

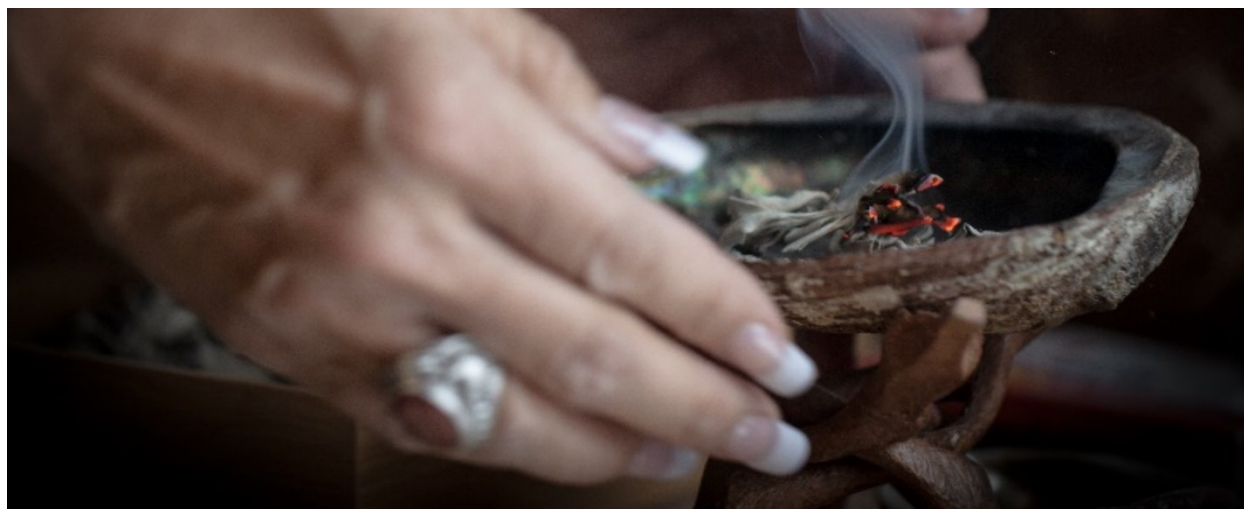
Kinàmàgawin (Learning Together) Progress Report

April 2025



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Mìgwechiwenindamowin [Giving Gratitude]

On behalf of Carleton University, we are pleased to provide an update on the Kinàmàgawin strategy to showcase the collective work that has been undertaken to address its 41 Calls to Action since the 2024 Progress Report.

This report, which marks the fifth anniversary of the release of *Kinàmàgawin*, represents significant collective actions that have been undertaken by our colleagues across the University in collaboration with community partners 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.

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)

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 and Inuit Advisory Councils, 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 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.

- As described in previous Progress Reports, 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. In 2020, the Office of Indigenous Initiatives was renamed to the Centre for Indigenous Support and Community Engagement to better reflect its purpose within the university.
- Specific examples of the ways in which the Centre for Indigenous Support and Community Engagement has engaged with Indigenous communities this year include:
 - Established a community partnership with Two-Spirits Manitoba to support the first Two-Spirit Sundance Ceremony in Portage La Prairie, Manitoba.
 - Established a partnership with Sivuumut Solutions and the Government of Nunavut to provide land-based learning opportunities for southern-based Inuit students and support the recruitment of northern-based Inuit to attend Carleton.
 - Partnered with the Department of Geography and Environmental Studies to host 18 Nunavut Arctic College students in the Environmental Technology Program. Students explored research and learning opportunities, program options and student supports for Inuit learners at Carleton.
 - Built a relationship with Nunavut Sivuniksavut and will be presenting on the IESP and Inuit cultural exchange.
 - Supported Prof. Yuly Billig (Mathematics and Statistics) in working with Inuit organization Inuuqatigiit. Prof. Billig taught weekly grade 10 math classes in the Centre for Indigenous Support and Community Engagement office to Inuit secondary school students.
 - Partnered with the Illiniapaa Skills Development Centre to support the Indigenous Work Ready Program. Through this program, two Indigenous students completed work placements at the Centre for Indigenous Support and Community Engagement.
 - Supported the Experiences Canada *National Youth Forum on Reconciliation* that was hosted at Carleton in July. Fifty students from across Canada participated, 75% of whom were Indigenous.

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 Centre for Indigenous Support and Community Engagement:
 - Delivered workshops and presentations in Ottawa area secondary schools to support the recruitment of students to the Indigenous Enriched Support Program.
 - Co-hosted the Indigenous Postsecondary Honouring Ceremony in June 2024 with other postsecondary institutions in Ottawa including University of Ottawa, Algonquin College, College La Cité and Saint Paul University. This ceremony is a community-focused convocation ceremony celebrating Indigenous postsecondary graduates. It enables all members of a family to attend the event.

- In partnership with Nishnawbe Aski Nation (NAN), Students and Enrolment continues to host the annual NAN Youth Leadership Program in July. The program sees 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. In July 2024, Carleton welcomed program participants with a launch event and feast. Planning for the 2025 NAN Youth Leadership Program is underway and is financially supported by Students and Enrolment.



Former NAN Deputy Grand Chief Victor Linklater. Photo by Lindsay Ralph.

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 Website is available at 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 (DUC) has developed a [communications resource](#) in response to the recommendations made during the Kinàmàgawin consultations. The Carleton Writing Style Guide was launched in December 2024 and has a chapter titled Indigenous Communications Guide. The guide aims to reflect the diversity of Indigenous Peoples and ensure respectful communication in all aspects of content. Drawing from core Indigenous strategies and incorporating best practices in public communication, the initial draft was shared with Indigenous members of the university for feedback. Comments and advice were incorporated and an updated version was circulated for additional consultation with Carleton's Indigenous leaders and advisors. The final version of the guide has been posted on the DUC webpage and shared with the Carleton community through our internal communication channels. The guide will undergo an annual review, as required, to integrate new knowledge and updated terminology.
- The Sprott School of Business promoted its programs and scholarships for Indigenous students across new non-traditional channels and Indigenous digital media channels (i.e., Say Magazine) to generate increased awareness across Indigenous communities.

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 Department of University Advancement reports that a total of \$7.6 million has been raised for Indigenous initiatives, programs and student aid since January 1, 2020. Contributions to the Kinàmàgawin calls to action through Advancement's work with donors and alumni extend beyond fundraising to create meaningful partnerships that build awareness and engage in Indigenous conciliation through Carleton where appropriate.
- The Department of University Advancement has worked with donors to establish three funds to support Indigenous student mentorship. By matching Carleton Indigenous students with Indigenous youth, mentors work with elementary and high-school students in the Ottawa area as well as current Carleton students to provide academic and cultural support in an environment that helps to increase confidence, contributes to the achievement of goals, and fosters an understanding about learning and life challenges.
- Donors have also established two funds to support Indigenous student emergencies and those with the greatest needs where all donations go directly toward providing financial support to Indigenous students at Carleton who require immediate funding for essential expenses.
- Working with the Department of University Advancement, the Centre for Indigenous Support and Community Engagement established an Indigenous Recruitment and Student Success Fund with industry partners such as Ross Video and Transoft that raised \$96,700 to offer Indigenous-led recruitment in communities, enhanced programming for Indigenous students on campus and incorporating land-based learning into the educational experience.

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 Ānako Indigenous Research Institute.

- This was completed as identified in the 2022 and 2024 Progress Reports.

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.

- As described in the 2022 Progress Report, Facilities Management and Planning worked with consultants and held consultations with campus and external stakeholders to develop Carleton University's first Outdoor Space Master Plan in 2020. 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 unsurrendered territory of the Algonquin Anishinaabeg. Both plans took great care to ensure that design elements reflected that Carleton is situated within the unceded and unsurrendered territory of the Algonquin Anishinaabeg.

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 Centre for Indigenous Support and Community Engagement began mapping a Circle of Care Protocol that will enable Carleton student support staff to collaboratively provide care for Indigenous students. This will ensure a cohesive and culturally appropriate process when an Indigenous student requires engagement with various offices on campus.
- Health and Counselling Services collaborates with the Centre for Indigenous Support and Community Engagement on initiatives to better support Indigenous students. This includes updating forms to let students self-identify as Indigenous, referring Indigenous students to the on-campus Indigenous counsellor and connecting students with the Ojigkwanong Centre. Through monthly meetings, the two offices are working to improve student identification, foster ongoing consultation and partnership and incorporate Indigenous approaches to health and wellness into support services.

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 has been matched by the University with an additional \$2.5 million. Part of these matching funds will be used to provide support to Indigenous students who have young children.
- The Centre for Indigenous Support and Community Engagement has established a \$75,000 fund in partnership with Sivuumut Solutions that will support Inuit students in learning about federal careers and the devolution of Nunavut.
- The following scholarships have also been established to ease financial burdens for Indigenous students:
 - The Humphrey Law Bursary (valued at \$5,000) is awarded annually to an Indigenous student in demonstrated financial need who is entering any undergraduate program of study within the Sprott School of Business.
 - The T.E. Wealth Indigenous Scholarship in Finance (valued at \$2,500) 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.

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 Centre for Indigenous Support and Community Engagement; Admissions Services; Office of Graduate Studies; and Awards and Financial Aid collaborated to develop a [policy for Admissions and Awards Limited to Indigenous Candidates](#). A website for [demonstrating Indigenous Identity for the admissions](#) process has also been created.
- To encourage local participation in the newly launched Certificate in Journalism in Indigenous Communities, free tuition will be offered to one student from the Algonquins of Pikwàkanagàn First Nation, one from the Kitigan Zibi Anishinabeg First Nation and one from the Mohawk Nation of Akwesasne.
- 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 many Indigenous community events, including the Spirit of the Drum Powwow, the Odawa Urban Treaty event, Indigenous student career readiness programs and Summer Solstice Festival. Events continue through the spring including the Inspire Soaring Indigenous Student Gathering.
- The Undergraduate Recruitment Office's Indigenous Initiatives Recruitment Coordinator is continuing to build relationships with the Indigenous Education Teams, in particular the Ottawa-Carleton District School Board, the Ottawa Catholic School Board, Renfrew County District School Board and the Upper Canada District School Board. They are continuing to develop relationships with school boards in the Greater Toronto Area.
- The Undergraduate Recruitment Office created an [Indigenous Student Viewbook](#) to outline elements of the Carleton campus and student experience unique to Indigenous students and continues to be used in Indigenous recruitment efforts. The 2024 Indigenous student viewbook includes increased use of local Indigenous dialects. The general Viewbook continues to feature the "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 digital assets both for Indigenous student recruitment and to ensure Indigenous students are represented in mainstream 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. All staff in the

Undergraduate Recruitment Office also participate in annual training that includes training 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.
- With the approval of two-year Indigenous Studies program at Algonquin College, Admissions Services is working in collaboration with the Faculty of Arts and Social Sciences, the Centre for Indigenous Support and Community Engagement and Algonquin College on student pathways from this new Algonquin program into the Bachelor of Arts in Indigenous Studies at Carleton. Admissions Services has worked with the Nursing and Social Work programs to implement reserved spaces for Indigenous applicants for these programs. This process is facilitated through each program's supplemental application.
- The Office of Awards and Financial Aid participated in a two-year pilot project with Ontario University Athletics to create and promote the Black and Indigenous Student Athlete Bursary Program. The unit also promoted and administered MCU First Generation and Indigenous Student Bursary programs.
- Advertised the Sprott School of Business program in Say Magazine and CANDO newsletter and have supported Indigenous entrepreneurship youth programming in partnership with CANDO (Council for the Advancement of Native Development Officers), including sponsoring a youth event at a CANDO conference.

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.

- As indicated in the 2024 Progress Report, the Indigenous Enriched Support Program (IESP) welcomed 16 students into a newly designed program.
- The Centre for Indigenous Support and Community Engagement revised the Indigenous Enriched Support Program workshops by establishing a new framework based on *mino bimaadziwin*, or "living a good life" in Anishinaabemowin.
- The Department of University Advancement continues to fundraise for an IESP Greatest Needs Fund.
- The Centre for Indigenous Support and Community Engagement employed Indigenous academic mentors to support students in their coursework. The IESP had cohort-specific mentors to support their studies.

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. The following topics have been explored:

- 2020: Indigenous Identity and Sovereignty
- 2021: The Inuit Relocations: Intergenerational Impacts and Inuit Resilience
- 2022: Surviving the Pandemic: Indigenous Approaches to Wellbeing
- 2023: Accessing the Academy: A Four Directions Approach
- 2024: Connecting to Indigenous Spirituality: Learning from the Land, Community and Culture
- 2025: Indigenization: How to use Design Thinking with Indigenous Community
- **Honouring Orange Shirt Day:** The Office of the Provost and Vice-President (Academic) hosted *Walking Together in Allyship* on Sept. 30 as a way of bringing the Carleton community together to honour Orange Shirt Day, an annual day of remembrance to acknowledge the history and harmful impacts of Canada's residential and day school system. The importance of listening, reflecting and acting with humility was at the forefront of the event, which close to 200 Carleton faculty, staff and students attended. The panel discussion featured panelists and speakers from across the university community.



Close to 200 members of the Carleton community attended an event in honour of Orange Shirt Day on Sept. 30, 2024.

Other ways in which the university community honoured Orange Shirt Day included:

- Athletics and Recreation hosted a varsity football game on Sept. 28 and a rugby game on Sep. 29. Both events featured coaches and players wearing orange shirts in support of National Truth and Reconciliation Day. Additionally, the national anthem was sung in English, French and Ojibwe.
- An *Every Child Matters* flag was raised on campus, and the north end campus bridge and the Richcraft Hall overpass were illuminated in orange.
- Campus Safety Services hosted a food drive in support of Minwaashin Lodge.
- The Department of University Advancement continues to support departments as they host events, such as the annual event hosted by the School of Public Policy and Administration in honour of National Truth and Reconciliation Day.
- Donors have contributed to the Katherine A.H. Graham Lecture on Indigenous Policy, which was established in 2009 to examine a wide range of policy issues, cases, models and tools related to First Nations, Métis and Inuit communities across Canada. In 2024, this event featured Regional Chief of Ontario Benedict Abram, who spoke on the topic of Transforming First Nations Child and Family Services.
- The Sprott School of Business Speaker Series featured Algonquin First Nations multi-disciplinary artist Josée Bourgeois, who spoke about Indigenous sovereignty and insight on Indigenous business models; and Robert Scow Kwakwakawakw from the four tribes of the Musgamagw Dzawada'enuxw and Dr. Wanda Wuttunee, member of the Red Pheasant First Nation, who spoke on *Indigenous Communities in Canada: Building Awareness, Connections and Education*.
- In February 2024, Dr. W. Stephen McNeil, an Associate Professor at the Okanagan campus of the University of British Columbia hosted an event entitled *Affective Impacts of a Context-Embedded First-Year Chemistry Curriculum*. At the event, Dr. McNeil presented the pedagogical basis for Carleton's multi-year strategic redesign, revision, and assessment of the Chemistry

course sequence for first-year students. Included in the redesign is the creation and use of new context-embedded learning activities, including an activity describing and applying first-year chemistry principles to a traditional pit-cooking practice of regional Interior Salish peoples.

- The Office of the Associate Vice-President, Indigenous Teaching, Learning and Research and the Anako Indigenous Research Institute invited a series of Indigenous subject matter experts to Carleton, including Dr. Lorna Wanosts'a7 Williams, Wilfred Buck, Brian Maracle, who hosted public talks and recorded interviews to support the Carleton University Collaborative Indigenous Learning Bundles. These recordings have been used to provide Indigenous perspectives on the areas of Indigenous Language Revitalization and the Indigenization of content provided through Carleton.
- 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.
- Benny Michaud, Director of Centre for Indigenous Support and Community Engagement, was a keynote speaker at the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education conference (CAPDHHE) hosted on campus by the Department of Equity and Inclusive Communities, which was attended by more than 100 participants representing Canadian universities and colleges.



Benny Michaud speaks at CAPDHHE

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. Additional ways in which the Housing and Residence Life Services is improving Indigenous experiences include:
 - Housing and Residence Life Services has committed to reserving 10 rooms for first-year Indigenous students and two rooms for upper-year Indigenous students (assigned in consultation with CISCE) who are coming from remote locations. This is in addition to guaranteed housing for students who are entering their first year of studies at Carleton directly from high school. The department has also designated two rooms for students who are in need of housing and are admitted to the Indigenous Enriched Support Program.
 - Indigenous students who are facing housing insecurity and are in need of short-term shelter can access an emergency residence space.
 - 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.

- As identified in the 2024 Progress Report, 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.
- As identified in the 2024 Progress Report, 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:

- 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.
- 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."
- Through ongoing funding from the Ontario Access and Inclusion Program, the Student Experience Office has been able to implement initiatives tailored to support Indigenous students, in partnership with the Centre for Indigenous Support and Community Engagement. These initiatives include providing peer support and mentorship, recruiting and training Indigenous Outreach Ambassadors for local high schools, and offering welcome kits to ease students' transition to university life.

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.

- In 2024, Indigenous Studies became an independent program in the Institute of Interdisciplinary Studies that is unified by its commitment to Indigenous resurgence and ways of knowing, community-engaged learning, and dissection of colonial power and politics. Students of the program take courses that discuss Indigenous feminisms, genders, and sexualities, ecological ways of knowing, Indigenous urbanisms, Indigenous legal orders, historical and contemporary Indigenous political struggles, Indigenous arts and culture, Indigenous languages and their relationships to the land, and global Indigeneity, among others.
- A revised two-year Ontario College Diploma in Indigenous Studies has been approved at Algonquin College, set to start in Fall 2025. This diploma program cultivates knowledge of Inuit, Métis and First Nations communities, cultures, practices, and perspectives and introduces global Indigenous perspectives and realities to Indigenous and non-Indigenous learners. This was previously a one-year diploma, under a different name (Aboriginal Studies). Now that a revised two-year program has been approved, discussions have resumed on an articulation agreement to support graduates transitioning into Carleton's BA in Indigenous Studies.
- [Music Artist-in-Residence Olivia Shortt's residency at Carleton](#) had a profound impact on students by encouraging creativity, collaboration, and professional development in music. As a multidisciplinary artist and storyteller, Shortt introduced students to diverse musical approaches, from improvisation to artist branding, empowering them with the skills to navigate the industry. Their work emphasized the importance of community and connection, reinforcing the role of music in cultural expression and reconciliation. By blending traditional and experimental practices, Shortt's residency not only celebrated artistic innovation but also created lasting networks that will continue to inspire students and Ottawa's music scene.
- The Azrieli School of Architecture and Urbanism's annual Indigenous Feast led by Professors Menna Agha and Omeasoo Wahpasiw, to teach colleagues about transforming their educational and research practices. The feast was held again in 2024.
- Through the Ānako Indigenous Research Institute, the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) has hosted nine Research Talks, featuring presenters Wilfred Buck, Josée Bourgeois, Brian Bellefeuille, 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 and provide insight on how to effectively Indigenize instructional content.
- [Prof. Connor Kupchak introduced an Indigenous Learning Circle into his ELEC2501 course](#) for electrical engineering students. Problem analysis sessions make the courses more collaborative and positive for students as it engages everyone in reciprocal and relational learning.



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 provide 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.

- As indicated in the 2024 Progress Report, 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.
- The facilities connected with the new Nicol Building as well as the Innovation Hub were conceived to support experiential learning-based pedagogies and feature rooms that are non-hierarchical spatial settings to facilitate collaboration and sharing.

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 Conseil de la Nation Atikamekw has unveiled two new dictionaries—Atikamekw-French and French-Atikamekw—developed in collaboration with Carleton to support language preservation. Led by CNA's Language Services team and Linguistics Professor Dr. Marie-Odile Junker, these resources are among the first Indigenous language dictionaries to offer both unilingual and bilingual definitions. Already in demand by local schools, the dictionaries are available in print and online, reinforcing efforts to maintain the vitality of one of the most widely spoken First Nations languages.
- Linguistics professor Dr. Marie-Odile Junker is contributing to the revitalization of Indigenous languages through the Algonquian Dictionaries and Linguistic Atlas Project. Supported by the National Research Council of Canada and Carleton University, this initiative focuses on developing web-based dictionaries and atlases to enhance language learning. Dr. Junker highlights the importance of long-standing collaborations in creating resources and technologies that meet the needs of Indigenous speakers and learners.

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

- The Centre for Indigenous Support and Community Engagement hosted two land-based learning opportunities for students:
 - In August 2024, Two-Spirit students participated in Two-Spirit-focused knowledge keeper sessions to learn about the roles and responsibilities of Two-Spirit people in Indigenous

communities. The culmination of this learning was students pledging to be Helpers at the Annual Two-Spirit Sundance in Portage La Prairie, Manitoba. Students camped on the ceremony grounds and served as Helpers throughout the ceremony by fire-keeping, cooking, building tipis, preparing medicines, and supporting dancers and Elders.

- In March 2025, Southern-based Inuit students travelled to Cambridge Bay, Nunavut to work with Elders and Knowledge Keepers at the Canadian High Arctic Research Station. Students participated in land-based programming centered on Inuit ecological knowledge and learned about arctic research opportunities. Wind, water and snow literacy were the focus of learning on the land.
- In February 2024, four Indigenous Students travelled to Peru to engage in Land-Based Learning in the Indigenous community of Paru Paru. Students contributed to building a ceremonial space using traditional building techniques, learned about potato farming and traditional textile production. Additionally, they were immersed in the community food preparation, family and cultural life. They also had the opportunity to visit three world heritage sites, including Machu Pichu.

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

- Donors have established 29 bursaries and 11 scholarships to support Indigenous students as they enter or continue through their programs of choice, including three awards specifically for students entering Science and STEM. Reducing financial barriers and rewarding academic merit are among the ways in which Advancement has supported strengthening pathways.
- The Faculty of Science Indigenous Initiatives Plan outlines ways to collaborate with Indigenous partners on campus to create specifically designed pathways for Indigenous students to enter Science degree programs.
- The Faculty of Engineering and Design continues its partnership with the Indigenous and Black Engineering and Technology PhD Project, which provides \$128,000 in funding for four years for a Black and/or Indigenous PhD student. In 2024, the first two Carleton recipients were celebrated.
- Black and Indigenous Summer Research Internships: In 2024, the Faculty of Science partnered with the Canadian Cancer Society to [create a paid internship opportunity for Black and Indigenous undergraduate students to do paid research](#) in the labs of science faculty members. These opportunities are designed to advance academic and professional growth while contributing to the vibrant diversity of our scientific community. Students who pursued BISRI's in 2024 [explored passions from cancer research to environmental conservation and digital afterlife planning](#). The Faculty of Science is now recruiting applicants for the summer of 2025.
- Virtual Ventures, the Faculty of Engineering and Design's social impact organization, continue to offer an INSTEM outreach program to engage Indigenous youth and educators in STEM topics through culturally relevant experiences. In 2024, they held 197 sessions for Indigenous youth between kindergarten and Grade 12; hosted two youth camps, one on-campus summer camp and one camp hosted at Thompson Island; and welcomed nine cultural speakers to STEM activities. The Virtual Ventures team works with Actua and Indigenous community leaders to create educational programs for youth that are integrated with Indigenous knowledge and ways of knowing. Programs include Youth Land Camp, on and off-campus workshops, collaborations and Educator Land Camp.

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.

- Carleton students and faculty members can now access new Collaborative Indigenous Learning Bundles (CILBs) that share Indigenous ways of knowing on the topic of Indigenous sciences. Two recently completed bundles were supported by the Faculty of Science with help from Carleton Science students including Candice Harris and Gavin Woodburn. These include *Indigenous Sciences - Shifting the Paradigm in Western Science* and *Three-Eyed Seeing in Science | Weaving Knowledge Systems*. The bundles encourage critical thinking, self-awareness and flexibility in scientific perspectives. These CILBs are currently being adopted in classrooms across the Faculty of Science including at the first-year undergraduate level. The development of more CILBs is currently underway with plans to cover new topics including but not limited to astronomy and Indigenous concepts of plant biology.
- New Indigenous Learning Bundles were introduced to some civil and environment engineering classes, as well as BUSI 1800 (Introduction to Business). The bundle, titled *The First Peoples: A Brief Overview*, addresses legal, ethical and engagement protocols in civil and environmental engineering. To date, almost 500 students have completed the module in the Sprott School of Business as BUSI 1800 is a core course for all Sprott undergraduate students.
- The Sprott School of Business supported six students through the Mitacs BSI initiative to work with the Arctic Youth Network to build organizational resources and networks.
- In January 2025, the Faculty of Science released a research resource called *Striving for Inclusive Excellence in Science and Engineering Research: A Pocket Guide*. This reference tool features ideas and resources for scientists to integrate reconciliation throughout their scientific research. The Faculty of Science also released *Science is for Everyone: Integrating Equity, Diversity, and Inclusion in Teaching Science and Engineering - A Toolkit for Instructors* which includes ideas and resources for bringing reconciliation and Indigenous Knowledge into the classroom.

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 September 2025, Carleton's School of Journalism and Communication will welcome its first cohort in the Certificate in Journalism in Indigenous Communities program. Led by Prof. Duncan McCue (Journalism), the program aims to strengthen journalistic storytelling by and about Indigenous people.
- The Carleton University Art Gallery 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:
 - The innovative *Future Rivers (2021) and Future Rivers 2.0 (2023) Arts Incubators for Indigenous Youth* workshops connected Indigenous youth with established Indigenous cultural workers, writers and artists.
 - Solo exhibitions: *Norval Morrisseau: Medicine Currents*, curated by Carmen Robertson and Danielle Printup, and *Christian Chapman: Run to the Hills!*, curated by Danielle Printup.
 - To accompany *Medicine Currents*, 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, which later won the [Education Award](#) at the Galleries Ontario / Ontario Galleries annual awards in 2024.

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

- In partnership with Teaching and Learning Services, the Office of the Associate Vice-President, Indigenous Teaching, Learning and Research established the Virtual Indigenous Learning Space, which offers students an embodied, immersive learning experience in an Indigenous space while engaging with Indigenous Ways of Knowing. The virtual reality environment contains a Seneca Longhouse and a surrounding natural environment including a wooded area and farm space. Learners can collaboratively explore the environment and click on different plants and objects to learn more about the Indigenous knowledge and language behind them.
- A cross-Faculty partnership was developed (Sprott School of Business, Technology and Innovation Management, and the Departments of Neuroscience, Environmental Sciences, Biology and the School of Journalism and Communication) to bring together Indigenous youth in three communities across Canada and students across those Faculties to co-deliver an Indigenous community/youth-led and co-generated/co-created digital, multimedia storytelling projects.
- In partnership with EcoCanada, the Innovation Hub and Future Edge, the Sprott School of Business developed and launched a four-week Indigenous entrepreneurship leadership program designed for Indigenous entrepreneurs, professionals, students, and community members.
- The Sprott School of Business is engaging in discussions with Indigenous communities to collaborate on the development of Indigenous entrepreneurship programs to remove barriers to education and support entrepreneurial business development in Indigenous communities.
- The Faculty of Arts and Social Sciences continues to offer several courses focused on Indigeneity, unlearning and reconciliation, including Indigenous Knowledge-based, land-based and language acquisition courses. Some examples include:

School/Department	Course Code and Description	Term(s) Offered
School of Linguistics and Language Studies	LANG 1010 – Anishinaabemowin	Summer 2022, 2023, 2025
	LANG 1010 – Anishinaabemowin-Ojibwe	Summer 2021
Indigenous Studies	INDG 1000 – Introduction to Indigenous Studies	Summer 2020
	INDG 1010 – Indigenous Ways of Knowing	Fall 2020–2024; Winter 2022–2025
	INDG 1011 – Introduction to Indigenous-Settler Encounters	Fall 2021–2024; Winter 2020–2025; Summer 2021–2024
	INDG 2011 – Critical Indigenous Studies	Fall 2024; Winter 2020–2025; Summer 2021
	INDG 2012 – Anishinaabe Ontologies	Fall 2021
	INDG 2015 – Indigenous Relationalities, Kinships, and Knowledges	Fall 2020–2024
	INDG 2016 – Indigenous Resistance in Canada	Winter 2024
	INDG 2020 – Indigenous Feminisms: Perspectives on Gender, Sex, and Sexualities	Fall 2022; Winter 2020–2022, 2024
	INDG 2302 – Land, Water, Capitalism (Cross-listed with CDNS 2302)	Winter 2024, 2025
	INDG 2709 – Indigenous Drama (Cross-listed with ENGL 2709)	Winter 2023, 2025

School/Department	Course Code and Description	Term(s) Offered
	INDG 3001 – Indigenous Sovereignties	Fall 2020–2022; Winter 2020, 2024, 2025
	INDG 3012 – Indigenous Futurity Praxis	Winter 2025
	INDG 3015 – Indigenous Cosmologies	Fall 2021–2024; Winter 2020, 2021
	INDG 4001 – Indigenous Urbanisms	Fall 2021–2024; Winter 2020, 2021
	INDG 4011 – Indigenous Representations	Fall 2020, 2021, 2023, 2024; Winter 2023
	INDG 4015 – Land as a Relation	Summer 2022, 2025
Anthropology and Sociology	ANTH 2080 / SOCI 2080 – Humans/Animals: The More-than-Human in Social Research	Winter 2022
	ANTH 2635 – Tradition and Modernity in the Pacific	Winter 2022
	ANTH 4205 / ANTH 5205 – Language, Place, and the North	Fall 2023, 2024
	ANTH 4610 / ANTH 5208 – Anthropology of Indigeneity	Fall 2021, 2022; Winter 2020
Art and Architectural History	ARTH 2005 – Arts of the First Peoples: The Woodlands, the Plains, and the Subarctic	Fall 2020–2023
	ARTH 2006 – Arts of the First Peoples: The Southwest, the West Coast, and the Arctic	Fall 2022; Winter 2020
	ARTH 4005 – Special Topics in Contemporary Indigenous Art	Fall 2020, 2023, 2024; Winter 2020
	ARTH 5210 – Special Topics in Indigenous Art (Cross-listed with ARTH 4005)	
	ENGL 2709 – Indigenous Drama (Cross-listed with INDG 2709)	Winter 2020
English	FILM 2204 – Indigenous Cinema and Media	Winter 2023, 2025
Film Studies	GEOG 5701 – Topics in Northern Human Geography	Fall 2021–2024
Geography	HIST 1301 – Conflict and Change in Early Canadian History	Fall 2021, 2023
History	HIST 2311 – Environmental History of Canada	Fall 2021–2024
	HIST 3510 – Indigenous Peoples of Canada	Fall 2020, 2024; Winter 2022–2024
	HIST 3511 – Themes in Indigenous History	Fall 2020–2023
	HRSJ 3503 (Formerly HUMR 3503) – Global Environmental Justice	Winter 2020–2023
Human Rights and Social Justice	HRSJ 4502 / HRSJ 5502 (Formerly HUMR 4502) – Global Indigenous Knowledges and Movements	Fall 2020–2023
	MUSI 4104 / MUSI 5106 – First Peoples Music in Canada	Fall 2024; Winter 2020–2024
Music		Winter 2021, 2023, 2024

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.

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.

- As identified in previous Progress Reports, consultation with the Centre for Indigenous Support and Community Engagement is embedded in the capital construction planning process for major projects.
- As identified in the 2024 Progress Report, Carleton celebrated the naming of the Nideyinàn and Pigiavik buildings in 2023 following highly consultative processes with Indigenous communities, including the Algonquin Advisory Council and Inuit Advisory Council. Commitments were made to infuse these spaces with cultural indicators and to continue to be guided by the Algonquin Advisory Council and Inuit Advisory Council and community in these efforts. There is room for additional progress to be made in this area.
- 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 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.
- All signage at the Carleton Dominion-Chalmers Centre (CDCC) is now displayed in English, Algonquin, and French, with the Algonquin translations expertly provided by Joan Tenasco of Kitigan Zibi.
- The Sprott School of Business has allocated a non-denominational space for prayer and reflection in the Nicol Building that is open to Indigenous students.
- Indigenous faculty were included in the selection art for the Nicol Building, which prominently features works by First Nation, Métis and Inuit artists from across Canada (i.e., Norval Morrisseau).

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.

- As described in the 2022 Progress Report, 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. This year, eight cohorts comprised of four class sessions were offered and more than 200 members of the Carleton community successfully completed the certificate.

- 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.

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.

- As described in the 2024 Progress Report, the Indigenous Education Council, comprised of representatives from Algonquin and urban Indigenous communities, meets regularly to ensure community guidance and direction are coordinated and provide a city-wide perspective on various initiatives, programs and policies.

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

- As identified in the 2024 Progress Report, Carleton's Board of Governors has two Indigenous representatives who have full voting rights, and the Senate Academic Governance Committee is continuing to explore options for Indigenous representation on Senate through conversations with Indigenous leaders at Carleton. These efforts are part of Carleton's ongoing commitment to enhancing Indigenous representation in key decision-making bodies.

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.

- As described in the 2024 Progress Report, Carleton 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.

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

- As described in the 2024 Progress Report, the Convocation Working Group, in collaboration with an Indigenous Elder, is continuing to ensure that 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 University 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.

We have also identified a specific liaison to work with our Indigenous partners to ensure appropriate protocols are in place.

- An Indigenous attire policy has been developed to support Indigenous students who wish to wear traditional Indigenous attire to Convocation ceremonies in lieu of the formal black gown.
- The Academic and Cultural Program Officer is a member of the Convocation Working Group and provides guidance on the incorporation of Indigenous traditions into the Convocation ceremony. In addition, they support the Working Group in learning about and adhering to cultural protocols in relation to honorary degree recipients, engaging Indigenous Elders and working with community members.

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

- As described in the 2024 Progress Report, sustainability is one of the key pillars of Carleton's Strategic Integrated Plan. The university has committed to embedding sustainability across its operations and the Sustainability Plan identifies key objectives to support those.
- Carleton has committed to becoming a carbon-neutral campus by 2050 and the *Energy Master Plan (EMP) 2021-2026* sets out a clear vision and objective to develop a utility strategy for achieving that goal.
- Carleton'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.
- Procurement Services, in collaboration with Facilities Management and Planning, includes Environmental, Social, and Governance (ESG) criteria in all capital and construction open competitive procurements using a standard question set.
- The shift to a hybrid work environment created a need for staff to have laptops to support the new reality. This transition not only freed up office space but also released PCs and equipment from unused offices. ITS and the Enterprise Applications team is actively decommissioning these PCs, and after securely wiping them, will donate the devices to support the Centre for Indigenous Support and Community Engagement — turning this transformation into an opportunity to give back to the community.
- The Sprott School of Business strategic plan, *Vision 2025*, includes Advancing Responsible Leadership as one of the five principles that identifies goals and activities related Sprott embodying leadership in sustainability and responsible management, including a focus on the environment, social impact, ethical management, social innovation and responsible leadership, which extends to its operations.
- The Sprott School of Business is a member of the United Nations Principles for Responsible Management Education and supports the student-driven Positive Impact Rating, contributing to our continued efforts in improving our integration and measurement of impact in environmental sustainability in our 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.

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 being reviewed.

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 Centre for Indigenous Support and Community Engagement continued to provide support to departments in the hiring process for Indigenous-specific staff positions.
- The Office of the Vice-President (Research and International) is working collaboratively with the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research) to jointly implement the Indigenous-Specific Hiring Policy and Tri-Agency Policy on Indigenous Citizenship and Membership Affirmation for Canada Research Chair nominations.
- Carleton adopted two policies to verify Indigenous identity for employment competitions, academic programs and awards, grants, bursaries and scholarships that are limited to Indigenous candidates. Both policies were developed over multiple years in a consultative process to ensure accountability, accessibility and inclusivity. First Nation, Métis and Inuit community members and Indigenous service providers provided input, as well as the Indigenous Education Council and the Algonquin and Inuit Advisory Councils at the University.
 - The *Hiring Policy for Positions Limited to Indigenous (First Nation, Inuit and Métis) Candidates* aims to protect positions intended to bring the richness of Indigenous lived experience and knowledge into Carleton's classrooms.
 - The *Admissions and Awards Limited to Indigenous (First Nation, Métis and Inuit) Candidates Policy* outlines a process to verify the Indigenous identity of applicants who apply to Indigenous-specific program seats or awards, grants, bursaries, and scholarships in order to ensure there is a clearly defined way to address potential Indigenous identity fraud.

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.

- On March 7, Dr. Kahente Horn-Miller, Associate Vice-President, Indigenous Teaching, Learning and Research, visited the Library to retell the story of Sky Woman from a first-person perspective. Through this rematriated account of Sky Woman's fall to earth, Dr. Horn-Miller offered a fresh perspective of Sky Woman's origin while challenging other renditions of the story. The afternoon

session included an immersive Indigenous beading experience in the Library's Book Arts Lab. Participants were given the opportunity to bead onto decorated printed sheets or to bring their own work or books to embellish.

- The Library's Book Arts Lab collaborated with the Office of the Associate Vice President, Indigenous Teaching, Learning and Research as part of a series of events to mark Orange Shirt Day on September 30. The Book Arts Lab, with input from the Office of the Associate Vice-President, Indigenous Teaching, Learning, produced five different posters featuring themes that ranged from Truth and Reconciliation to Missing and Murdered Indigenous Women and Girls.
- *Weaving Together: The Art of Shirley Bear* was an exhibit curated by Carleton University's curatorial studies students in collaboration with the Carleton University Art Gallery. The exhibit offered a look at the life and works of the late Wolastoqiyik artist, Shirley Bear. It was on display on the main floor in the Library from April 22 to May 30, 2024 and featured several of her pieces.
- The Library curates a sample collection of academic books, children's literature, memoirs, and more from Indigenous voices, researchers, and story-tellers. This collection is updated quarterly and is currently made up of several sub-collections, including Rights, Laws, and Treaties, Worldviews, Health and Sexuality, and Worldviews.
- During the fall term, two Librarian Days were held with Jamila Hastick, the Research Support Specialist for Indigenous Studies in Ojigkwanong. As an alternative to scheduled drop-in sessions, Ojigkwanong was added as a location students can select to book a one-on-one research consultation with Jamila.
- Library staff have been continuing efforts to apply decolonizing descriptions into everyday cataloguing workflows. Recently, a function was added that prevents the display of the harmful subject headings that use "Indians of North America" and changes them to display as "Indigenous Peoples" in Omni. This is employed in any record managed by Carleton and Omni partner libraries when the relevant terms appear. [Carleton's Advisory Statement on Problematic Language in Omni](#) details some of the problems associated with our reliance on Library of Congress Subject Headings, and the Library continues to employ other vocabularies whenever possible.

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.

- This has not been completed.

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.

- As described in the 2024 Progress Report, 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 (IREB) to ensure that research involving Indigenous Peoples and communities is conducted respectfully and the benefits of research are shared fairly with affected communities.
- The Ānako Indigenous Research Institute and the Office of the Associate Vice-President, Indigenous Teaching, Learning and Research developed the Indigenous Research Ethics

Assessment Tool which supports students to review their own research to ensure that it meets the criteria of ethical and respectful research practices with Indigenous peoples and communities. The Ethical Assessment Tool has been presented to the First Nations Information Governance Centre chair and has been requested for use by the National Research Council of Canada / Government of Canada.

- The Ānako Indigenous Research Institute and the Office of the Associate Vice-President, Indigenous Teaching, Learning and Research is developing a Carleton University Indigenous Research Data Management Institutional Strategy that will support the data protection of the Indigenous communities that the university serves, while also advancing the university's engagement with Indigenous knowledge and research.

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

- Prof. Carmen Robertson, Canada Research Chair in North American Indigenous Art and Material Culture, is leading *The Morrisseau Project, 1955-1985*, the first comprehensive academic study of Norval Morrisseau's art. This groundbreaking research examines his evolving visual language, the cultural and spiritual influences that shaped his work, and his impact on contemporary Indigenous art. By combining Indigenous and Western methodologies, Robertson and her team are deepening scholarly and public understanding of Morrisseau's artistic legacy while addressing broader themes of cultural continuity and resilience. Beyond this project, Robertson also explores contemporary Indigenous art, particularly Prairie beadwork, fostering critical dialogue on Indigenous aesthetics, identity, and ways of knowing. As the first Indigenous full professor at Carleton, she plays a key role in advancing reconciliation through her research, teaching, and contributions to the university's Indigenous Strategic Initiatives Committee, ensuring Indigenous voices shape institutional change and artistic discourse.
- Prof. Kim Matheson (Neuroscience) has been working in partnership with First Nations organizations in the Nishnawbe Aski Nation region of Northwestern Ontario.
- Prof. Vivian Nguyen (Environmental and Interdisciplinary Science) published a research paper entitled *Bridging Indigenous and Western sciences: Decision points guiding aquatic research and monitoring in Inuit Nunangat*.
- An Indigenous faculty member, Prof. Amy Bombay, joined the Department of Neuroscience. Using community led or partnered approaches to research, her work generally focuses on the determinants of mental health and well-being among Indigenous Peoples and of other marginalized groups.
- The Sprott School of Business signed an MOU with Indigenous Works, which has partnered with Sprott faculty on research projects. Sprott is a founding signatory to Indigenous Works' Luminary Initiative.
- The Sprott School of Business signed MOUs with Indigenous research centres in Australia and New Zealand to provide opportunities for shared research initiatives, co-operating on Indigenous programs, courses, pedagogies, etc, and to facilitate Indigenous faculty knowledge sharing and teaching/research exchanges. A Spencer Foundation Grant was awarded for the *Decolonizing Education: Disrupting and Transforming Racist and Colonial Practices in Post Secondary Graduate Business Programs* collaborative research project.
- Faculty in the Sprott School of Business 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.
- The Centre for Research on Inclusion at Work hosted panels and workshops focused on work engagement and career progression of marginalized and underrepresented groups, including women, immigrants, visible minorities, and Indigenous peoples as well as on issues related to intersectionality.
- The Sprott School of Business hosted the Sustainable Accounting and Finance Conference, bringing together renowned academics and industry leaders to share knowledge and discuss leading-edge research in sustainable accounting and finance, including the topic of sustainability challenges with Indigenous businesses in Canada.
- The Sprott School of Business and Carleton have partnered with a First Nation community on a multi-year, multi-million-dollar initiative that will rapidly and significantly advance the use of artificial intelligence (AI) in preserving and celebrating the community's cultural heritage.

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 Kinàmàgawin calls to action.

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

- As indicated in the 2022 Progress Report, Carleton's Self-Identification Survey was launched to better understand the representation, experiences and perspectives of staff, faculty and students. 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 Indigenous students, staff and faculty, as well as 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 *Helping Ravens Soar: Students and Enrolment Strategic Plan 2021-2026*.
 - 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. 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.
 - 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 Public and Global Affairs** – In 2024, the Faculty of Public and Global Affairs launched its strategic plan *Lead. Connect. Transform*. The event commenced with a cedar and water ceremony performed by Indigenous elder Kokum Irene Compton, symbolizing a commitment to reconciliation and inclusivity. FPGA's strategic plan outlines a commitment to reconciliation by transforming courses, processes and structures to include previously excluded ways of knowing and reimagining new approaches to being in community with each other.

- **Faculty of Science** – The Faculty of Science Indigenous Initiatives Plan outlines the need to bring reconciliation to all aspects of the university's scientific activities. It outlines four areas the Faculty will focus on to uphold Kinàmàgawin, as well as ideas for carrying out this plan and effecting change. These four areas include building connections between Carleton Science and Indigenous communities, expanding Indigenous content in science degree programs, Indigenous allyship and ongoing learning, and Indigenous reconciliation in research.
- **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 third 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.



Learning Together: A Five-Year Retrospective

Since its initial release in 2020, departments and Faculties across campus have embraced *Kinàmàgawin* and demonstrated their commitment to conciliation with Indigenous Peoples in inspiring ways.

Selected stories are featured here. Additional stories are available on the Indigenous Gathering Website: carleton.ca/indigenous

More than 40 campus locations designated as smudge-friendly

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.

Smudging is a tradition common to many First Nations and Métis communities that involves the burning of one or more medicines gathered from the earth.

The four sacred medicines primarily used in First Nations and Métis ceremonies are tobacco, sage, cedar and sweetgrass.

[Read the full message from L. Pauline Rankin and Benny Michaud.](#)



Walking Together in Allyship: Carleton Reflects on Conciliation with Indigenous Peoples on Orange Shirt Day

The importance of listening, reflecting and acting with humility was at the forefront of this week's event held in honour of [Orange Shirt Day](#)—an annual day of remembrance to acknowledge the history and harmful impacts of Canada's residential and day school system.

On Sept. 30, close to 200 Carleton faculty, staff and students attended the “Walking Together in Allyship: A Panel Discussion in Honour of Orange Shirt Day” event, which featured panelists and speakers from across the university community.

“This day invites us all to reflect on this part of Canada's history and the legacy it continues to carry with it in the form of intergenerational trauma,” said Provost and Vice-President (Academic) L. Pauline Rankin, who hosted the event.

The event theme—Walking Together in Allyship—was chosen as a way of honouring residential school survivors and creating space for non-Indigenous faculty, staff and students to actively reflect on ways in which they can work towards Indigenous allyship.

“Walking in allyship with Indigenous Peoples is crucial to amplify the voices of Indigenous communities, address historical injustices and enable meaningful action towards conciliation,” said Rankin. “Allyship means more than standing in solidarity—it demands ongoing action. It requires us to challenge colonial structures, educate ourselves, and actively support Indigenous-led initiatives both here at Carleton and beyond.”

[Read the full story by Linda Hartwell.](#)



Event speakers Kahente Horn-Miller, Prof. Stephan Schott, Benny Michaud, Sandra Dyck, Jerry Tomberlin, and L. Pauline Rankin

Nunavut Land-based Learning Opportunity Life-Changing for Southern-Based Inuit Students

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 Piqqusilirivvik Cultural Centre in the community of Clyde River.

Students spent days out on the ice learning about Inuit storytelling, arctic survival skills and Inuit pedagogy. They also participated in seal hunting, fishing, ice-recognition, building igloo and preparing country foods.



Students spent days on the ice learning about Inuit storytelling, arctic survival skills and Inuit pedagogy.

"The exchange helped me understand that I am Inuk no matter where I live," said Irniq Lecompte, a fourth year Law and Legal Studies student with a minor in Indigenous Studies. "When I'm in the North I feel at home."

[Read the full story by Linda Hartwell.](#)

Nunavut Arctic College Students Visit Carleton for Environmental Science Collaboration

In December 2024, 13 students from Nunavut Arctic College's (NAC) Environmental Technology Program visited Carleton as part of a growing collaboration aimed at encouraging Inuit participation in postsecondary education and environmental science careers.

The exchange, organized by Carleton's Centre for Indigenous Support and Community Engagement and NAC, is an annual initiative that fosters academic connections between the institutions.

"This program is an integral part of supporting Inuit in pursuing postsecondary education that will ultimately strengthen Nunavut sovereignty," said Benny Michaud, Director of the Centre for Indigenous Support and Community Engagement.

"By providing pathways for Inuit to join bachelor programs designed to support future work in northern environmental conservation, Carleton is practicing allyship by helping to champion Inuit self-government."



Prof. Murray Richardson, Geography and Environmental Studies (left), demonstrates a drone used for 3D mapping of the land surface and thermal images.

[Read the full story by Linda Hartwell.](#)

Indigenous Media-Making Summer Institute

The CU Indigenous Media-making Summer Institute at Carleton University provides Indigenous artists with hands-on experience in media-making, fostering innovation, artistic expression, and cultural revitalization. Over two weeks, participants, including filmmakers from various Indigenous backgrounds, gain essential skills in cinematography, sound recording, and editing, while exploring opportunities to promote their artwork.

Supported by Wapikoni Mobile, the institute facilitates connections within the academic and arts communities and emphasizes decolonization through collaboration with established Indigenous artists and curators.

Led by Carleton Film Studies professor Kester Dyer and Indigenous faculty member Duncan McCue, the initiative integrates culturally relevant activities, such as guided tours and film screenings, and nurtures community engagement, with a vision for expanding interdisciplinary partnerships and responding to the needs of Indigenous communities.

[Read the full story by Emily Putnam.](#)



Verena Wilhelmson, a nuučaanul (Nuu-chah-nulth) filmmaker-participant from near Port Alberni, BC, and team member Mathieu Germain-Goodman (an Innu filmmaker from Mashteuiatsh) in the Dominion Arboretum during the third day of the workshop.

Using Virtual Reality to Engage with Indigenous Storytelling

Prof. Kester Dyer (Film Studies) collaborated with the Experiential Learning Hub to give his second-year students in his Indigenous Cinema and Media course the opportunity to view a powerful Indigenous-made Virtual Reality (VR) experience, William.

This seated VR experience immerses the viewer in William's world, a young boy taken from his home and placed in a residential school in the 1950s.

"I usually include a VR piece to give students a broader sense of work being done in different media and this semester's choice of William allowed his students to engage deeply with the material and its historical context," said Prof. Kester Dyer (Film Studies).

[Read the full story.](#)



Students participate in an Indigenous-made Virtual Reality experience in the Experiential Learning Hub.

NAN Youth Leadership Program Brings First Nations Youth to Ottawa for Week of Workshops and Activities

Nishnawbe Aski Nation (NAN) covers a large area of forest, lakes, and low-lying tundra in James Bay Treaty No. 9 and the Ontario portion of Treaty No. 5. Many of NAN's 49 member First Nations are accessible only by air, and the young people growing up in these remote communities often have little exposure to the cities where Ontario's post-secondary institutions are located.

When they move south to further their education, they often experience culture shock. According to former NAN Deputy Grand Chief Victor Linklater, it is essential that NAN youth interested in pursuing post-secondary studies get exposure to what life is like in an urban area, so they adjust more readily when they do move to one. A partnership between NAN and Carleton University is making that happen. The NAN Youth Leadership Program hosts youth for a weeklong series of workshops, activities, and excursions throughout the Ottawa area.

"There is a lot of value in coming to Ottawa and getting a feel for what life is like on campus and in the city," says Linklater.

"When any student leaves home—First Nations or not—that first month, that first year, they are very tough. You encourage a child to be strong. But if they have never had any exposure to a bus system, or to large buildings, or to things like using coupons in a supermarket, it is that much more difficult. Without that exposure, they will not have the means to navigate an institution like Carleton or a city like Ottawa."

[Read the full story.](#)



NAN Youth Leadership Program participants visit the Carleton campus. Photo by Lindsay Ralph.

Remapping and Remembering: A Digital Map to Revitalize Indigenous Placenames

As Indigenous elders age, the original placenames used to navigate the land we live on in Canada run the risk of being lost to time.

To ensure this important information is remembered, recorded and shared within Indigenous communities and beyond, Carleton University researcher and alumna Rebekah Ingram created the [Atlas of Kanyen'kehà:ka \(Mohawk\) Space](#) in collaboration with Kahente Horn-Miller, associate professor in Carleton's Institute of Interdisciplinary Studies.

The project uses digital technology, drones and other tools to create a map where areas are labeled with Kanyen'kehà:ka placenames, all in an effort to revitalize the language itself and enrich the way we experience and understand these spaces.

[Read the full story by Alyssa Tremblay.](#)



Traffic enters the Akwesasne Mohawk Reservation on NY Rt 37 (Photo by Erika Mitchell / iStock)

The New Virtual Classroom: How Holograms and Immersive Environments Are Transforming Education

A group of students sits inside a classroom at a school in Mayo, Yukon, a small village about 400 kilometres north of Whitehorse. An instructor stands at the front of the room, talking to and looking at the students as she demonstrates a complex idea by manipulating an object in her hands.

It's just an ordinary, everyday learning experience — except that the teacher is nearly 6,000 kilometres away in a small, TV studio-like room on the Carleton campus in Ottawa, and the class is looking at an incredibly lifelike and life-sized holographic image inside a touchscreen display.

This project, led by Prof. Troy Anderson (Sprott), is a partnership between Carleton and the First Nation of Na-Cho Nyäk Dun.

"If I'm in a physical classroom and give my students an assignment, I have no idea how they're doing until I see their output," said -Prof. Ali Arya (Information Technology). "In a virtual environment, the system is constantly interacting with the student and I can observe the process they're going through. Education should involve process-based evaluation rather than just output-based evaluation, because it's really important to see how students do things rather than what they produce."

[Read the full story by Dan Rubinstein.](#)



Prof. Troy Anderson (Sprott) uses the low-latency ARHT HoloPresence unit to beam himself into a different room.

Waubgeshig Rice Featured as the 2022-23 Munro Beattie Lecturer

Waubgeshig Rice, an acclaimed Anishinaabe author and journalist, delivered the 2022-2023 Munro Beattie Lecture at Carleton University, discussing the intersection of Anishinaabe history and the future of storytelling. Rice reflected on how his upbringing in Wasauksing First Nation and his journalism career shaped his writing, emphasizing the importance of storytelling autonomy for Indigenous communities.

He shared insights into his journey from journalism to fiction, highlighting how his reporting experience influenced his narrative style in novels like *Moon of the Crusted Snow*. Rice also spoke about the significance of Indigenous dystopian literature in reimagining survival and resilience.

Additionally, he discussed his role in the *Storykeepers* podcast, which promotes Indigenous literature, and expressed gratitude for the opportunity to create stories that resonate with both Indigenous and non-Indigenous readers.

[Read the full story by Sam Bean.](#)

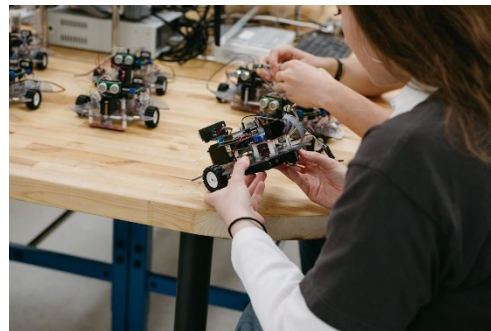


Waubgeshig Rice

Opening the Circle: How Indigenous Pedagogies are being Hardwired into the Department of Electronics

As an Indigenous faculty member at Carleton, Prof. Connor Kupchak (Electronics) is passionate about making connections with Indigenous ways of knowing to Western science. This is linked to a strong dedication to Indigenous outreach and engagement to Ottawa and Ontario communities.

Kupchak has added a new feature to core second-year electronics had its problem analysis sessions to make them more collaborative, positive and engaging for students. It is a pedagogy known as an Indigenous learning circle and it offers students an opportunity to engage in reciprocal and relational learning.



Carleton's first-year mechatronics lab space.

“When I introduce this format, I tell students that the purpose is for them to learn how to communicate, how to share and how to learn from one another,” said Prof. Connor Kupchak (Electronics). “We are trying to implement an Indigenous pedagogy for students to translate knowledge and build relationships, that promotes safe and empathetic communication among participants.”

[Read the full story by Joseph Mathieu.](#)

Mi'kmaw Astronomer and Physicist Hilding Neilson on the Colonization of Astrology

In February 2023, the Ānako Indigenous Research Institute hosted Prof. Hilding Neilson from Memorial University for a public talk entitled *Space is Park of the Land: Indigenous knowledges, light and satellite pollution, and the future of space exploration*.

Neilson talked about the power light pollution and satellites have in limiting our view of outer space. He asks listeners if treaty rights to land stop at a certain height limit. Through that lens, he says Indigenous people have a right to an unobstructed view of the night sky.

“Our view of the night sky is colonized,” said Neilson. “Our view of the constellations become colonized because when we teach students in the classroom, we’re teaching them about Orion, Ursa Major, Cassiopeia, all wonderful constellations, but they’re not Mi’kmaq constellations, Inuit constellations.”

[Read the full story by Laura Blanchette.](#)

Chief Benedict Abram: Transforming First Nations Child and Family Services

Ontario Regional Chief Benedict Abram delivered this year's Katherine A.H. Graham Lecture on Indigenous Policy at Carleton, discussing the transformation of First Nations Child and Family Services (FNCFS).

He highlighted the 2016 human rights ruling that found FNCFS discriminatory and the recent \$47.8 billion settlement aimed at reform. Drawing from his experience in Akwesasne, he addressed jurisdictional challenges and the need for better services in remote communities.

A panel discussion followed, featuring research on Indigenous governance, community partnerships and economic initiatives.

[Read the full story.](#)



Ontario Regional Chief Benedict Abram speaks at this year's Katherine A.H. Graham Lecture on Indigenous Policy.

The Next Generation of Indigenous Journalists

Storytelling is central to Indigenous cultures, and one particular type of storytelling has a vital role to play in Canada's long journey toward reconciliation.

"The modus operandi of journalism is truth, and it's called 'Truth and Reconciliation' for a reason," says Carleton University journalism professor Duncan McCue, the director of a transformative new program that will prepare Indigenous youth for careers in media.

"You can't have reconciliation without dealing with some of the hard truths about this country. To change the narrative to a more truthful one, Indigenous voices need to be heard, and there's a growing appetite among Indigenous folks to learn these skills."

This September, two dozen or so students will be starting the Certificate in Journalism in Indigenous Communities. The 10-month program combines remote learning with three in-person intensives, a two-week internship, mentorship and wraparound academic and cultural support, which are all key to student success.

Developed in collaboration between Carleton's School of Journalism and Communication and two Indigenous institutes — the M'Chigeeng First Nation's Kenjgewin Teg on Manitoulin Island and the First Nations Technical Institute on Tyendinaga Mohawk Territory near Belleville — the program represents the best of both worlds.

[Read the full story by Dan Rubinstein.](#)



Prof. Duncan McCue (Journalism and Communication), centre, is joined by President and Vice-Chancellor Wisdom Tettey and FPGA Dean Brenda O'Neill at a launch event for the new Certificate in Journalism in Indigenous Communities program. Photo by Leo Solano Mendez.

Carleton Embraces Nideyinàn as New Algonquin Name for University Centre

In February 2023, Carleton held a naming ceremony to celebrate and officially unveil the name Nideyinàn (pronounced *nih-DAY-in-nahn*), an Algonquin word meaning “our heart” that has been bestowed upon the university for the building formerly called the University Centre.

The new name was chosen and gifted to the university by Algonquin community members, following a consultative, community-led process guided largely by the Algonquin Advisory Council.

“Nideyinàn will make us think about our hearts, and when we think about our hearts, we are better human beings because that’s how we feel,” said Algonquin Elder Barbara Dumont-Hill.

“Our greatest listening appendage is not our ears, but our hearts. They are the engine of our bodies and make everything work well and this is what this Centre is all about. We have a lot to learn and a lot to teach.”

[Read the full story by Jane van den Dries.](#)



Kahente Horn-Miller, Associate Vice-President (Indigenous Teaching, Learning and Research) speaks during a celebration event honouring the Nideyinàn name.

Carleton Celebrates Pigiavik

In August 2023, the Carleton community gathered to honour and acknowledge the Inuit community and celebrate the name Pigiavik, which has been given to Carleton’s main administrative building, formerly known as Robertson Hall.

The new name, Pigiavik (pronounced pee-ghee-awe-vik), which translates to “a place to begin” or “the starting place,” was formally approved by the Board of Governors in December 2022, following a thorough engagement process with the Inuit Advisory Council and Inuit in the region and in the North, including students.

“Today is significant because we get to come together and have Inuit experiences reflected and accounted for on campus,” said Benny Michaud, Director of the Centre for Indigenous Support and Community Engagement.

“The word Pigiavik encapsulates the idea of a starting place, or a place to begin, fitting for this building as it is where many students’ journeys begin when they come to Carleton.”

[Read the full story by Linda Hartwell.](#)



Benny Michaud, Director of the Centre for Indigenous Support and Community Engagement speaks during a celebration event honouring the Pigiavik name.

Norval Morrisseau Exhibit Brings Healing Art to Carleton

The Carleton University Art Gallery (CUAG) is home to an extraordinary exhibition celebrating the art of renowned Anishinaabe artist Norval Morrisseau (Copper Thunderbird).

Norval Morrisseau: Medicine Currents showcases an exclusive collection of Morrisseau's paintings, drawings and objects, co-curated by Carleton art historian Carmen Robertson and Danielle Printup, CUAG's Indigenous cultural engagement coordinator.

Medicine Currents is the first exhibition on Morrisseau in Ottawa since 2008, when the National Gallery of Canada held a retrospective event honouring his artistic legacy in light of his passing the year prior.

Robertson says the experience of seeing Morrisseau's work within the stately granite and glass grandeur of Canada's national art museum versus in a more intimate and accessible setting like CUAG is like comparing a cathedral to a chapel.

"Morrisseau is such a larger-than-life character it can be hard to get a sense of who he was, but I think his art speaks for him. It's important that people come to a show like this, in a space like this, to meet him on their own terms."

[Read the full story by Alyssa Tremblay.](#)



The Norval Morrisseau: Medicine Currents exhibit was displayed at the Carleton University Art Gallery (Photo by Melanie Mathieu)

Duncan McCue's "Flipped Classroom Model" on Reporting in Indigenous Communities

Duncan McCue thinks all journalism students should know they can cover Indigenous issues in their very own backyards, and they should. McCue joined Carleton University's School of Journalism and Communication as an Associate Professor this summer, and he will be leading a unique course in January 2024 called Reporting in Indigenous Communities (RIIC).

"Wherever you are, there are going to be Indigenous peoples where you just need to reach out and start learning how to connect with," he said.

RIIC will follow a flipped classroom model. The key aspect of McCue's course is to have students travel to local Indigenous communities and come back with a multimedia news story based on a central theme. In previous years at UBC, students have written stories about youth, sexuality, land, water, health and elders.

[Read the full story by Catriona Koenig.](#)



Duncan McCue addresses the Native American Journalists Association (now known as Indigenous Journalists Association) in August 2023. (Nadya Kwandibens)

Carleton Establishes Two New Collaborative Indigenous Learning Bundles

Carleton students and faculty members can now access two new Collaborative Indigenous Learning Bundles that share Indigenous ways of knowing on the topics of Indigenous sciences and engaging with land and water.

Led by Associate Vice-President (Indigenous Teaching, Learning and Research) Kahente Horn-Miller, the Collaborative Indigenous Learning Bundles are produced and delivered by Indigenous experts.

Constructed as Brightspace modules, the Bundles can be incorporated into any course as a way of fostering an understanding of Indigenous history and politics within a Canadian context and prompting students to consider how this knowledge might be applied to their area of study.

Designed as both a resource for instructors and learning tool for students to use in the classroom, the format of the Bundles provides access to Indigenous teachings while respecting the time and expertise of Indigenous experts without overburdening them. Since 2018, the Bundles have been incorporated in more than 470 courses.

Most Bundles include a lesson from an Indigenous expert, followed by an audio or video interview with an Indigenous Knowledge Keeper. Each Bundle, produced and delivered by Indigenous experts, is formatted as a Brightspace lesson and addresses issues and topics relevant to Indigenous Peoples.

The two new Bundles were developed in a collaborative effort by the Office of the Associate Vice-President (Indigenous Teaching, Learning and Research), the Centre for Indigenous Support and Community Engagement, the Institute of Interdisciplinary Studies, the Office of Quality Initiatives, and Teaching and Learning Services.

The *Indigenous Sciences - Shifting the Paradigm in Western Science* Bundle emphasizes the significance of Indigenous science and traditional knowledge in shaping our understanding of the world. It encourages critical thinking, self-awareness and flexibility in scientific perspectives. The insights shared within are valuable for students aspiring to lead or contribute to the scientific community.

“Indigenous Peoples have been doing science for millennia. The relevance of our knowledge to the Western world and its conceptions of what constitutes science has been ignored,” said Horn-Miller. “This Bundle brings together two ways of understanding science and puts them in dialogue with each other presenting students with an understanding that there is such a thing as Indigenous science and that western science doesn’t have all the answers.”

The *Our Original Instructions: Engaging with Lands and Waters* Bundle explores Indigenous Peoples’ relationships with lands and waters, discussing terminology and protection efforts from Indigenous worldviews. It includes a historical case study and examines the impact of Indigenous economies.

“As we are faced with the impacts of climate change, Indigenous Peoples are increasingly asked to share in our understanding about the natural world. This Bundle provides the necessary foundation for understanding how important Our Mother, the Earth is to live in balance with all things,” explained Horn-Miller.

[Read the full story by Linda Hartwell.](#)

Indigenous Star-Lore Expert Wilfred Buck Dazzles Carleton Community with Astronomical Insights

Astronomy is considered by many to be a gateway into science education. There is something intrinsically fascinating about the world beyond our Earth, but western teaching skews heavily to theories and philosophies from the Eurocentric “founders” and pioneers.

Wilfred Buck, an Indigenous star-lore expert and member of the Opaskwayak Cree Nation, visited Carleton during the first week of October to engage with community members in sharing his research and insights into astronomy from an Indigenous cultural perspective.

Buck’s presentation was followed by four small group discussion sessions over the next two days, which were organized by the Ānako Indigenous Research Institute.

Dr. Maria DeRosa, Dean of Science, participated in the events led by Wilfred Buck. “Indigenous knowledge is an incredibly rich resource from generations of observation, contemplation, and understanding of the natural world,” she said. “Drawing upon all available knowledge is the foundation of rigorous science, so it is really important that we expose our students to the importance of these perspectives as we are training them to be the next generation of scientists.”

[Read the full story by Cara Garneau and Amanda Dobbie.](#)



Indigenous star-lore expert and member of the Opaskwayak Cree Nation Wilfred Buck speaks at a Carleton event. Photo by Cara Garneau.

Indigenous Round Dance at Carleton creates an evening of community and sharing

In January 2024, more than 200 people gathered at Carleton University for a Round Dance, a tradition as old as the land on which the university campus is located. Hosted by the Centre for Indigenous Support and Community Engagement, the Round Dance is a living testament of the enduring spirit of the Indigenous community—a timeless ceremony that bridges the gap between the past and the present.

“For me, it’s really important for Carleton to hold events like the Round Dance,” said Hanna Zamiska, an Anishinaabekwe fourth-year Global and International Studies student.

“When you move away from home and your community, you often find yourself lost, not knowing where to find ceremony. It’s not only important because ceremony is important but it has also allowed me to find a community here and an opportunity to share my culture with my non-Indigenous friends. This event helped me fill my heart with happiness and love.”

[Read the full story by Linda Hartwell.](#)



The Indigenous Round Dance included more than 200 people who gathered at Carleton to participate in the important tradition. Photo by Tracey Lynne Towedo.



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.

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.

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.