powerful statement that reflects both the work that the University has undertaken to learn difficult truths,

and in continuing to fully implement the 41 Calls to Action.

Acknowledging and confronting difficult truths were foundational practices to the committee's work, which provided a way of moving forward with institutional humility.

The Kinàmàgawin report is interspersed with poignant sentiments gathered during the consultation phase, including: **“Indigenous knowledge should not just be treated as a topic but as an important element of experience and foundation for meaningful living and learning in all disciplines.”**

Although the quotes are not attributed, they represent the significant conversations that took place during these engagement sessions.



## **Nidawehigemin Kaye Niganawendànnàn Ishkode** **[Clearing a Path and Keeping the Fire]**

This section outlines the specific actions and initiatives that have been undertaken to respond to the 41 Calls to Action outlined in Kinàmàgawin, which are organized in the following groups:

- Engaging Communities
- Supporting Indigenous Students
- Improving Indigenous Experiences at Carleton
- Indigenous Ways of Teaching and Learning
- Making Room in the Culture, Systems and Structure of Academia
- Enhancing Research and Innovation
- Measuring Our Success

## Engaging Communities

### 1. We call for the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research and partnerships with Indigenous communities.

- The mandates of the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) and the Centre for Indigenous Support and Community Engagement are dedicated to fostering these connections and further developing initiatives both on and off campus.
- Specific examples of the ways in which the Centre for Indigenous Support and Community Engagement has engaged with Indigenous communities include:
  - Collaborated with Nunavut Arctic College and Piquisilivik to bring Inuit students to Clyde River, Nunavut for a land-based learning opportunity. Students spent a total of five days on the ice and learned about ecological balance, surviving off the land, and protocols around life in the North (see Call to Action #19 for additional details).
  - Established a partnership with Two-Spirits Manitoba in order to support Indigenous Two-Spirit students at Carleton.
  - Worked with Sivuumut Solutions to support post-secondary education capacity building for Inuit wanting to be employed through the Nunavut Devolution.
  - Hired an Inuit Northern Partnership and Community Liaison Officer.
  - Hosted the Indigenous Enriched Support Program (IESP) and recruitment workshops in Akwesasne, Kitigan Zibi and Pikwakanagan.
  - Hosted the Children and Youth Powwow in collaboration with the Odawa Native Friendship Centre, which included approximately 2,500 people.
  - Hosted the Winter Round Dance in February 2024 that welcomed hundreds of community members.
  - Established and worked with our Algonquin Advisory Committee and our Inuit Advisory Committee to name the Nideyinàn and Pigiavik buildings (see Call to Action #24 for additional details).

### 2. We call for resources to continue fostering mutually respectful relationships with local school boards for the purpose of supporting the transition of Indigenous students from secondary school into postsecondary.

- The Associate Vice-President (Indigenous Teaching, Learning and Research) has engaged with the Ottawa-Carleton District School Board (OCDSB) to speak about Carleton's Indigenous Learning Bundles and how they can be incorporated into high school curriculum.
- The Centre for Indigenous Support and Community Engagement Provided two student mentors in OCDSB schools to support Indigenous students.

### 3. We call for the development of a digital Indigenous hub where information on all Indigenous services, events and programs on campus can be easily accessed.

- This has been completed as identified in the 2022 Progress Report. The Indigenous Gathering Site is available at [carleton.ca/indigenous](https://carleton.ca/indigenous).

#### **4. We call for the development of communication resources to establish clear and consistent language for the university when writing about Indigenous peoples.**

- The Department of University Communications has developed a draft of this communications resource requested during the Kinàmàgawin consultations. The guide aims to reflect the diversity of Indigenous Peoples and ensure respectful communication in all aspects of Indigenous content. Drawing from core Indigenous strategies at Carleton and incorporating best practices in public communication, upon completion of phase one, the draft writing style guide was shared with Indigenous members of the University for feedback. Comments and advice were incorporated and an updated version will be circulated for additional consultation with Carleton's Indigenous leaders and advisors in the coming weeks.

## Supporting Indigenous Students

### 5. We call for targeted fundraising towards the creation of additional Indigenous focused space on campus, and towards the consolidation of Indigenous services for students, staff and faculty.

- The Office of the Vice-Provost and Associate Vice-President (Academic) secured a \$250,000 grant from the Ministry of Colleges and Universities Training Equipment and Renewal Fund (TERF) to create a Virtual Indigenous Learning Place. Spearheaded by Associate Vice-President (Indigenous Teaching, Learning and Research) Kahente Horn-Miller, this initiative will provide education and support to Indigenous and non-Indigenous students on and off campus. The project aims to revolutionize learning experiences for students in remote Indigenous communities while making Indigenous pedagogies more accessible to a broader audience.

### 6. We call for the identification of a designated space for all Indigenous programs and services within the university, including, but not limited to, the Centre for Indigenous Support and Community Engagement, the Indigenous Enriched Support Program, the Institute of Interdisciplinary Studies, and the Anako Indigenous Research Institute.

- A new space for the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) and the Centre for Indigenous Support and Community Engagement was opened in the Carleton Technology and Training Centre.

### 7. We call for the designation of appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Support and Community Engagement, for the benefit of Indigenous students, faculty and staff.

- Carleton's Campus Master Plan was updated in 2023. Important tenets of the Campus Master Plan Update include increasing Indigenous student support on campus, increasing Indigenous spaces and Indigenous visibility and ensuring Indigenous teaching methods and ways of knowing are incorporated into development projects on campus. This regenerative campus design plan took great care to ensure that design elements reflect that Carleton is situated within the unceded and unsundered territory of the Algonquin Anishinaabeg.
  - The Campus Master Plan includes a Green Ribbon Trail around the perimeter of campus to support ecological engagement. This trail includes designated locations for Indigenous place markers.
  - The design plans for a future Indigenous Learning Place, located to the west of Paterson Hall, are in development. This would include an all-season Teaching Lodge and Sacred Fire Arbour that would allow students to learn outside of a traditional classroom and in an environment that supports Indigenous pedagogy.
- In 2023, the Centre for Indigenous Support and Community Engagement and Facilities Management and Planning implemented an initiative to expand to 40 the number of smudge-friendly designated spaces on campus to reduce the barrier of engaging in Indigenous spirituality and ceremony on campus. At the same time, the University approved an updated policy that formally recognizes the unique relationship that many Indigenous cultures have with traditional and sacred medicine (also supports Call to Action #28). Furthermore, Scheduling and Examination Services have added the attribute of "smudging" to requestable classroom characteristics.



## **8. We call for the collaborative development of a Circle of Care Protocol for Indigenous students in crisis by the Centre for Indigenous Support and Community Engagement, Health and Counseling Services, and the Office of Student Affairs.**

- The development of the Circle of Care Protocol has been paused until Fall 2024 due to staffing concerns in the Centre for Indigenous Support and Community Engagement.
- Health and Counselling Services has consulted with the Centre for Indigenous Support and Community Engagement on ways to better support Indigenous students, which include updating forms to allow students to self-identify as Indigenous, referring Indigenous students to the on-campus Indigenous counsellor and connecting students with the Ojigkwanong Centre.

## **9. We call for appropriate resources to be developed to support the needs of Indigenous students with young families.**

- As indicated in the 2022 Progress Report, the \$2.5 million endowment supported by The Joyce Family Foundation have been used to create a bursary program for Indigenous students who have young children.

### **Additional ways in which the university community is supporting Indigenous students include:**

- The Centre for Indigenous Support and Community Engagement hired seven Indigenous Student Peer Mentors to support incoming students adjust to academia while maintaining their wellbeing.
- The Centre for Indigenous Support and Community Engagement hired an Indigenous Communications student to promote on-campus Indigenous events.
- The Centre for Indigenous Support and Community Engagement is leading the development of the Indigenous Awards and Admissions Policy intended to verify applicants' claims of Indigeneity.
- In 2023, the Faculty of Engineering and Design partnered with the Indigenous and Black Engineering and Technology PhD Project, which provides \$128,000 in funding for four years to a Black and/or Indigenous PhD student.
- The Faculty of Engineering and Design supported the creation of a new student group called AISES Carleton, a branch of the Advancing Indigenous People in STEM organization, led by Indigenous undergraduate engineering students.
- In 2022, the T.E. Wealth Indigenous Scholarship in Finance increased in value from \$1,000 to \$2,500. The scholarship is awarded annually to one or two students on the recommendation of the Dean of the Sprott School of Business to outstanding undergraduate Indigenous students entering or proceeding from one year to another in any program within the Sprott School of Business.
- In the 2022-23 academic year, Co-operative Education successfully implemented the first round of funding for the Global Skills Opportunity program, designed to enable low-income students, students with disabilities and Indigenous students to participate in meaningful study and work abroad programming.
- In the 2022-23 academic year, Recreation and Athletics partnered with the Centre for Indigenous Support and Community Engagement on the design and selling of orange t-shirts to raise money for Indigenous student scholarships. The campaign raised \$4,785, with additional donations bringing total money raised to \$6,534.

## Improving Indigenous Experiences at Carleton

### **10. We call for the development of an Indigenous Recruitment Strategy to include admission policies that ensure seats for First Nation, Métis and Inuit students into competitive programs; including specific seats for Algonquin students from the communities of Kitigan Zibi Anishinabeg and Algonquins of Pikwakanagan First Nation.**

- The Undergraduate Recruitment Office's Indigenous Initiatives Recruitment Coordinator continues to connect with Indigenous students during the Aboriginal Post-Secondary Information Program tour (APSIP) in the fall and winter and has seen a noticeable decrease in the hesitancy for Indigenous prospective students to engage with the Carleton table. In the 2023-24 recruitment year, the Indigenous Initiatives Recruitment Coordinator connected with close to 2,000 students who attended these events. They have also participated in Indigenous community events, including the Spirit of the Drum Powwow, the Odawa Urban Treaty event, Indigenous student career readiness programs and the Summer Solstice Festival. Events continue through the spring including the Indspire Soaring Indigenous Student Gathering.
- The Undergraduate Recruitment Office's Indigenous Initiatives Recruitment Coordinator is continuing to build relationships with the Indigenous Education Teams, particularly Ottawa-Carleton District School Board, the Ottawa Catholic School Board, the Renfrew County District School Board and the Upper Canada District School Board. They are also continuing to develop relationships with school boards in the Greater Toronto Area.
- In collaboration with the Centre for Indigenous Support and Community Engagement, the Undergraduate Recruitment Office developed an Indigenous Student Viewbook to outline elements of Carleton's campus and student experience that are unique to Indigenous students. This resource continues to be used in Indigenous recruitment efforts. This year's Indigenous Student Viewbook includes additional usage of local Indigenous dialects. This year's general Viewbook included a new "Building a better world, together" section to highlight Carleton's commitment to equity, diversity and inclusion and supporting Indigenous students.
- The Undergraduate Recruitment Office completed an Indigenous student photoshoot in collaboration with the Centre for Indigenous Support and Community Engagement to further enhance our digital assets both for Indigenous student recruitment and to ensure we have Indigenous student representation in student recruitment materials.
- All staff (including recruiters) in the Undergraduate Recruitment Office are trained on delivering a meaningful and respectful land acknowledgment. All high school presentations, event presentations and campus tours include a meaningful land acknowledgment. In addition, all staff in the Undergraduate Recruitment Office participate in annual training that includes guidance on supporting Indigenous students.
- Admissions Services has revised notices of acceptance to ensure that all Indigenous applicants are aware of the Indigenous Enriched Support Program as an alternative pathway program if entrance to an undergraduate degree program is unsuccessful.
- The Office of the Associate Vice-President (Enrolment Management) is participating in a two-year pilot project with Ontario University Athletics to create and promote the Black and Indigenous Student Athlete Bursary Program. Furthermore, the unit promoted and administered MCU First Generation and Indigenous Student Bursary programs.

**11. We call for the development of a Sustainability Strategy for the Indigenous Enriched Support Program in order to increase human resource and admissions capacity and to ensure regular program review.**

- In 2024, the Indigenous Enriched Support Program (IESP) welcomed 16 students into a newly designed program.

**12. We call for space and funding to hold at least one large university-wide Indigenous event per year in order to facilitate relationship building, learning and appreciation of Indigenous cultures and ways of knowing across the university.**

- Hosted by the Centre for Indigenous Support and Community Engagement, the annual Kinàmàgawin Symposium addresses timely topics—chosen by students—relevant to Indigenous peoples and empowers students, staff and faculty at Carleton to further their own knowledge and become a positive force for change. The symposium serves to amplify Indigenous perspectives, teachings, and ways of being and facilitates relationship building, learning, and appreciation of Indigenous cultures and ways of knowing across the university. In 2023, the theme was *Accessing the Academy: A Four Directions Approach*, and in 2024, the event focused on was *Connecting to Indigenous Spirituality: Learning from the Land, Community, and Culture*.
- In April 2023, the Azrieli School of Architecture and Urbanism held the annual Indigenous Feast led by Profs. Menna Agha (Azrieli School of Architecture and Urbanism) and Omeasoo Wahpasii (Interdisciplinary Studies).
- In March 2024, the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) and the Ānako Indigenous Research Institute invited Indigenous faculty and students to the inaugural Indigenous Faculty and Student Feast featuring *Got Land?* comedian Janelle Niles.

**13. We call for specifically reserved housing for first-year undergraduate Indigenous students with priority given to those students coming from remote locations.**

- This has been completed as identified in the 2022 Progress Report.
- Housing and Residence Life Services has committed to reserving 2 rooms for upper-year Indigenous students in addition to the 10 rooms reserved for first-year Indigenous students who are coming from remote locations. The rooms are assigned in consultation with the Centre for Indigenous Support and Community Engagement.
- Housing and Residence Life Services, in consultation with the Centre for Indigenous Support and Community Engagement, is formalizing a process for Indigenous students to request to smudge their residence room upon move-in, if desired.

#### **14. We call for the establishment of a Carleton University Safety Relations Table in collaboration with the Centre for Indigenous Support and Community Engagement, Carleton Safety Services and the Department of Equity and Inclusive Communities.**

- The Campus Safety Services Engagement and Inclusion Officer has established ongoing outreach and collaboration with the Resource Officer within the Centre for Indigenous Support and Community Engagement.
- Campus Safety Services has established the Community Engagement Table in partnership with the Centre for Indigenous Support and Community Engagement and the Department of Equity and Inclusive Communities. The work of this committee continues to be guided by a commitment to understanding the impacts of settler-colonialism on Indigenous Peoples, as well as equity, diversity and inclusion, transparency and humility.

#### **Additional ways in which the university community is improving Indigenous experiences include:**

- In 2023, in honour of National Day for Truth and Reconciliation, Housing and Residence Life Services commissioned an art piece from Anishinaabe Bodewadmi/Nehiyaw artist Kevin George to display in the residence community. The piece of art spotlights the land on which Carleton University is situated and numerous beautiful facets of Indigenous people and culture. It depicts the reclamation of relationships with each other, the land and water, and traditional ways. The illustration aims to honour historic and ongoing loss, sacrifice and resistance.
- In partnership with Nishnawbe Aski Nation (NAN), Students and Enrolment hosted the second NAN Youth Leadership Program from July 8 to 14, 2023. The program saw 22 young people from NAN territory in northwestern Ontario gather on campus and stay in residence to participate in a weeklong series of Indigenous-focused learning sessions and various social excursions around Ottawa. Planning for the 2024 NAN Youth Leadership Program is underway and is financially supported by Students and Enrolment.
- Career Services provided consultation to the Centre for Indigenous Support and Community Engagement's Community Liaison Officer and the University of Ottawa's Office of Indigenous Affairs' Community Engagement Officer during their planning phases of a career fair for all Indigenous post-secondary students in Ottawa. Meetings were also held with the Centre for Indigenous Support and Community Engagement and with the ACT to Employ program to identify outreach strategies for Indigenous students.
- In the 2022-23 academic year, Campus Services hosted a two-day event in collaboration with the Centre for Indigenous Support and Community Engagement where staff and students were able to learn about Indigenous topics and experience Indigenous cuisine.
- Attendant Services staff have strengthened knowledge related to Indigenous students with disabilities with the seminar and film *Pathways to Change: Indigenous Insights on Accessibility and Disability*.
- In recognition of National Indigenous History Month and National Indigenous Peoples Day, the Canadian Accessibility Network's June 2023 event explored the unique barriers and realities faced by Indigenous persons with disabilities. Panelists offered insights on disability and accessibility from Indigenous perspectives and discussed how we can work towards reconciliation and take action to build more inclusive societies that celebrate and support members of Indigenous communities who have disabilities.

## Indigenous Ways of Teaching and Learning

### **15. We call for a best practices review of coteaching models with the goal of allowing for the inclusion of Indigenous doctoral students, Knowledge Keepers, language experts and those with lived experience in the teaching process.**

- The Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) encourages Indigenous faculty members to invite Indigenous Elders and Knowledge Keepers as guest speakers.
- Through the Ānako Indigenous Research Institute, the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) has hosted six Research Talks, featuring presenters Dr. Lorna Wánosts'a7 Williams, Brian Maracle, Floyd Favel, Hilding Neilson, Tasha Beeds and Henry Lickers. The Research Talks series explores Indigenous research methods associated with the presenters' area of study.
- Teaching and Learning Services collaborated with the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) to offer two Indigenous-centered workshops during the Fall 2023 and Winter 2024 terms. These workshops provided teaching assistants with a better understanding of the specific needs and experiences of Indigenous students, staff and faculty at Carleton University. They also provided valuable training and tools to support their role as teaching assistants in promoting diversity, equity and inclusion within educational settings.
- The Indigenous Curricular Specialist in the Centre for Indigenous Support and Community Engagement was available to meet with faculty to discuss Indigenous content approaches.

### **16. We call for appropriate funding in each Faculty for the express purpose of compensating Indigenous Knowledge Keepers and community members who are providing expertise.**

- As indicated in the 2022 Progress Report, funds are made available to compensate Knowledge Keepers, Indigenous language experts, and community members who have provided expertise in the form of classroom presentations, program development, or resource development. While honoraria are one method of compensation, many community members provide ongoing support for various programs and learning initiatives. In these instances, it is critical that appropriate funding be allocated within departments for short-term positions that identify expectations to ensure community members are not overburdened and undercompensated.

### **17. We call for more teaching spaces with moveable furniture, available to be booked by faculty, staff and students, in order to better support various Indigenous teaching and learning models.**

- Facilities Management and Planning, and Teaching and Learning Services continue to work collaboratively to identify opportunities to enhance learning spaces with the use of movable furniture in bookable spaces to support Indigenous teaching and learning models. This approach has been implemented in the Nicol Building and the new Learning Lab on the fourth floor of MacOdrum Library.
- Launched by Teaching and Learning Services, the Experiential Learning Hub is helping to provide instructors with Indigenous-focused Virtual Reality equipment and experiences to include in courses. To date, 15 classes have used these immersive, multi-sensory experiences to learn about decolonization and other important Indigenous issues.

**18. We call for Indigenous language courses, with an emphasis on the Algonquin language and on Indigenous languages that are considered endangered; as well as for the removal of barriers to having community language experts teach these courses.**

- The Ānako Indigenous Research Institute hosted the following Research Talk events that sparked discussions surrounding language revitalization and the need for Indigenous-specific hires in departments without representation:
  - Brian Maracle presented “If universities really cared about Onkwehonwe Languages,” and
  - Dr. Lorna Wanosts’a7, Lil’watul presented “Recovering, reclaiming and revitalizing Indigenous languages.”

**19. We call for opportunities for Indigenous students to participate in land-based learning.**

- In 2022, the Faculty of Arts and Social Sciences hosted the first land-based learning course and plans to offer this again in Summer 2025.
- The Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) has begun developing a land-based learning course in a new partnership with the Indigenous community of Paru Paru in Peru.
- In May 2023, six Inuit students and three team members from Carleton’s Centre for Indigenous Support and Community Engagement traveled to Nunavut to participate in a land-based learning opportunity hosted by Nunavut Arctic College. The week-long experience was facilitated by Inuit Elders, Knowledge Keepers and community members at the Piquusilirivvik Cultural Centre in the community of Clyde River. The exchange program provided southern-based Inuit students and community members with an opportunity to travel to Clyde River to participate in land-based activities in ways that they may not otherwise have been able to connect culturally.

**20. We call for the creation of specifically designed pathways for Indigenous students in science, technology, engineering, architecture, mathematics and linguistics.**

- Through the not-for-profit organization Virtual Ventures, the Faculty of Engineering and Design continues to offer an Indigenous Youth in STEM (InSTEM) outreach program to engage Indigenous youth and educators in science, technology, engineering and mathematics (STEM) topics through culturally relevant experiences. This includes Youth Land Camp, a for-credit camp for Indigenous youth in grades 8-12; InSTEM workshops, instructor-led activities that show students how to use Indigenous knowledge in the classroom and Educator Land Camp, a workshop to teach educators how to support Indigenous youth and how to incorporate Indigenous knowledge and ways of knowing inside the classroom.

**21. We call for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture.**

- Since their adoption, the Collaborative Indigenous Learning Bundles have become an essential addition to Carleton University’s curriculum. These bundles provide students with a comprehensive understanding of Indigenous knowledge and perspectives across topics related to Indigenous history, politics, culture and more. Since 2018, 19 bundles have been integrated into

courses and have been used more than 60,000 times. More than a dozen bundles are currently in development.

- Non-Indigenous faculty are engaging in respectful commitments to Indigenous knowledges. Over the past two years, 103 Faculty of Arts and Social Sciences classes have integrated Carleton's Collaborative Indigenous Learning Bundles, enabling hundreds of students to engage with Indigenous ways of knowing. To help guide non-Indigenous faculty, Associate Vice-President (Indigenous Teaching, Learning and Research) Kahente Horn-Miller led two sessions in 2023 on Indigenous knowledge through "FASS Chats," an ongoing discussion platform.
- In July 2023, Profs. Ali Arya (Information Technology) and Manuel A. Báez (Azrieli School of Architecture and Urbanism) received Carleton University Chairs in Teaching Innovation—both having made commitments to working on projects that explore how to incorporate Indigenous knowledge into Indigenous Teaching Bundles and teaching with virtual reality.

## **22. We call for the development of courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities.**

- In 2022, HoloPresence technology was acquired for advancement in pedagogical practices and its ability to expand the opportunity for teaching and learning to populations with previously limited access. Understanding that partners in Northern communities have identified student engagement as one of the more pressing educational problems they face, Spratt leverages holographic technology and immersive environments in the curriculum to break barriers in education. Students in the First Nation of Na-Cho Nyäk Dun, a small village in Yukon, are taught by teachers located 6,000 km away from campus through life-sized holographic images. The work with holograms in Mayo, Yukon has many applications, such as recording oral history, language pedagogy and preservation, craft demonstrations, and collaborations with local youth on projects like designing and building skateboard decks to be sold online.

### **Additional ways in which the university community is engaging with Indigenous ways of knowing include:**

- Multiple projects received funding through the 2023-24 Carleton University Experiential Learning Fund to create and enhance experiential learning opportunities for Carleton students, including:
  - A group multimedia project by Prof. Janice Tibbetts (Journalism and Communication) examines the impact of the Supreme Court's 1999 Gladue decision around Indigenous rights. The project helps students better understand and write about the court and Indigenous issues and stories.
  - Prof. Onita Basu (Civil and Environmental Engineering) is leading an experiential learning project in collaboration with Yukon University to support water treatment and education in Northern communities. The project supports environmental engineering students and the Yukon Water and Wastewater to learn and train together. A post-evaluation will assess the benefits of co-training experiences for Northern and Indigenous Operators of the Yukon and Carleton engineering students aiming to improve capacity building and inform future co-training opportunities.
- Carleton provides experiential learning opportunities through SaPP and I-CUREUS that help students develop essential academic and transferable skills. Between Summer 2023 and Winter 2024, students engaged through the programs on multiple projects dealing with issues affecting the Indigenous community. These included having a student support the Reporting in Indigenous Communities course, which provides student opportunities for experiential learning in local

Indigenous communities, and a project exploring how genomic tools and applications in reforestation operations in British Columbia and Alberta interact with Indigenous perspectives and worldviews to gain a better understanding of the relationship between Indigenous and Western Sciences.

- Together with eight Ontario university libraries, the Library is co-hosting the Association of Research Libraries' Inclusion, Diversity, Equity and Accessibility in Libraries and Archives (IDEAL) Conference in July 2024. The conference theme is *Sustainable Resistance and Restoration in Global Communities*. Library colleagues have been working on conference planning committees and have submitted content for the conference.
- Prof. K. Jake Chakasim's (Azrieli School of Architecture and Urbanism/Interdisciplinary Studies) Global Indigenous Option Studio promotes an understanding of the land, ecology and culture of Canada's Indigenous peoples through the lens of architecture and planning.
- Through community engagement, Sprott has supported Indigenous entrepreneurship youth programming in partnership with Cando and has hosted diverse business leaders as speakers including Josée Bourgeois speaking to Indigenous sovereignty and insight on Indigenous business models.
- In collaboration with Indigenous communities in Igloodik, Nunavut; Mayo, Yukon; and Masset, British Columbia, students in *BUSI 4117: Developing Creative Thinking* tackle issues important to these communities, such as enhancing the local economy, encouraging entrepreneurial skills development, building food sustainability, and developing youth health and wellness. Student projects continued in BUSI 4117 from 2022-2024:
  - **Courts for Change** – Business, Industrial Design and varsity student athletes work together to design and build sport and recreation facilities, while also providing coaching and wellness programs. Courts for Change has positive benefits on the community through the increased developmental and community building aspects of sport, creating a space where the opportunities for play can thrive. Past students have travelled to Masset in Haida Gwaii, British Columbia and Mayo, Yukon to co-create sport and wellness programs for community youth.
  - **Northern Lights: Canadian North** – Students engage in research and co-design with members of one of two northern communities: Mayo, Yukon and Masset, Haida Gwaii. Projects include a skateboard entrepreneurship project initiated with high school youth; an application for a self-guided cultural, historical, commercial, and geographic tour for both communities and with high school youth; a business plan for and testing of HoloPresence technology; and projects that include food sovereignty and physical village renewal.



## Making Room in the Culture, Systems and Structure of Academia

**23. We call for the rapid implementation of the structural changes necessary for the consolidation of all Indigenous initiatives through the establishment of a separate office for the Centre for Indigenous Support and Community Engagement, and through the creation of the appropriate senior administrative positions: for example, a Director for the Centre of Indigenous Initiatives and an Assistant Vice-President of Indigenous Initiatives.**

- This has been completed as identified in the 2022 Progress Report. Since the release of the Kinàmàgawin report, the Centre for Indigenous Initiatives was renamed the Centre for Indigenous Support and Community Engagement, and the title of Assistant Vice-President of Indigenous Initiatives was renamed the Associate Vice-President (Indigenous Teaching, Learning and Research).

**24. We call for further enhancing the visibility of Indigenous peoples, cultures and ways of knowing on campus: for example, the inclusion of Indigenous members of the Carleton community in art purchases, building renovations, the naming of buildings, building construction and landscaping.**

- The New Names for New Times initiative was launched to better reflect the University's diversity in its academic mission and campus operations. In 2023, following highly consultative processes, Carleton celebrated the renaming of the following buildings:
  - **Nideyinàn:** In an effort to embody a significant territory acknowledgement in a meaningful way, Carleton engaged in a thorough consultation with the Algonquin Advisory Council and Algonquin communities in the region—notably Kitigan Zibi and Pikwakanagan—to name this central and high-profile facility which is the crossroads of all campus activity. The new name is Nideyinàn (pronounced nih-DAY-in-nahn) and translates to “our heart.”
  - **Pigiarvik (ᐱᑦᐱᑦᐱᑦ):** With the gracious support of the Robertson family, Carleton renamed its main administrative building to acknowledge and honour Inuit and to further commit to the Kinàmàgawin Report. Following a thorough engagement process with the Inuit Advisory Council and Inuit in the region and in the North, Carleton named this building Pigiarvik (pronounced pee-ghee-awe-vik), which translates to “a place to begin” or “the starting place”.
- Consultation with the Centre for Indigenous Support and Community Engagement is embedded in the capital construction planning process for all major projects, such as the proposed future Indigenous Learning Place and the campus gateway signage renewal.
- The Carleton University Art Gallery (CUAG) is committed to creating Indigenous-led spaces and opportunities for art-based learning, grounded in customary and contemporary forms of visual art and cultural expression. CUAG is honoured and excited to work with and learn from Indigenous artists, curators, Elders, thinkers and makers. Indigenous artists feature prominently in CUAG exhibitions. Highlights include:
  - *Christian Chapman: Run to the Hills!* and *Norval Morrisseau: Medicine Currents*. To accompany *Medicine Currents*, co-curators Dr. Carmen Robertson and Danielle Printup organized “*Visiting with Morrisseau*,” a beautiful two-day gathering at CUAG involving Elders from Kitigan Zibi and many local Indigenous community members.

- Renowned Carleton alumni Heather Igloliorte and Alexandra Kahsenni:io Nahwegahbow were part of the dynamic team that collaboratively curated the gallery's 30th anniversary exhibition, *Drawing on Our History*. It presented the work of artists such as Gayle Uyagaqi Kabloona, Nalakwsis and Kablusiak, and a new installation by Algonquin artist Jay Odjick.
- CUAG is devoted to the professional development of emerging cultural workers including:
- In 2023, CUAG presented *Seasons of the Sun*, curated by History undergraduate student Augatnaaq Eccles and featuring three extraordinary parkas she designed and sewed.
- CUAG published *Nuvisi: Threading Our Beads at Qatiktalik*, documenting a compelling CUAG exhibition curated by Krista Ulujuk Zawadski, an ICSLAC PhD candidate.
- Rachel Fleming, an undergraduate student in the School of Canadian Studies has led tours of CUAG's exhibitions for Carleton classes from diverse disciplines.
- Danielle Printup, Indigenous Cultural Engagement Coordinator at CUAG, creates engaging programs that serve campus and civic audiences in close collaboration with the Centre for Indigenous Support and Community Engagement (CISCE) staff.
- In 2022, Elder Louella Tobias was invited to lead a guided medicine walk around Dow's Lake.
- Early in 2023, Carleton students visited Kitigan Zibi for a birchbark basket-making workshop with Elder Daniel "Pinock" Smith.
- This past summer, *Bannock and Belonging* was organized during which participants had the opportunity to learn how to make bannock from Elder Zippie Nochasak.

## **25. We call for professional development and educational opportunities for faculty, staff and administration towards obtaining core competencies in Indigenous and Canadian histories and experiences.**

- The Centre for Indigenous Support and Community Engagement offers the Kinàmàgawin Indigenous Learning Certificate, which covers the topics of anti-Indigenous racism in Canada, institutional anti-Indigenous racism and education, Indigenous student experiences, and practicing allyship and righting relations. Several senior leaders across the university have completed this certificate program and continue to actively encourage their staff to participate. To date, more than 850 members of the Carleton community have successfully completed the certificate. Over the past year, eight cohorts comprised of four class sessions were offered.
- In addition to the Kinàmàgawin Indigenous Learning Certificate, the Centre for Indigenous Support and Community Engagement provides Indigenous awareness training through the Student Support Certificate offered by the Office of the Vice-President (Students and Enrolment).
- The First Nations principles of OCAP® (Ownership, Control, Access and Possession) are a set of standards establishing how First Nations data should be collected, protected, used and shared. In May 2023, several library staff members participated in OCAP® training offered by the First Nations Information Governance Centre.
- As described in the 2022 Progress Report, the Office of the Provost and Vice-President (Academic) and the Centre for Indigenous Support and Community Engagement collaborated with the Department of University Communications to develop communication plans for Indigenous days of significance throughout the calendar year to promote and communicate contextual information to support these public acknowledgements.

**26. We call for close collaboration between the university and the Indigenous Education Council (IEC) towards better defining the relationship and mutual responsibilities pertaining to decision-making on Indigenous matters within the university.**

- The Indigenous Education Council, a coalition including the University of Ottawa, Carleton University and Algonquin College, meets regularly to ensure community guidance and direction are coordinated and provide a city-wide perspective on various initiatives, programs and policies. Updated terms of reference have been approved since the 2022 Progress Report.

**27. We call for Indigenous representation, with full voting rights, on both the Board of Governors and the Senate.**

- Carleton's Board of Governors has two Indigenous representatives who have full voting rights.
- The Senate Academic Governance Committee is continuing to explore options for Indigenous representation on Senate through conversations with Indigenous leaders at Carleton.

**28. We call for the revision of the Traditional Medicine Use Policy based on the Ontario Human Rights Code for the purpose of supporting Indigenous students, staff and faculty.**

- In 2023, Carleton's Senior Management Committee approved an updated policy that formally recognized the unique relationship that many Indigenous cultures have with traditional and sacred medicine. To this end, more than 40 pre-approved smudge friendly spaces were added on campus, including the Architecture Building and Carleton Dominion-Chalmers Centre, which are the first buildings to be entirely smudge-friendly. The School of Social Work became the first department to be fully smudge-friendly.

**29. We call on the Convocation Working Group to ensure that appropriate Indigenous cultural protocols are included in convocation ceremonies.**

- The Convocation Working Group, in collaboration with an Indigenous Elder, is continuing to ensure appropriate Indigenous cultural protocols are included in convocation ceremonies. This includes: an Indigenous component to the lunch menu and the post-ceremony reception; the Eagle Staff positioned on stage at the ceremony, carried in by an Indigenous Carleton student; a description of the Eagle Staff in the convocation booklet; Traditional Drummers singing during the procession of graduates, faculty and staff; a welcome from an Indigenous Elder; and a closing of Convocation week from an Indigenous Elder. A specific liaison has also been identified to work with Indigenous partners to ensure appropriate protocols are in place.
- During a convocation ceremony in Spring 2023, Elder Barbara Dumont-Hill was awarded an honorary degree in recognition of her outstanding contributions as an advisor and community volunteer working to improve the lives of Indigenous Peoples. Barbara is a former Elder adviser to the Canadian Department of Justice legal team working with the National Inquiry into Missing and Murdered Indigenous Women and Girls and is a current Knowledge Keeper in the Ojigkawanong Centre.

### **30. We call on Carleton University to incorporate environmental sustainability as a fundamental institutional value to guide its current operations and future development.**

- Sustainability is one of the key pillars of Carleton's Strategic Integrated Plan (SIP). The University has committed to embedding sustainability across its operations and the Sustainability Plan identifies key objectives:
- Carleton University has committed to becoming a carbon-neutral campus by 2050 and the Energy Master Plan 2021-2026 sets out a clear vision and objective to develop a utility strategy for achieving that goal.
- Carleton University's combined Endowment and Non-Endowed Operating Funds published an inaugural responsible investing report which outlines the university's commitments to responsible investing and climate within their investment portfolios.
- Carleton's Pension Fund Management Office has developed a new template for assessing investment managers which incorporates environmental, social and governance concerns, including Indigenous issues.
- Sprott is a member of the United Nations Principles for Responsible Management Education and supports the student-driven Positive Impact Rating, contributing to its continued efforts in improving integration and measurement of impact in environmental sustainability in its operations, thought leadership and curriculum.

## Enhancing Research and Innovation

### 31. We call for the establishment of an Institute for Indigenous Research with the intent of continuing, consolidating and further promoting innovative and collaborative research pertaining to Indigenous peoples, communities and nations.

- This has been completed as identified in the 2022 Progress Report. The Ānako Indigenous Research Institute brings together researchers, students and Indigenous communities to foster dialogue and understanding of ethical, balanced and respectful research with Indigenous peoples and in Indigenous territories.
- The Office of the Vice-President (Research and International) engaged with the Ānako Indigenous Research Institute and the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) early in major grant project development (for example, the 2025 CFI Innovation Fund research grant competition), as well as participated in the Advisory Committee for the Research Data Management Institutional Strategy.

### 32. We call for the development of a policy that would allow for Indigenous Knowledge Keepers to advise and sit on thesis committees when appropriate.

- This policy is currently being reviewed and a more comprehensive update will be available in the subsequent progress report.

### 33. We call for the continuous increase of the number of Indigenous employees at Carleton, supported by the development of Indigenous hiring policies for Indigenous specific faculty and staff positions.

- The Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) is leading the development of an Indigenous-Specific Hiring Policy. The development phase of this work has been highly consultative.
- The Centre for Indigenous Support and Community Engagement provided support to departments in the hiring process for Indigenous-specific staff positions.

### 34. We call for the enhancement of MacOdrum Library's collection of Indigenous literature, stories, language resources and visual arts, following a review of the current Indigenous collection.

- **Collections** – The MacOdrum Library is responsive to purchase requests from students and faculty. Acquisitions reflect curriculum changes and an increased awareness of equity, diversity and inclusion. The Library proactively acquires content to support Indigenous scholarship. Notable additions to our holdings include the *Indigenous Newspapers in North America* database. The Library is also undertaking a project to tag the entire library's print collection with RFID tags. These tags will allow for enhanced inventory and security control for the print collection. The resulting inventory will be used for the collection assessment recommended in *Kinàmàgawin*.
- **Decolonizing Descriptions**
  - The Library has introduced a Cataloguing Code of Ethics and strives to ensure the principles outlined in the Code are carried out for all resource description activities in the Library (e.g., application of inclusive subject headings and accessibility fields in MARC records). This work aims to avoid bias and support diversity and equity for access and discovery of our Library collections.

- Library staff are working with colleagues from the University of Ottawa to address some of the problematic language and descriptions in our catalogues. Testing is taking place on subject headings using a sample collection donated to the Library by Professor Emerita Ruth Phillips, Fellow of the Royal Society of Canada and co-founder of the Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures (GRASAC). Carleton cataloguing staff are also individually cataloguing items in this collection as a learning opportunity to integrate inclusive description practices into everyday workflows.
- Locally, the Library is working to update specific problematic terminology used in bibliographic records. In particular, the Library of Congress subject heading "Indigenous peoples" will replace the existing term "Indians of North America". This will be done as new titles are acquired and as existing records are re-catalogued.
- The Library is a member of the National Indigenous Knowledge and Language Alliance (NIKLA), an association working to unify and amplify the voices of Indigenous Peoples (First Nations, Métis and Inuit) and nurture a community of practice related to Indigenous knowledge, cultural memory, language and Indigenous ways of knowing, as they relate to culture memory and heritage. The Library is participating in the National Indigenous Knowledge and Language Alliance's (NIKLA) work to build an open and online platform that will enable a dynamic, multilingual set of terminologies applied to Indigenous Peoples, places, heritage, tradition, knowledge and cultures. These terminologies and vocabularies will replace outdated and inappropriate terminologies used currently in cultural memory sectors such as museums, libraries, archives centres and galleries.
- **Exhibits** – In 2023/2024, the Exhibits Committee curated several exhibits that explore issues related to equity, diversity and inclusion including *Baby Vamps*, an exhibit to commemorate and honour each First Nation, Métis and Inuit child who did not return home from residential school. Social Work PhD student Deborah Young launched a communal beading project at Carleton inviting community, faculty, staff and students to create beaded baby vamps for display in the School of Social Work.
- **Archives and Special Collections** – A resource collection of books that refers to Indigenous life, history, culture, organizations, beliefs and education has been accumulated by the Native North American Travelling College (NNATC). The collection contains newspapers, binders of minutes from past NNATC meetings, children's literature and other miscellaneous publications. They were collected as resources as the NNATC worked toward their goal to provide education and cultural information to residential school survivors. The books come from different collections, donated or purchased, by the NNATC from a wide variety of schools, people and organizations.
- **Teaching, Learning and Research Support** – Subject guides containing relevant and current information to support teaching, learning and research have been created by the Library. These include: First Nations Cartographic Resources; Indigenous Policy Administration; Indigenous Studies; Indigenous Studies GIS Resources; Gladue Reports; and Indigenous Languages.

### 35. We call for the creation of an Indigenous Faculty Council.

- This has been completed as identified in the 2022 Progress Report.

### 36. We call for the creation of additional Research Chair positions to further advance Indigenous research, knowledge translation and community-building.

- The Faculty of Arts and Social Sciences has expanded the complement of Indigenous faculty, welcoming Canada Research Chair (Tier II) Maria Rogers (Psychology), Laura Hall (Sociology and Anthropology) and Alexandra Kahsenni:io Nahwegahbow (History) along with Shenella Charles, who joined the Institute of Interdisciplinary Studies in 2023.

### **37. We call for the establishment of an Indigenous Research Ethics Board with the purpose of ensuring that research conducted by Carleton faculty, students and staff take Indigenous governance, legal and cultural protocols into account.**

- With the cooperation and support of the Office of Research Ethics, the Ānako Indigenous Research Institute is working to establish an Indigenous Research Ethics Board to ensure that research involving Indigenous Peoples and communities is conducted respectfully and the benefits of research are shared fairly with affected communities. Further, the Indigenous Research Ethics Board will promote respect for Indigenous culture, traditions, interests and ways of knowing, ensure that Indigenous communities' research priorities are reflected in Carleton studies, and that Ownership, Control, Access and Possession (OCAP) principles are respected. The Indigenous Research Ethics Board comes from a need to ensure that best practices and research involving Indigenous Peoples and communities are meaningful and conducted in a respectful way that adheres to the First Nations principles of OCAP. After two years of consultations, the Indigenous Research Ethics Board is ready to be implemented.

#### **Additional ways in which the university community is enhancing research and innovation include:**

- Indigenous research led by Indigenous faculty is thriving in the Faculty of Arts and Social Sciences (FASS). Project examples include:
  - Canada Research Chair (Tier 1) Prof. Carmen Robertson (Interdisciplinary Studies) heads "The Morrisseau Project, 1955-1985," a comprehensive investigation of pivotal Indigenous artist Norval Morrisseau's life and work under funding from the Social Sciences and Humanities Research Council (SSHRC) and is also co-editor (with Judy Anderson and Katherine Boyer) of the University of Manitoba Press volume *Bead Talk: Indigenous Knowledge and Aesthetics from the Flatlands*.
  - Prof. Laura Hall (Sociology) has recently been awarded a SSHRC Insight Grant to fund the collaborative research project "Storying Indigenous Women and 2SLGBTQQIA Resurgence in Land-Based Learning and Design" in addition to research funded by the National Centre for Truth and Reconciliation.
  - Kahente Horn-Miller, Associate Vice-President (Indigenous Teaching, Learning and Research), has been awarded a SSHRC Partnership Development Grant for research on the Atlas of Kayen'kehá:ka Space and a Native Indian Brotherhood award.
  - Prof. Julie Tomiak (Interdisciplinary Studies) is engaging with community members in Kitigan Zibi through funding from FASS and SSHRC.
  - Many non-Indigenous FASS faculty and students work collaboratively with a range of Indigenous communities on research projects. They include:
    - Prof. Kester Dyer's (Studies in Art and Culture - Film Studies) collaboration with the Wapikoni Mobile filmmaking cooperative;
    - The Geomatics and Cartographic Research Centre (headed by Prof. Peter Pulsifer, Geography and Environmental Studies), undertakes a range of research benefitting Indigenous communities;
    - The School of Linguistics and Language Studies' commitment to Indigenous language revitalization, through collaborative research undertaken by Profs. Marie-Odile Junker, Erik Anonby and Kumiko Murasugi;

- Prof. Anna Hoefnagels (Music), working with Kahente Horn-Miller, Associate Vice-President (Indigenous Teaching, Learning and Research), has received SSHRC funding to conduct collaborative research on the Native North American Travelling College;
  - An ongoing collaborative research conducted with the First Nation of Na Cho Nyak Dun (Yukon) by members of the Department of Geography and Environmental Studies, including Profs. Chris Burn, Patricia Ballamingie and Murray Richardson.
- Sprott faculty have engaged in research partnerships and received funding for several research projects addressing Indigenous issues:
    - Prof. Merridee Bujaki, in partnership with Indigenous Works, is investigating employment barriers encountered by Indigenous people in the banking sector, to provide an understanding on how to attract and retain Indigenous employees in this sector.
    - Prof. Troy Anderson, in partnership with First Nation of Na Cho Nyäk Dun, is taking a community-based approach to focus on the complex problem of potable water access in Northern communities in Canada.
    - Prof. Rick Colbourne's research collaboration is investigating the decolonizing of education in the disruption of racist and colonial practices in graduate business programs. He also continues his other research projects: Indigenous-led responses to the neoliberal restructuring of cities and urban centres; and fostering reconciliation and sustainable development through multimedia storytelling.
  - In the Faculty of Science:
    - In October 2024, the "What do Indigenous Sciences look like?" event was held during Carleton's fifth annual Inclusion Week. The event asked how can Indigenous Sciences be brought into the classroom and engaged participants in an exploration of lived experiences with Carleton's Collaborative Indigenous Learning Bundles.
    - The inaugural version of BISRI (Black and Indigenous Summer Research Internship) was launched, which provides paid internship opportunities for Black and Indigenous undergraduate students to do research with science faculty members.
    - *Striving for inclusive excellence in science research: A pocket guide* has been created to provides ideas and resources for scientists to integrate reconciliation throughout their scientific research.



## Measuring Our Success

### 38. We call for the performance evaluation of senior administrators to explicitly take into account Carleton University's mandate around Indigenous Initiatives and reconciliation.

- As indicated in the 2022 Progress Report, senior administrators are evaluated in relation to how well they are implementing directives from Carleton's Strategic Integrated Plan and provided guidance and feedback by senior Indigenous administrators. This plan incorporates the Calls to Action in the Kinàmàgawin strategy.

### 39. We call for annual reporting on the recruitment, retention and graduation of Indigenous students.

- In 2023, Carleton's Self-Identification Survey was launched to better understand the representation, experiences and perspectives of staff, faculty and students. The development of this survey is a response to the need to collect and rely on the most accurate and updated data regarding the experiences of all members of the Carleton community through the lens of equity, inclusion and Indigenous ways of knowing and learning. The data gathered from this survey will help the University to understand more fully the diversity of the Carleton community, dismantle systemic barriers faced by equity-deserving groups and foster an environment where everyone can experience a sense of belonging.

### 40. We call on each Faculty and each support unit on campus to develop their own strategies to support these 41 Calls to Action.

- Since the initial release of the Kinàmàgawin strategy, Faculties and professional services departments have been making great strides in relation to fulfilling the 41 Calls to Action. Each year there is an opportunity presented for Deans, Directors and Chairs to highlight achievements and model various paths forward. Some examples of strategic plans include:
  - **Students and Enrolment Division** – Relevant Strategic Actions from Kinàmàgawin are embedded in our *Helping Ravens Soar: Students and Enrolment Strategic Plan 2021-2026*. Implementation is accomplished through the Annual Operating Plan process as identified in *Helping Ravens Soar*. Through these unit-level plans, the Kinàmàgawin Calls to Action are cascaded into concrete, actionable and measurable tasks. Objectives are reported on annually through a mid-year and year-end reporting process. Strategic Initiatives (Students and Enrolment) facilitates this annual process to fulfil the division's reporting requirements. Highlights of the strategic plan are published each year in the *Helping Ravens Soar Annual Report*.
  - **Faculty of Arts and Social Sciences** – The Faculty of Arts and Social Sciences is committed to pedagogy, research, and community that reflect and sustain the principles of Kinàmàgawin. Since the last progress report, we have acted on that commitment in a range of meaningful ways. The Faculty of Arts and Social Sciences is honoured to be the home of Carleton's Indigenous Studies program, housed within the Institute of Interdisciplinary Studies and led by seven core Indigenous faculty: Profs. Jake Chakasim, Shenella Charles, Kahente Horn-Miller, Andrés López, Carmen Robertson, Julie Tomiak, and Omeasoo Wahpasiw. In the words of its faculty, Indigenous Studies at Carleton is “unified by our commitment to Indigenous resurgence and ways of knowing, community-engaged learning, and dissection of colonial power and politics.”

- **Faculty of Engineering and Design** – The Faculty of Engineering and Design continues to focus its intentions on implementing the Calls of Action as they relate to the student experience, ways of teaching and learning, and research and innovation, as outlined in the *2023-2026 Equity, Diversity and Inclusion Action Plan*.
- **Faculty of Science** – In 2024, the Faculty of Science Indigenous Initiatives plan was launched and celebrated with a Science Indigenous Gathering. The Indigenous Initiatives plan reflects the need to bring reconciliation to all aspects of the Faculty's scientific activities, from formulating research questions, knowledge sharing and co-production, working with students, and teaching, to also focusing on the social contexts and ethics of scientific research. Strides in implementing the plan have been made, including the adoption of a new Collaborative Indigenous Learning Bundle in a first-year Science Seminar Course called *Indigenous Science: Shifting the Paradigm in Western Science*.
- **Sprott School of Business** – The Sprott Sustainability Champions and the Sprott EDI Committee, both comprised of students, staff and faculty, have continued to build awareness and engagement in the Sprott community through initiatives focused on environmental sustainability and equity, diversity and inclusion.

#### **41. We call for a formal annual report on the progress made towards fulfilling the Carleton University Strategic Indigenous Initiatives Committee's Calls to Action.**

- This is the second progress report that has been published since the release of *Kinàmàgawin*. Progress reports will continue to be developed in consultation with Faculties, departments and units across the university.



## **Nìgàn Nidijì Màdjìshkàmin Nibwàkàyàng** **[Moving Forward with Humility]**

Institutional humility is critical in creating a respectful path forward, recognizing that existing relationships have been inextricably influenced by the use of educational institutions as a tool to eliminate Indigenous peoples by Canada.

Carleton has gained momentum through the numerous initiatives being undertaken by the collective community, and we reinforce our commitment to continuing to make progress on the work that remains.

Building upon the foundation of truth ensures that Carleton will continue to move forward with humility, which will benefit students, staff and faculty in the future.