

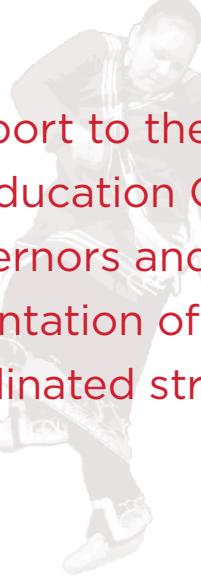
## ABORIGINAL EDUCATION COUNCIL

### ANNUAL REPORT 2013/2014



*Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. (Aboriginal Coordinated Strategy, approved by Senate, June 22, 2011).*





# Annual report to the President from the Aboriginal Education Council for submission to the Board of Governors and Senate on progress towards the implementation of Carleton's Aboriginal coordinated strategy

## Preamble

Carleton University has a strong history of initiatives to support Aboriginal learning, research and culture and has made significant gains toward recognizing and including First Nations, Métis and Inuit cultures, traditions and worldviews on campus. Our ongoing commitments are embedded in the Aboriginal Coordinated Strategy, approved by Senate in 2011, and in Carleton's Strategic Integrated Plan, approved by the Board of Governors in 2013. The Aboriginal Co-ordinated Strategy defines the fundamental values governing Carleton's relationships with Aboriginal peoples as it advances its position as a noted centre for Aboriginal learning and innovative research. Carleton is dedicated to welcoming more Aboriginal students and faculty to campus while increasing community partnerships. At the November 28, 2013 meeting of the Board of Governors, a motion passed approving the following statement which now appears on all Board meeting agendas and minutes: "The Board of Governors acknowledges and respects the Algonquin First Nation, on whose traditional territory the Carleton University campus is located." This affirms the university's acknowledgement used on official and ceremonial occasions, which is duplicated on the cover of this report.

## Strategic Integrated Plan and Strategic Mandate Agreement

In mid-2013, the Carleton University Board of Governors approved a Strategic Integrated Plan (SIP) for the university. The SIP makes an explicit commitment in Goal 3-4 "to support Aboriginal communities and position Carleton as a university of choice for Aboriginal students by implementing the university's Aboriginal Co-ordinated Strategy."

The strategic actions envisioned under Goal 3-4 are to expand Aboriginal student enrolments at Carleton by:

- Expanding programming that meets the needs and interests of Aboriginal students.
- Increasing the number of Aboriginal faculty at Carleton.
- Creating partnerships with Aboriginal communities to meet community needs and increasing research, development and educational opportunities for Carleton faculty and students.
- Undertaking initiatives that enhance understanding of indigenous knowledge and cultures.

We are looking for significant progress in implementing the Coordinated Aboriginal Strategy as one of the key performance measures under the SIP.

The Strategic Mandate Agreement (SMA) between Carleton University and the Ministry of Training, Colleges and Universities (MTCU) was approved in April 2014. It provides the institutional framework for how Carleton will build on its current strengths to achieve its vision for the future. Our SMA document references Carleton's commitment to Goal 3-4 in the SIP.



## Aboriginal Education Council

In November 2013, Carleton announced it had created an Aboriginal Education Council (AEC) to ensure implementation of its long-term coordinated strategy on Aboriginal issues. The Council, which reports to Carleton President Roseann O'Reilly Runte, is tasked with providing knowledge and guidance on programs, courses and services that have an Aboriginal focus. It is the main resource on educational and support needs of Aboriginal students, staff and faculty. The AEC was created to replace the Task Force on Aboriginal Affairs which had guided Carleton for four years previously. One of the responsibilities of the newly formed Aboriginal Education Council is to present this annual report on progress towards the implementation of the Aboriginal Co-ordinated Strategy.

The membership of the Aboriginal Education Council includes students, staff, faculty and administrators from the university, and representation from Aboriginal communities and organizations (see 2013-14 membership list in Appendix 1).

The Council held its first meeting on October 21, 2013 with President Roseann O'Reilly Runte giving opening remarks. Subsequent meetings in the fall were devoted to a discussion on setting priorities for the AEC which culminated with a visioning session at the January meeting. Based on that strategic session, there are three clear pillars for the future - Faculty Recruitment and Development, Student Support, and Indigenous Programming - represented by three braids of sweetgrass, which together form a bond of strength and inter-connectivity (see Appendix 2 and 3). With respect to these priorities, three subcommittees were formed that have been working on the priorities defined within these pillars.

The Indigenous Academic Programming subcommittee has been tasked with advising the AEC with regards to the creation of the Indigenous Studies Major, new programs, land-based education opportunities, assisting all faculty who are incorporating Indigenous content in their courses and incorporating Indigenous worldviews, language and culture.

The Faculty Recruitment and Development subcommittee has been tasked with advising the AEC on increasing Indigenous faculty recruitment and development for all faculty to raise awareness and understanding of Indigenous issues.

The Student Support subcommittee is advising the AEC in the areas of accessibility, scholarships, mentoring, the Visiting Elders Program, counselling and program services.

A serious concern and topic of many discussions for the Council this past year has been the question of acceptable parameters for fundraising for Aboriginal initiatives at Carleton University. These discussions are continuing but the Council hopes to have a coordinated strategy to present to the university community soon.

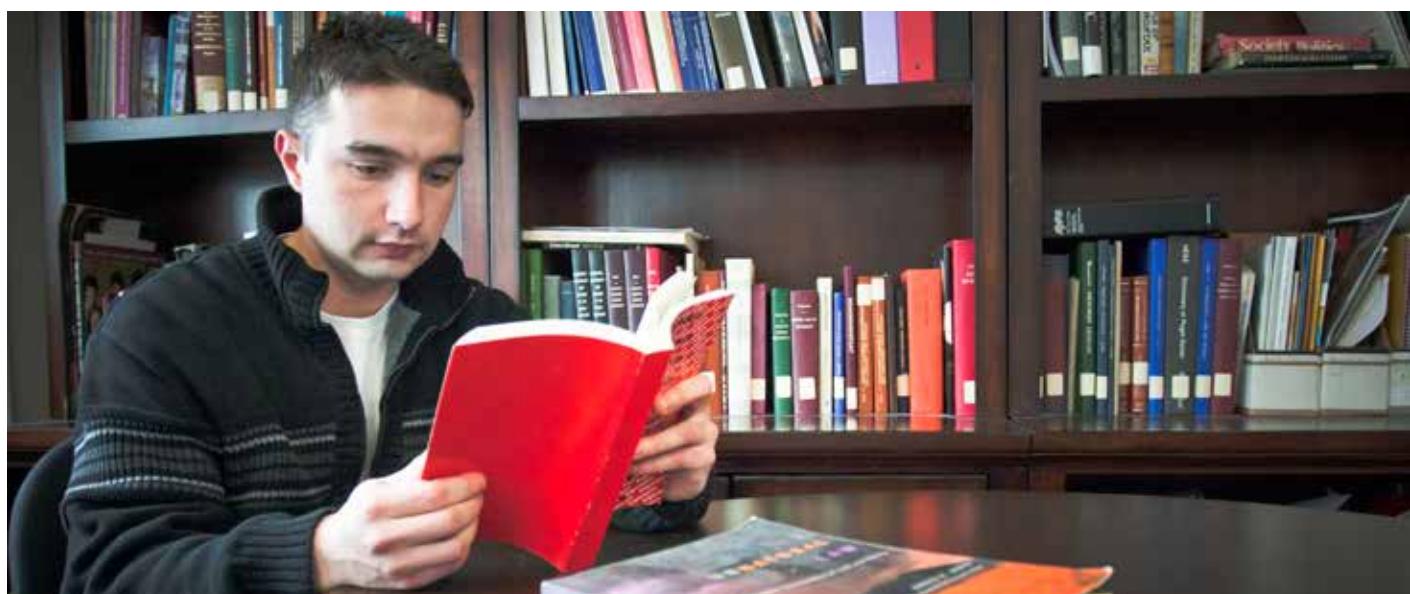
Another priority for the AEC identified early in 2014 is to educate council members on Aboriginal initiatives at Carleton and in the community. Thus, many meetings start with presentations which have included: an explanation of the Centre for Aboriginal Culture and Education (CACE) team and the role they have at Carleton; an explanation of and request for input on the development of Carleton's new graduate program in Indigenous Policy and Administration; the Strategic Integrated Plan; the Summer Institute on Aboriginal Research Ethics; the Centre for Indigenous Research, Culture, Language and Education (CIRCLE); the Aboriginal Enriched Support Program (AESP); and a request for input into activities for Carleton's 75th anniversary.

The Aboriginal Centre is a hub for more than 500 Aboriginal students and faculty, as well as Elders and non-Aboriginal members of the Carleton community. Ojigkwanong plays a central role in helping to realize elements of the Aboriginal Coordinated Strategy.

## Ojigkwanong

Following the first meeting of the Aboriginal Education Council in October 2013, AEC members and the community gathered for the official opening of the Aboriginal Centre. The centre, designed by renowned Canadian architect Douglas Cardinal with Aboriginal cultures and traditions in mind, is Carleton's new gathering place for Aboriginal and non-Aboriginal students alike. The centre is called Ojigkwanong, which means Morning Star in Algonquin. The name was chosen when Carleton staff, faculty and students brought tobacco and gifts on their visit with Elders and community members at Kitigan Zibi Anishinabeg. After a fulsome discussion, one of the Elders suggested the name Ojigkwanong, which honours the late Algonquin Grandfather William Commanda's Anishinabé name.

Located in 228 Paterson Hall, the centre looks directly onto the main quad, which is one of the most widely travelled sections of campus. Visitors to Ojigkwanong notice the circularity of design, a common theme among Aboriginal communities. The largest circle is a gathering space that is used for social, cultural and ceremonial events. A set of four smaller circular structures provides a computer lab, as well as work and study spaces for students. A kitchen is also included in the design to facilitate food sharing. The Centre has a remarkable ceiling installation, designed and executed by faculty and students from the Azrieli School of Architecture and Urbanism. The centre is a hub for more than 500 Aboriginal students and faculty, as well as Elders and non-Aboriginal members of the Carleton community. Ojigkwanong plays a central role in helping to realize elements of the Aboriginal Coordinated Strategy.





## Academic Programs

Through the Centre for Initiatives in Education, the Aboriginal Enriched Support Program (AESP) is a program within the Enriched Support Program (ESP). The AESP celebrated its 10th anniversary last year and continues to offer a one-year credited transition program for students seeking entry to university. It is committed to providing opportunities for students to demonstrate their potential to succeed at university. Since 1996, the ESP has enrolled over 2,000 students. The AESP was developed in 2004, and enrolls approximately 25 students per year.

In 2012, Carleton University was designated by MTCU as the Ontario university to develop and offer a master's program in Indigenous Policy and Administration, providing Carleton with an opportunity to further deepen its commitment to Aboriginal students by building on the recognized strength of its programs in public policy and administration. Carleton University's School of Public Policy and Administration recently announced the launch of two new graduate programs in Indigenous Policy and Administration (IPA). Beginning in 2015, the university will offer a graduate diploma and a concentration in IPA as part of the Master of Arts in Public Administration (MAPA). The MAPA is a 15-course program that can be completed by four terms of full-time study or through part-time study. The Indigenous Policy and Administration concentration requires that students take at least four and at most eight elective courses in Indigenous Policy and Administration. The Indigenous Policy and Administration Graduate Diploma consists of six courses delivered through the IPA Summer Institute and online. The graduate diploma will be offered initially on a part-time basis, with students taking one to two courses per semester for three terms, and includes the Summer Institute.

As identified in the Strategic Mandate Agreement, the Faculty of Arts and Social Sciences is planning a Bachelor's degree in Indigenous Studies to commence in September 2017. This is an expansion of the current Minor in Indigenous Studies and addresses a strategic direction under Carleton's Aboriginal Coordinated Strategy.

In summer 2014, the School of Linguistics and Language Studies and the Centre for Aboriginal Culture and Education partnered for the fourth time to offer "Introduction to Anishinabemowin" using a community classroom model. As a language revitalization initiative, members of the Aboriginal community in Ottawa were invited to register to study Anishinabemowin (Ojibway language) alongside Carleton University students for no credit and at no cost.

In anticipation of being the first university in Canada to offer a two-week Aboriginal research ethics program in 2015, Carleton University conducted a two-day pilot in August 2014 that brought together Aboriginal community members, Indigenous research organizations and representatives of granting organizations. It was funded by the Tri-Council Secretariat on Responsible Conduct of Research. More than 30 participants from across Canada attended the pilot to learn and give feedback on topics related to Aboriginal research and ethics. Participants provided valuable guidance on the program's curriculum. The outcomes from this pilot will be integrated into the 2015 program that will help academics and others implement ethical practices when working with Aboriginal communities.

## Centre for Aboriginal Culture and Education

The Centre for Aboriginal Culture and Education (CACE) has three Aboriginal cultural liaison officers working collaboratively with Aboriginal (First Nations, Inuit and Métis) communities and other departments on campus such as the Undergraduate Recruitment Office, the Centre for Initiatives in Education, the Aboriginal Service Centre and the First Peoples Council. The CACE mandate is to support increasing the recruitment and retention of Aboriginal students, faculty and staff and to engage the community.

CACE offers support through a variety of programs and services, including the annual Aboriginal Welcome and the Visiting Elders program. CACE hosts a number of Aboriginal social and cultural activities in Ojigkwanong: Aboriginal lectures, powwows and other cultural events provide a learning and sharing environment for Aboriginal students and promote knowledge and understanding of Aboriginal cultures, traditions, history, worldviews and contemporary issues. Additionally, CACE members support Aboriginal students throughout their academic journey at Carleton.

CACE staff have also done a number of recruitment activities this past year including participation on the Aboriginal Post-Secondary Information Program (APSIP) tour; attendance at the new Aboriginal student recruitment breakout room at the Ontario Universities' Fair (OUF); career fairs in Aboriginal communities; campus tours and events for Aboriginal students; individual recruitment appointments; and, webinars with students in remote communities in the North.

## Aboriginal Events on Campus

- Fall Orientation for Aboriginal students helped them discover the supports available to assist them in having a successful academic year and familiarize them with Carleton support services and Ottawa's Aboriginal community programs and services.
- In September 2013, the Katherine A.H. Graham Lecture on Aboriginal Policy, invited the Honourable James K. Bartleman who gave a lecture on "Aboriginal Canadians: The Struggle to be Seen as Human." Mr. Bartleman was also presented with an Honorary L.L.D Doctorate degree.
- A New Sun special lecture "Undressing the Pacific" by renowned Samoan photo/video and performance artist Shigeyuki Kihara was held in October 2013. Kihara was featured in the National Gallery of Canada's recent exhibition Sakahan: International Indigenous Art.
- The English Department and Canadian Studies partnered with CACE and Niigaan: In Conversation in November 2013 to sponsor "Blanket Exchange: An experiential Theatre Workshop on Indigenous Realities."
- An anniversary celebration was held in December 2013 to celebrate the 20th anniversary of the CACE and CIRCLE and the 10th anniversary of the AESP.
- The second Indigenous human library was held on January 28, 2014 where the community was invited to connect with Indigenous people and listen to their unique set of life experiences, stories and knowledge.





- The Department of Sociology and Anthropology held a Colloquium in January 2014. Presentations included: “Re-storying Anishinaabe-kwewug (Algonquin-women’s) knowledges and history within the Kitchi Zibi (Ottawa river) valley” by Paula Sherman, Associate Professor, Program Director, PhD Program in Indigenous Studies, Trent University; and “Social Context and Inequality: When Prisons are the Response to Poverty, Racism, Violence and Mental Health” by Kim Pate, Executive Director, Canadian Association of Elizabeth Fry Societies.
- The Visiting Elders Program continues the tradition of providing opportunities for Elders to connect with students and staff; visiting Elders provide smudging and teaching circles on a variety of topics on a regular basis in Ojigkwanong.
- A lecture in February 2014 featured Dr. Bonita Lawrence who spoke about “Authenticity and Indigeneity: Reclaiming Algonquin Identity in 21st Century Ontario.” Dr. Lawrence is Mi’Kmaw and teaches Indigenous studies at York University and is author of *Fractured Homeland* and “Real” Indians and Others: Mixed-Blood Urban Native Peoples and Indigenous Nationhood.
- Lectures, panel discussions and film screenings were held throughout the year such as Indigenous Voices – Two Spirit Discussion Panel on March 4, 2014 which brought four panelists for a discussion on gender in Indigenous cultures.
- The Round Dance 2014 in February welcomed many to the Ravens’ Nest to dance in circle around drummers and singers.
- In partnership with Niigaan and CUSA’s Aboriginal Service Centre, CACE co-hosted a Niigaan: in Conversation event entitled “Oshkadis Chihneekaneech: the youth will lead.” This event focused on discussions around Indigenous education, social services, child welfare, and the rights of children and youth.
- The 17th Annual Aboriginal Family Festival also known as the Odawa Children and Youth Traditional Powwow was held on March 29 and 30 in Ravens’ Nest.
- The Centre for Aboriginal Culture and Education (CACE) continues to be active on social media including Facebook, Twitter, YouTube and posting their weekly e-newsletter Minwàdjimowin (Good News)
- The 13th annual New Sun Conference on Aboriginal Arts was on March 3, 2014. The theme this year was Narrative Heart and showcased examples of Aboriginal success stories and creativity. Featured guests included: A Tribe Called Red, Meryl McMaster, Sandra Laronde, Michael Kusugak, and Jean LaRose.
- In March 2014, Carleton’s School of Social Work invited Dr. Michael Hard, a member of the Cree Nation and a faculty member at the University of Manitoba, Faculty of Social Work to give the annual Rheal Brant Lecture.
- There was a human rights speaker series in April 2014 with panelists: Dr. Priscilla Settee who presented on “Placing Gender at the Centre of Land Protection, Nationhood and Human Rights” and Dr. Nadia Abu-Zahra who spoke about “Unfree in Palestine: Registration, Documentation and Movement Restriction.”
- The annual Indigenous graduate honouring ceremony on April 28, 2014 in collaboration with other local postsecondary institutions closed the 2013-2014 academic year.
- Sponsored by the Health Science, Technology, and Policy Research Centre, on June 2, 2014, Carleton hosted a one-day conference on Aboriginal Health, with presentations by James Bartleman, Madeline Dion Stout, Simon Brascoupe, among others. It was attended by almost 100 participants, and was co-chaired by Dr. Kim Matheson, Vice-President (Research and International) at Carleton University and Dr. Michael DeGagné, President and Vice-Chancellor of Nipissing University (previously Executive Director of the Aboriginal Healing Foundation).

See Appendix 4 that provides summaries and links to stories that the University Department of Communications posted about some of these events.

## CIRCLE

The Centre for Indigenous Research, Culture, Language and Education (CIRCLE) facilitates the research and delivery of linguistic and cultural materials of the First Peoples of North America as well as all Canadians. A special focus is on cultural expressions linked with music and language, both for Aboriginal Canadians and other indigenous people.

A very successful activity that was new for CIRCLE this year was the planning and hosting of a student-centered conference in March entitled *Praxis and Allies: Decolonization, Alliances and the Possibility of Space*. This event featured presentations by 18 researchers on a wide range of topics related to Indigenous cultures in North America and in other regions. Participants included faculty, students and staff from Carleton University, as well as from other academic institutions (Queen's University, Ottawa University, University of Winnipeg, York University, etc.) as well as local Aboriginal community members. The conference brought together participants from a wide range of disciplinary foci. The gathering fostered a sense of community. Participants praised the event for bringing them together to share research and take part in a collegial gathering.

CIRCLE has been given support by the Vice-President (Research and International) to develop an inventory of faculty with research interests in Aboriginal issues.

## Building Relationships

Through the Carleton Centre for Community Innovation (3ci), Carleton University has begun initiatives to assist First Nations communities in working on issues of importance to them. In the case of Kitigan Zibi, we are working with Chief and Council on examining reporting requirements of agreements with Aboriginal and Northern Development Canada and on First Nations policing. Members of the School of Public Policy and Administration are working with the Algonquin at Barriere Lake on capacity building and developing fiscal responsibility mechanisms. The Department of History and the School of Social Work are working with the Algonquins of Pikwàkanagàn First Nation on a range of issues related to historical research and the development of a children's welfare agreement by the First Nations of Ontario. Faculty in the Departments of Health Sciences and Neuroscience, and in the School of Public Policy and Administration, are in discussions with First Nations agencies in the Nishnawbe-Aski Nation in Northwestern Ontario to develop programs to promote youth resilience and prevent suicide in remote First Nations communities. Members of the School of Social Work and School of Public Policy and Administration are working with the Wabano Centre for Aboriginal Health on cost comparisons of Wabano health funding agreements and provincial funding agreements. The university is working with Akwesasne to explore postsecondary educational opportunities in Akwesasne territory and in the greater Cornwall area.

## Conclusion

There is consensus in the AEC that the university is making considerable progress in the implementation of the Coordinated Aboriginal Strategy recognizing there is still work to be done. The AEC itself is continuing to work on initiatives through monthly meetings of the committee and regular meetings of the Faculty Recruitment and Development, Student Support, and Indigenous Programming subcommittees. Our work is as much about building mutual understanding and good relationships as it is about moving forward on specific initiatives. We are of the view that this also describes what Carleton University is doing as it moves forward with the Aboriginal Coordinated Strategy. We look forward to building upon our foundational work during the second year of the AEC.

We would like to acknowledge the contribution of the Elders to our university and to the well-being of our students, faculty and staff.

Miigwetch

Anita Tenasco and Rodney Nelson, Co-chairs  
on behalf of the Aboriginal Education Council  
February 2015

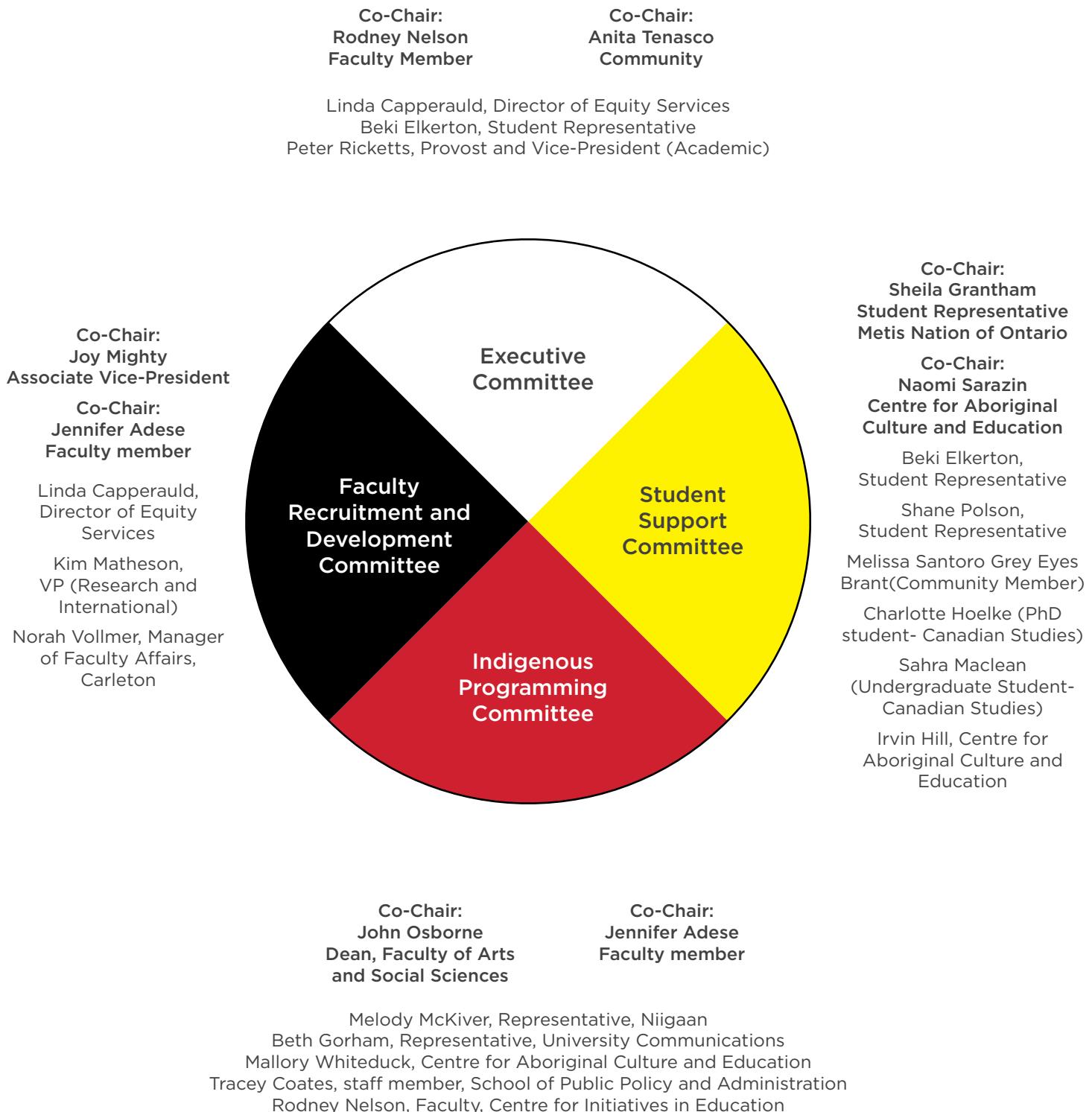
# Appendix 1

## Aboriginal Education Council 2013-2014 Members

Jim Albert	Kim Matheson
Elder	Vice-President (Research and International) Carleton University
Josee Whiteduck	Minnie Matoush
Elder	Representative Cree School Board, Post-Secondary Student Services
Jennifer Adese	Melody McKiver
Faculty Member	Representative Niigaan
School of Canadian Studies	Rebecca Mearns
Carleton University	Representative Nunavut Sivuniksavut
Suzanne Blanchard	Joy Mighty
Associate Vice-President (Students and Enrolment) and University Registrar	Associate Vice-President (Teaching and Learning) Carleton University
Carleton University	Rodney Nelson
Simon Brascoupé	Co-chair and Coordinator Aboriginal Enriched Support Program
Faculty Member	John Osborne
Department of Sociology and Anthropology	Dean, Faculty of Arts and Social Sciences Carleton University
Carleton University	André Plourde
Linda Capperauld	Dean, Faculty of Public Affairs Carleton University
Director of Equity Services	Shane Polson
Carleton University	Student Carleton University
Deb Chansonneuve	Waubgeshig Rice
Community Representative	Community Representative
Tracy Coates	Peter Ricketts
Staff Member	Provost and Vice-President (Academic) Carleton University
School of Public Policy and Administration	Naomi Sarazin
Carleton University	Centre for Aboriginal Culture and Education Carleton University
Irene Compton	Jennifer St. Germain
Representative	Representative Metis Nation of Ontario
Minwaashin Lodge	Norma Sunday
Aboriginal Women's Support Centre	Representative Ahkwesahsne Mohawk Board of Education
Chrystal Désilets	Anita Tenasco
Representative	Co-chair and Director of Education Kitigan Zibi Education Sector
Algonquins of Pikwàkanagàn First Nation	Rob Thomas
Rebekah Elkerton	Assistant Vice-President (Human Resources) Carleton University
Student	Mallory Whiteduck
Carleton University	Centre for Aboriginal Culture and Education Carleton University
Beth Gorham	
Representative, Department of Communication	
Carleton University	
Katherine Graham	
Special Advisor to the Provost	
Carleton University	
Sheila Grantham	
Student, Carleton University	
Representative, Métis Nation of Ontario	
Irvin Hill	
Centre for Aboriginal Culture and Education	
Carleton University	
John Kelly	
Faculty Member	
School of Journalism and Communication	
Carleton University	

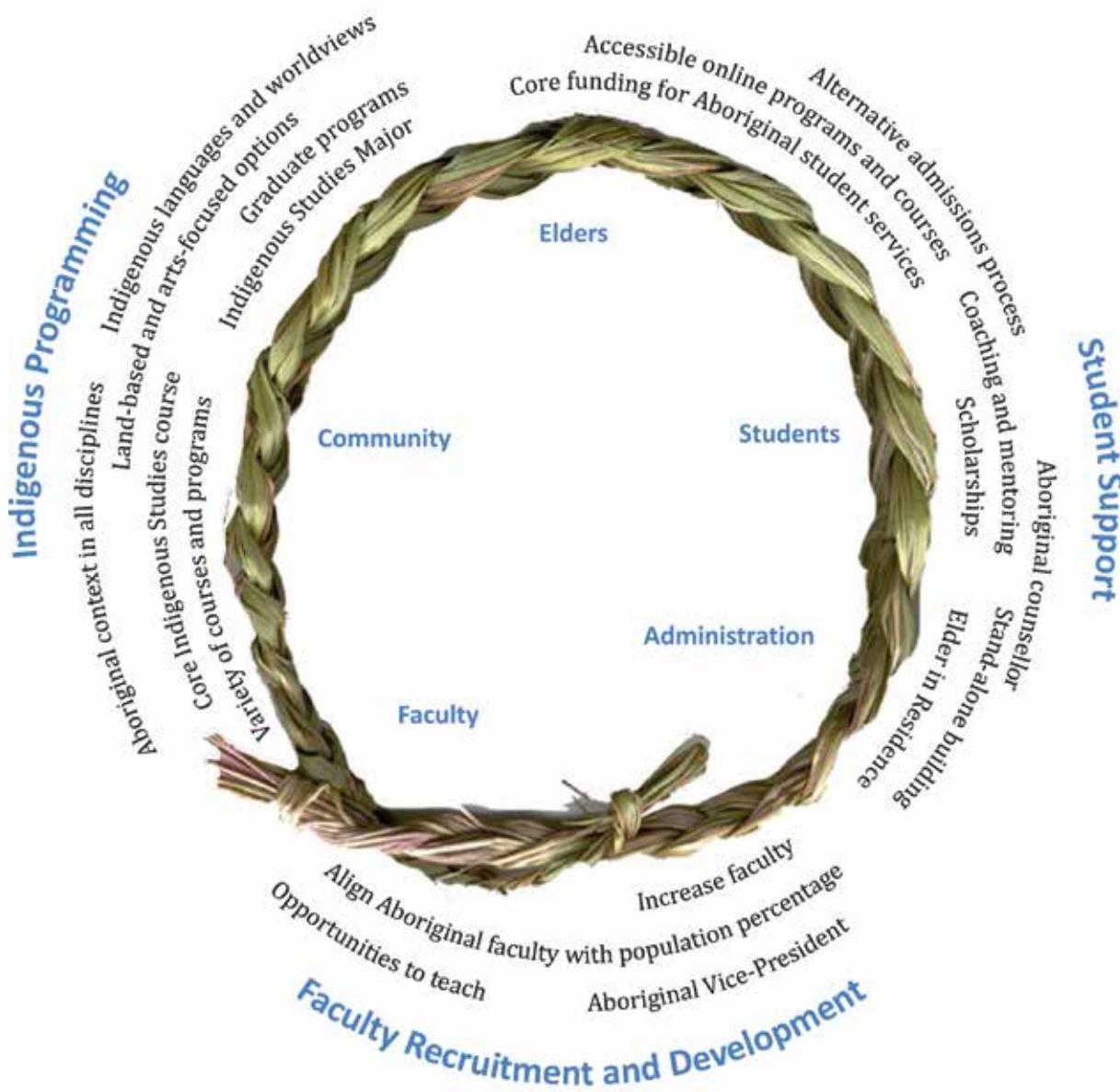
## Appendix 2

### Aboriginal Education Council subcommittee structure



## Appendix 3

Carleton University  
Aboriginal Education Council  
2014-2015 Priorities



Sweetgrass is often woven into a braid with three parts. Together these parts are interconnected and form a bond of strength. Without one of the strands it weakens and falls apart. The three priorities of the AEC reflect this philosophy and our commitment to create a safe, productive and rewarding environment for indigenous scholars at Carleton University.

## Appendix 4

### News Stories from the Carleton University Department of Communications

#### New Aboriginal Centre Unveiled at Carleton

Monday, October 21, 2013

Carleton University unveiled its brand new Aboriginal centre today after an eight-month project. The centre, designed by renowned Canadian architect Douglas Cardinal with Aboriginal cultures and traditions in mind, is Carleton's new gathering place for Aboriginal and non-Aboriginal students alike.

<http://newsroom.carleton.ca/2013/10/21/new-aboriginal-centre-unveiled-carleton/>

#### Carleton Announces Aboriginal Education Council to Oversee Strategy

Tuesday, November 19, 2013

Carleton University announced today that it has created an Aboriginal Education Council to ensure that its long-term co-ordinated strategy on Aboriginal issues is implemented. The 33-member council, which reports to Carleton President Roseann O'Reilly Runte, is tasked with providing knowledge and guidance on programs, courses and services that have an Aboriginal focus. It will be the main resource on educational and support needs of Aboriginal students, staff and faculty.

<http://newsroom.carleton.ca/2013/11/19/carleton-announces-aboriginal-education-council-oversee-strategy/>

#### Carleton Hosts Annual Aboriginal Family Festival

Monday, March 31, 2014

The Ravens' Nest filled with traditional Aboriginal music, dancing and food as part of the 17th Annual Aboriginal Family Festival which took place on campus on March 29 to 30. The event, also known as the Odawa Children and Youth Traditional Powwow, has been hosted by Carleton University for the past four years.

<http://newsroom.carleton.ca/2014/03/31/carleton-hosts-annual-aboriginal-family-festival/>

#### Carleton Launches Pilot in August for 2015 Summer Institute on Aboriginal Research Ethics

Tuesday, June 17, 2014

Carleton University will hold a two-day pilot session this August to prepare for a unique 10-day Summer Institute on Aboriginal Research Ethics planned for 2015.

<http://newsroom.carleton.ca/2014/06/17/carleton-launches-pilot-august-2015-summer-institute-aboriginal-research-ethics/>

#### Gifts to Carleton's Aboriginal Enriched Support Program Offer More Students a Path to a Degree and Leadership Experience

Wednesday, June 18, 2014

New philanthropic funding for Carleton University's Aboriginal Enriched Support Program (AESP) will give even more Aboriginal students a pathway to a university degree and some real-world experience and leadership training along the way.

<http://newsroom.carleton.ca/2014/06/18/gifts-carletons-aboriginal-enriched-support-program-offer-students-path-degree-leadership-experience/>



### Carleton Gathers Cross-Canada Group for Pilot on Aboriginal Research Ethics

Tuesday, August 19, 2014

Carleton University will hold a two-day pilot session for more than 30 researchers and members of community groups on August 25 to 26 to prepare for a unique 10-day Summer Institute on Aboriginal Research Ethics planned for 2015.

<http://newsroom.carleton.ca/2014/08/19/carleton-gathers-cross-canada-group-pilot-aboriginal-research-ethics/>

### A New Day for Aboriginal Researchers at Carleton

Friday, August 22, 2014

Aboriginal academics are entering “a new day,” says John Kelly, co-director with Anna Hoefnagels of the Centre for Indigenous Research, Culture, Language and Education (CIRCLE), a day when academics are becoming full partners with Aboriginal communities.

<http://newsroom.carleton.ca/2014/08/22/new-day-aboriginal-researchers-carleton/>

### Carleton Runs Pilot for 2015 Institute on Aboriginal Research Ethics

Friday, August 29, 2014

Carleton will be the first university in Canada to offer an Aboriginal research ethics program in 2015 – and organizers recently conducted a two-day pilot that brought together Aboriginal community members, researchers and representatives of granting organizations. The pilot will lead to a 10-day institute to help academics and others implement ethical practices when working with Aboriginal communities.

<http://newsroom.carleton.ca/2014/08/29/carleton-runs-pilot-2015-institute-aboriginal-research-ethics/>



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