


KINÀMÀGAWIN

{ LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE
FINAL REPORT
MAY 2020





KINÀMÀGAWIN
IS ABOUT
THE
FUTURE.

{ OPENING }

Kwey Kwey. Reflecting on the theme of Kinàmàgawin - learning together, I am reminded of a time when lifelong learning was the way of life among Indigenous people. Mother earth provided everything, not only to live our lives in the good way, but to learn from all our relations.

Kinàmàgawin is about the future. Learning in the Indigenous way, the humility of seeking and sharing knowledge of all of our gifts will ensure that the next seven generations will benefit. We are all connected, and when we can learn together with open minds and open hearts, the outlook will be brighter. 🌱

Barbara Dumont-Hill

Kitigan Zibi Anishinabeg

Nitam ikidowin`n: Oshki Iji Màdji Ijiwebizowin

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A young woman with dark hair in two braids, wearing glasses and a vibrant, multi-colored geometric patterned shirt. She is singing with her mouth wide open and holding a large, light-colored drum. She wears several beaded necklaces, including one with a large silver medallion. The background is a blurred outdoor setting.

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The land Kicknosway sings at Carleton's Annual Round Dance

OSHKI IJI MÀDJJ

A NEW WAY

Following the release of the Truth and Reconciliation Commission's Final Report in 2015, many post-secondary institutions across Canada have demonstrated attention through the refreshing of strategic plans and frameworks and the formation of committees and tables with the establishment of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC). This Committee was initiated by President with support from Theresa Hendricks (project coordinator). Thirty-five additional members formed the full committee and represented from outside the university.

INSTITUTIONAL HUMILITY

The practice of Institutional Humility has been critical to the work of CUSIIC from the very beginning, as we recognize the importance of truth-telling and creating opportunities for Indigenous learners, educators, student support staff and community members to share their stories. Institutional Humility has meant acknowledging the use of educational institutions like Carleton by Canada to eliminate Indigenous peoples as distinct, sovereign and self-determining peoples. It has meant acknowledging that, as a tool of assimilation, the education system has historically been used to dispossess Indigenous peoples of their lands, ceremonies, cultural traditions, governance structures, kinship systems, laws, and has historically served as a bastion of Eurocentric worldviews and racism. Finally, it has most importantly meant acknowledging how contemporary relationships between Indigenous peoples and Carleton have been impacted by these practices.



Benny Michaud, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

Assistant Director,
Department of Equity and Inclusive Communities
(Responsible for the Centre for Indigenous Initiatives)

RENEWED COMMITMENT

Carleton is renewing its commitment to ensure that all graduating students have an understanding of Indigenous peoples, histories and world views. This will serve not only to create culturally safer spaces for Indigenous students, staff and faculty, but also to make certain that all Carleton graduates are socially responsible citizens who can become ethical future leaders. The Committee (CUSIIC) believes that through relationship-building and partnerships with Indigenous communities, Carleton will be better able to support Indigenous learners, ensuring that Carleton's efforts are aligned with priorities and initiatives developed by Indigenous communities.



Kahente Horn-Miller, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

Associate Professor,
School of Indigenous and Canadian Studies

IJIWEBIZOWIN


Y FORWARD

a committed to reinvigorating efforts to support Indigenous learners and bring Indigenous knowledge into classrooms. This renewed in- with the express intent of furthering the work of reconciliation. In October 2018, Carleton University joined this collective movement with ent Benoit-Antoine Bacon and co-chaired by Kahente Horn-Miller (faculty), Benny Michaud (administration), and Jerry Tomberlin (provost) Indigenous and non-Indigenous students, staff, and faculty at Carleton, as well as Indigenous community members and service providers

TRUE RECONCILIATION

Situated both on the unceded territory of the Algonquin Anishinabeg, and in Canada’s capital city, Carleton has a particular responsibility to demonstrate institutional humility and be innovative in righting historically problematic relationships. The Committee recognizes that Carleton must break from a distinctly Canadian approach to education that has privileged colonial pedagogies and Western intellectual frameworks. In making a new path forward, it will be necessary for Carleton to undergo a shift in its institutional culture and current leadership approaches, which will undoubtedly cause some discomfort. The status quo has perpetuated the mission of colonizing Indigenous peoples in Canada and must be disrupted in order for institutional growth and true reconciliation.

COURAGEOUS ACTION

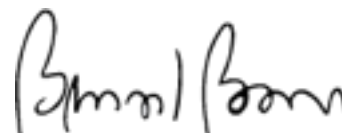
Finally, the Committee understands that in order to achieve credibility, Carleton will need to be courageous and make decisions that protect and promote Indigenous knowledge and that support and maintain respectful relationships between the university and Indigenous communities. The fraught contemporary relationship between educational institutions and First Nation, Métis and Inuit peoples took generations to cultivate and will take that long to bring into balance. Carleton’s role in this move forward is an important one. The Carleton University Strategic Indigenous Initiatives Committee calls upon the university to build on current successes and take bold new steps towards achieving reconciliation upheld by the foundations of truth and mutual respect. 



Jerry Tomberlin, Co-Chair

Carleton University Strategic Indigenous Initiatives Committee

Provost and Vice-President (Academic)



Benoit-Antoine Bacon

President and Vice-Chancellor





EKIDÒMAGAK

TERMINOLOGY

The Committee (CUSIC) is sensitive to the distinct histories, cultures, and languages of First Nations, Inuit and Métis peoples in Canada. In this report, the term “Indigenous” is used when referring to all First Nation, Inuit and Métis peoples, unless referencing a specific community. In this case, the name of the specific community will be used. As past reports and documents are referenced, the term “Aboriginal” is present; however, the Committee recognizes that this is a dated term. 🌱

NÌGÀNIZÌG KÀ KIJIGÀBANDAGIK PÌNDIGEWIN INAKÀG

COMMITTEE REPRESENTATIVES

Kahente Horn Miller (Co-chair) *Kanien'kehá:ka of Kahnawà:ke*

Benny Michaud (Co-chair) *Michif from St. Boniface*

Jerry Tomberlin (Co-chair)

Theresa Hendricks (Project Co-ordinator) *Métis Nation*

Tony Belcourt *Métis Nation*

Dwight Bero Jr. *Mohawks of Akwesasne*

Barbara Dumont-Hill *Algonquin Anishinabeg - Kitigan Zibi*

Della Meness *Algonquins of Pikwakanagan First Nation*

Marie-Louise Peron *Métis Nation*

Anita Tenasco *Anishinabe - Algonquin Nation*

Chad Smith

Martha Attridge Bufton

Manuel Báez

Lev Blumenfeld

Heather Dorries

Gordon DuVal

Jennifer Elliott

Beth Gorham

Robyn Green

Jennifer Henderson

Anna Hoefnagels

Michel Hogue

David Hornsby

Farah Hosseinian

Cle-alls Kelly *Skidegate Haida*

Patricia McGuire *Bingwii Neyaaski Anishinaabe - Robinson-Superior*

Treaty

Pauline Rankin

Carmen Robertson *Lakota-Scottish*

Paul Simms

Brittany Amell

Taylor Arnt *Tootinaowaziibeeng Treaty Reserve*

Jeff Correa

Ashley Courchene

Anishinaabe Sagkeeng First Nation

Julianne Dumont *Algonquin Nation*

Nesreen Hammoud

Aliqa Illauq *Inuk from Kanngigtugaapik in the Qikiqtaaluk Region*

Rebekah Ingram

Sabre Lee *Mi'gmaq Nation*

Ken Lumsden

RJ Mitchell *Mohawks of Akwesasne*

Sidney Moran

Aurora Ominika-Enosse *Anishinaabe Wiikwemkoong Unceded Territory*

Yvonne Osagie

Karina Pocrnic

Andrea Reid *Nisga'a Nation - Village of Gingolx*

Tamara Takpanni *Inuk from Iqaluit, Nunavut*

Janna van de Sande *Métis Nation*

Courtney Vaughan *Métis Nation*

Gavin Woodburn *Kwíakah First Nations*

Wolfgang Wuttke-Stanton *Oji-Cree from Garden Hill First Nations and Yokut from Tule River in the Central Valley of California*



The commemorative art installation "**Walking With Our Sisters**" by Christi Belcourt was hosted by Carleton in 2015 and honoured missing and murdered Indigenous women, girls and two-spirit people.



{ KED APÌCHÀG/ÀNÌN AKO }

WÌYAGI IJI ANISHINÀBEG WÌDÒKÀZOWIN CARLETON KICHI KIKINÀMÀDINÀN

INDIGENOUS INITIATIVES AT CARLETON: A TIMELINE

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

1990s

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

2001-08

Carleton began offering undergraduate public administration courses for the Government of Nunavut and has



Carleton began offering undergraduate public administration courses for the Government of Nunavut in 2001 and has since partnered with Inuit-directed Nunavut Sivuniksavut to offer courses in Ottawa.

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

2014

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



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

2015

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

2016

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

2017

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

2018

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

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

2019

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



THE RENAMING OF THE DEPARTMENT MARKED A **POWERFUL SHIFT** TO CREATE A MORE APPROPRIATE AND PERMANENT HOUSE FOR INDIGENOUS CONTENT, AS WELL AS **INDIGENOUS TEACHING AND LEARNING METHODS.**



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



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

WÌDÒKÀZOWINÀN ÀNIMITÀGOZIWIN KED IJI MÀDJÌSHKÀG

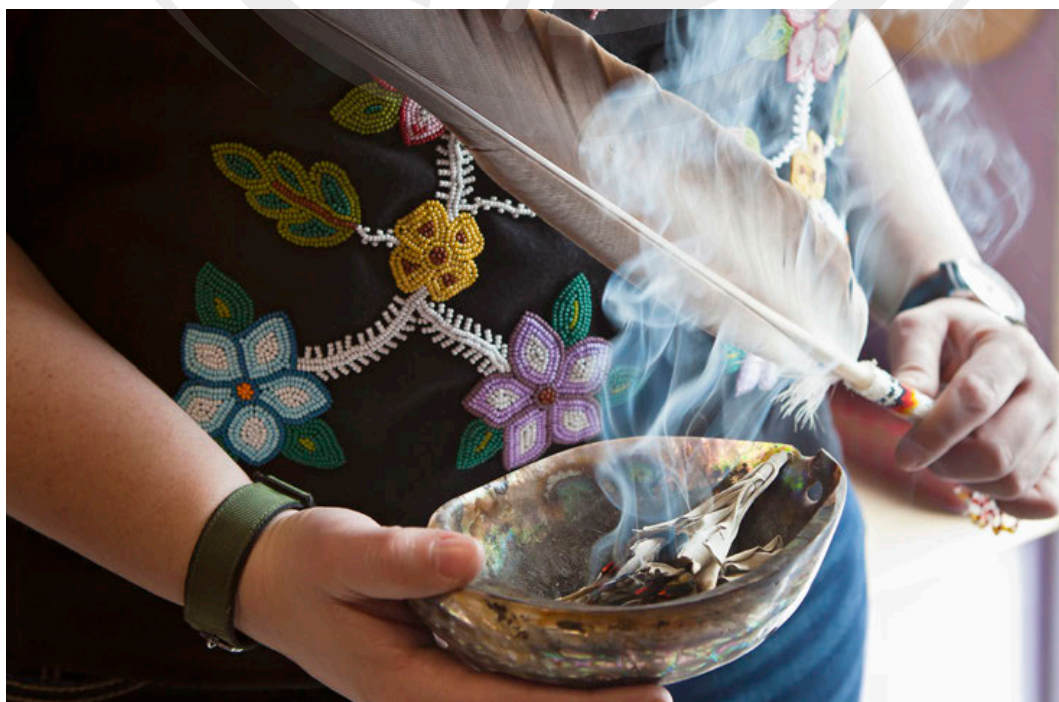
METHODOLOGY AND CONSULTATION PROCESS

METHODOLOGY

CUSIIC is comprised of more than 35 individuals. Throughout January and February 2019, the Committee developed a series of themes and questions about Indigenous initiatives at Carleton that were used throughout the consultation process. The Committee also identified a list of stakeholders who needed to be engaged. From March to October 2019, more than 600 Indigenous and non-Indigenous people from within the university and the broader Indigenous community participated in more than 40 engagement sessions.

These consultations and resultant conversations produced a series of qualitative data sets, which were categorized and ordered according to the themes identified by the Committee. These data ultimately inform this report and are the basis for the Carleton University *Calls to Action*.

The purpose of this report is to design a strategy to make Carleton a safer space for current and future Indigenous students and Indigenous faculty members. A number of recommendations and ideas were made at the consultations to guide this strategy, and to



The use of traditional medicines is an integral aspect of Indigenous student support on campus.

frame the committee's mandate and actions. If these recommendations are implemented, it would indicate and suggest that Carleton is well on its way to making this campus a safer and better place for Indigenous students, staff and faculty alike. However, there is still a lot of work to be done, and many questions to address, even after these comprehensive consultations.

CONSULTATION OVERVIEW

The CUSIIC co-chairs consulted a diverse cross-section of interest groups, both on and off campus, which included Indigenous and non-Indigenous participants. The co-chairs met with current Indigenous and non-Indigenous students, faculty and staff; executives from various student governments; representatives from each of the Faculties; staff and faculty union representatives; Senate; Board of Governors; and former Indigenous faculty members who had left Carleton to join other universities. The co-chairs also met with several Indigenous service providers in the Ottawa area. Co-chairs also travelled to several Indigenous communities, including Kitigan Zibi Anishinabeg, Algonquins of Pikwakanagan, the Mohawk Nation of Akwesasne, and Iqaluit, Nunavut. The list on the following pages outlines all the engagement events that were held.

February 28, 2019	CUSIIC Student Subcommittee, Carleton University
March 12, 2019	Indigenous Students, Carleton University
March 15, 2019	Student Government Executives, Carleton University
March 18, 2019	Non-Indigenous Students, Carleton University
March 19, 2019	Faculty of Public Affairs, Carleton University
March 19, 2019	Teaching and Learning Services, Carleton University
March 20, 2019	Faculty of Arts and Social Sciences, Carleton University
March 22, 2019	Faculty of Engineering and Design, Carleton University
March 27, 2019	MacOdrum Library, Carleton University
April 1, 2019	Faculty of Public Affairs Chairs and Directors, Carleton University
April 4, 2019	Ontario Public Service Employees Union 404, Carleton University
April 9, 2019	Faculty of Science, Carleton University
April 17, 2019	Carleton University Academic Staff Association, Carleton University
April 17, 2019	Strategic Integrated Planning Task Force and Vice-President Academic and Research Committee, Carleton University
April 23, 2019	Administrative Management Members, Carleton University
April 23, 2019	Indigenous Enriched Support Program Staff, Carleton University
April 24, 2019	School of Social Work, Le Germain Hotel
April 24, 2019	Faculty, Instructors, and Librarians, Carleton University
April 25, 2019	Office of the Vice-President (Student and Enrolment), Carleton University
April 25, 2019	Office of Institutional Research and Planning, Carleton University
April 26, 2019	Sprott School of Business, Carleton University

April 30, 2019	Professional Services Staff (Administrative Technical and CUPE 2424 Members), Carleton University
April 30, 2019	Carleton Campus, Carleton University
May 2, 2019	Indigenous Service Providers in Ottawa, Wabano Centre for Aboriginal Health
May 7, 2019	Anonymous, Carleton University
May 9, 2019	Facilities Management and Planning, Carleton University,
May 16, 2019	Anonymous, Carleton University
May 21, 2019	Kitigan Zibi Anishinabeg Community, Kitigan Zibi Anishinabeg Cultural Education Centre
May 31, 2019	Carleton University Senate, Carleton University
June 3, 2019	Anonymous, Carleton University
June 13, 2019	Tungasuvvingat Inuit, Carleton University
June 25, 2019	Individual faculty member, Carleton University
June 25, 2019	Individual faculty member, Carleton University
June 27, 2019	Carleton University Board of Governors, Carleton University
August 7, 2019	Iqaluit Education Providers, Iqaluit, Nunavut
August 22, 2019	Algonquins of Pikwakanagan, Pikwakanagan First Nation
September 17, 2019	Indigenous Education Providers, Wabano Centre for Aboriginal Health
October 21, 2019	Mohawk Nation of Akwesasne, Administration Building #1, St. Regis



(above) Vendor Marlene Murphy sells ceramic creations at the Annual Indigenous Winter Market.



(above) Dr. Pamela Palmater provides the keynote lecture at the 1st Annual Kinamagawin Symposium. Both events are hosted by the Centre for Indigenous Initiatives.

A close-up photograph of a wooden floor covered with a large pile of light-colored wood shavings. The shavings are scattered across the floor, with some forming small, curved piles. In the background, the legs of people are visible, suggesting a workshop or community gathering. The lighting is warm and natural, highlighting the texture of the wood.

MÀMAWO KIJIG COMMUNIT



ÁBANDAMOWIN

Y ENGAGEMENT OVERVIEW

Throughout the consultation phase, CUSIIC engaged in many productive conversations and received many comments online. This section summarizes what CUSIIC heard, which informed the work of the committee and the development of the Carleton-specific Calls to Action listed at the end of this report.

“We are in Algonquin territory and this needs to be reflected in every aspect of our university”



RELATIONSHIPS

- Establishing and maintaining strong relationships between the university and Indigenous peoples is important, as it will foster mutually respectful relationships and create a deep network of support for students, staff and faculty within the university.
- Strengthening relationships between Carleton and Algonquin communities is critical to advance the inclusion of Indigenous perspectives.
- Carleton is situated on unceded Algonquin territory, and as a result, land and territorial acknowledgements must be a regular feature – not hollow ceremony – during Carleton’s public events. These acknowledgments should be made in conjunction with naming campus buildings in the Algonquin language, making the Algonquin language an official language on campus and providing Algonquin language courses that could be made available to external community members.
- It is important for staff, faculty and students to have opportunities to learn about Algonquin history and culture. This could be accomplished through information sessions, courses and campus tours.
- It is important to build relationships with local high schools and school boards as a means of reaching urban Indigenous students who may be interested in attending university after they graduate. Inviting high school students to campus to take part in tours will introduce potential students to campus and university life.
- The mini courses offered at Carleton are a potential avenue to bring young Indigenous students to campus, although the participation fees may need to be re-evaluated as they may be too high for some Indigenous families.
- Many students attend multiple post-secondary institutions, so it is important for Carleton to strengthen its relationships with other post-secondary institutions in Ottawa.
- In order to meet the needs that these students often have when they arrive on campus, it is important to set up referral systems to local Indigenous service agencies within Ottawa.
- Providing opportunities for Indigenous students to get to know one another is a critical part of fostering a strong sense of community and support for Indigenous learners. Students often benefit from stronger connections with Indigenous faculty members, so it would be helpful for students to have a list of Indigenous faculty members, including their areas of research.
- It is important for students to have opportunities to meet with members of Campus Safety Services to establish more positive connections. Consultation participants recommended providing an opportunity for Campus Safety Services and Indigenous students to meet in a casual setting, possibly during Orientation Week at a campus-community feast, to build trust and awareness.



“Healing from intergenerational trauma can take many generations and is a lifelong journey. Many students are on this healing path when they come to Carleton and require support to continue healing.”



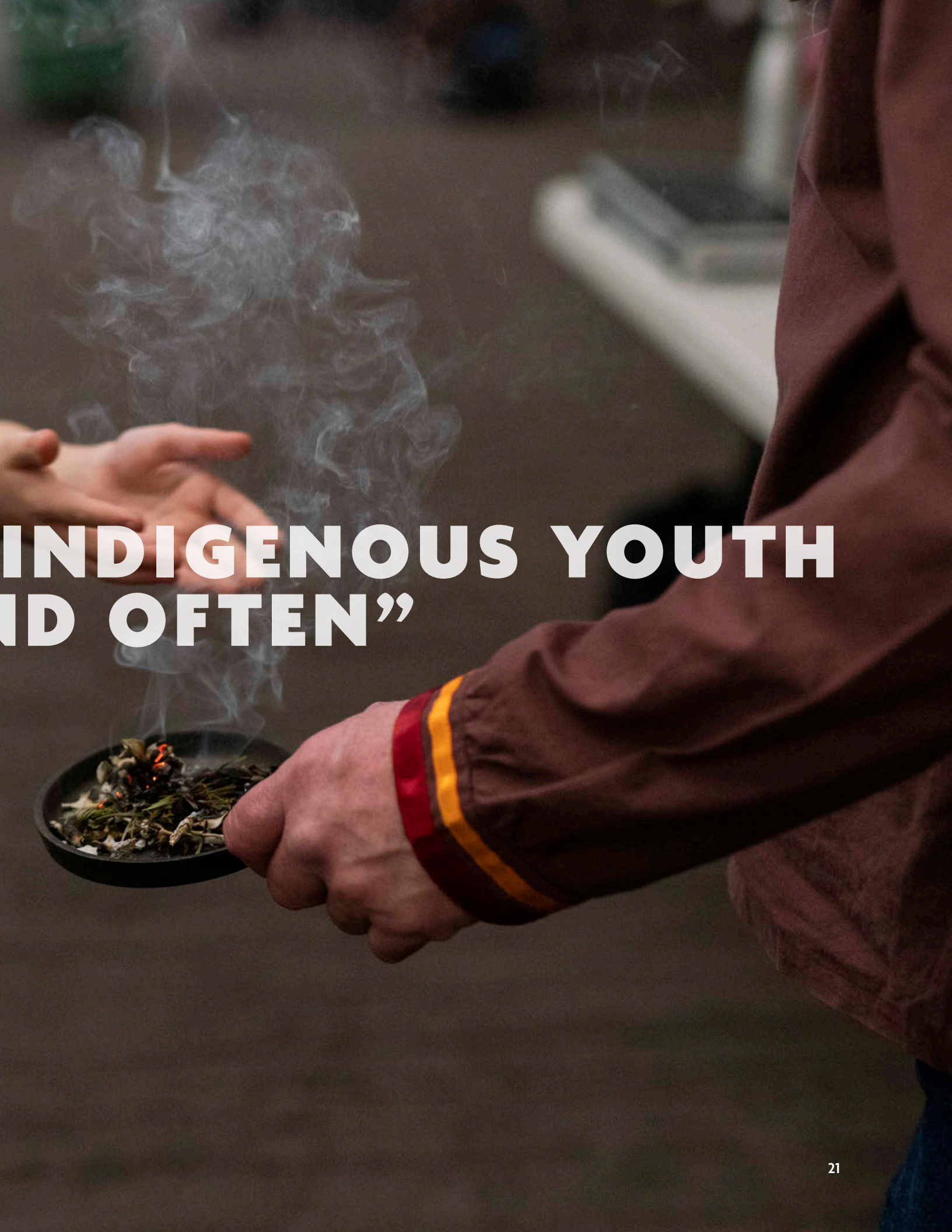
STUDENT SUPPORT

Indigenous student support begins when they first arrive on campus and should extend throughout their time at Carleton. This support comes in many forms, including the establishment of a robust sense of community.

- Beginning university can be an exciting time for any student, it can also be a source of anxiety and apprehension. Orientation Week is a critical opportunity to familiarize new students with campus life, which includes providing an overview of available services for Indigenous students, clarifying the role of the Centre for Indigenous Initiatives, providing information on the Indigenous Enriched Support Program and introducing relevant social groups and hubs. Familiarizing new students with the city of Ottawa was also emphasized, including explaining OC Transpo and STO transportation services and available services offered by urban Indigenous organizations in Ottawa. Orientation Week is also an important moment to bring awareness to non-Indigenous students, staff and faculty with respect to Indigenous culture, history and ethical research practices. First-year Indigenous students should be welcomed and offered a guided campus tour that pays particular attention to available Indigenous student support services. It was suggested that Carleton host an orientation week specifically for Indigenous students and their families.
- It is important for Indigenous students to have priority in residence accommodations to put new students in the best position to succeed. There is a need for increased support for Indigenous students with children and participants suggested facilitating housing and childcare for Indigenous students with families.
- A sense of interconnectedness and community is critical to supporting Indigenous students. To facilitate this sense of belonging, Indigenous students will need to plan and participate in social events and gatherings, and Carleton will need to invest resources for additional events. To address issues of homesickness and/or feelings of isolation, Indigenous students should be able to access culturally relevant medicines, teachings, Knowledge Keepers and elders. It is also important to establish a time and space for sharing Inuit country food, playing traditional games, and bringing Inuit elders to meet and eat with students to address the unique experiences of Inuit students.
- Attending university is expensive, and there is a need for improved information and access to financial support for textbooks and school supplies (such as laptops, tuition, residence fees and rent) in order to help Indigenous students achieve their academic goals. Incoming Indigenous students need to be made aware of existing funding sources. Funding opportunities for Indigenous students should also be provided by the university.
- Many students come from communities where they receive lower standards of education. It is important for Indigenous students to have greater access to academic supports and affordable tutors. Indigenous students also need to be better informed of academic support services on campus, such as academic coaching and writing workshops.
- Participants shared that Carleton should support and accommodate the cultural and spiritual needs of students. They recommended further investments in the Knowledge Keeper Program, improved infrastructure for smudging and designated spaces (both on and off campus) for ceremonies. Robust cultural programming would not only support the cultural needs of a diverse Indigenous student population, but could also support their mental health and well-being. Due to a history of colonialism and ongoing settler colonial violence, many Indigenous people come to university with pre-existing mental health conditions. As a result, consultation participants urged Carleton to be more sensitive and support the mental health of Indigenous students. While cultural programming is extremely beneficial, increased access to mental health supports, including Indigenous mental health counselling services are also needed.
- With respect to introducing the broader Carleton community to Indigenous culture and history, there is a need for mandatory cultural awareness training offered annually for faculty, staff, department chairs and other university employees, such as Teaching Assistants. Faculty members and other employees who interact with students in a teaching capacity should also receive training on intergenerational and colonial trauma so they understand how to discuss sensitive topics and issues in their classes and tutorials.

A photograph showing a woman on the left and a young boy on the right. The woman is wearing a purple and blue patterned top and a black long-sleeved shirt. She has several gold rings on her fingers and is holding a large, round, yellow drum with a wooden frame. The boy is wearing a blue and white striped shirt and blue pants. He is looking at the drum and has his hands positioned as if he is about to play it. The background is a plain, light-colored wall.

**“WE MUST ENGAGE
EARLY AND**



**INDIGENOUS YOUTH
DID OFTEN”**



RECRUITING AND RETAINING INDIGENOUS STUDENTS, FACULTY AND STAFF

Consultation participants emphasized the need for the development of new approaches to actively recruit and retain Indigenous students, faculty and staff. The importance of building community was seen as an important consideration when developing retention strategies.

- Recruiting Indigenous students begins when they are still in high school. There is a need to send an Indigenous recruiter to a variety of Indigenous communities to visit local high schools, as well as nearby high schools in the Ottawa-Gatineau region. This recruiter should emphasize current and future Indigenous initiatives, the various programs Carleton has to offer and the benefits of studying in the national capital, such as its proximity to government and national Indigenous organizations. Future students should be made aware of the available support services and the many cultural events Carleton hosts for students and those in the larger Ottawa community. Actively recruiting Indigenous students will strengthen the relationship between Carleton and Indigenous communities.
- Retaining Indigenous students will largely depend on Carleton's ability to support their needs. Carleton must provide improved and increased access to programming and services. At the same time, Indigenous students thrive when they feel a sense of community, since a community of kinship

often acts as a network of support. Indigenous students must feel safe and heard at Carleton, which includes measures that protect their integrity, such as improved reporting mechanisms if they experience anti-Indigenous racism, assault and/or sexual violence.

- Recruiting Indigenous faculty must begin early, even when they are completing their doctoral degrees. Participants shared that there is a need to develop pre-doctoral fellowships so that Indigenous PhD students could hold tenure track positions with limited teaching and administrative responsibilities, which would allow them to complete their degrees.
- It is important to offer competitive salaries to potential Indigenous faculty and avoid using unattractive retention tactics, such as requiring potential faculty members find counter-offers from different universities as a way to remain at Carleton.
- Participants highlighted the need to develop a more rigorous hiring process and policy when interviewing potential faculty members that addresses questionable claims to an Indigenous identity. Participants felt it was common to see tenure track positions reserved for Indigenous applicants awarded to persons with questionable claims to an Indigenous identity. The hiring process needs to require a letter of support from an Indigenous community, Indigenous government or an urban Indigenous service provider, which would authenticate claims to an Indigenous identity.



“We will lose amazing students, staff and faculty if we cannot find ways to deal with the issue of race-shifting or white settler self-Indigenization.”

“To support Indigenous graduate students there needs to be generously funded bursaries for students and quality affordable childcare.”

- According to participants, Indigenous faculty members often feel quite isolated and overburdened, which limits opportunities for collaboration. The need for increased support for their own Indigenous initiatives was frequently mentioned in consultations. There is a need to ensure that Indigenous faculty are not overburdened with the work of “Indigenization” in order to manage workloads. Participants shared that Indigenous faculty members often feel tokenized and are asked to “Indigenize” their departments without support from other faculty members. Many people recommended the creation of an Indigenous Faculty Council, which would not only generate a sense of community, but also establish a formalized space to meet and strategize how to address common concerns.
- Participants emphasized the need to dramatically increase the number of Indigenous staff at Carleton in order to meet the increasing need for Indigenous-focused support. As the process of reconciliation becomes integral to campus initiatives and policy development, the need for increasing capacity with specialized knowledge of Indigenous traditions has become important. In order to support this growing trend, Carleton must work towards hiring additional Indigenous employees and determine how best to retain current Indigenous staff.
- In working towards retaining Indigenous employees, it was acknowledged that there was often a sense of isolation and lack of community among Indigenous peoples working within the university. It was discussed how this is compounded by being asked to go above and beyond their position-specific mandate in order to accommodate university-wide Indigenous-focused initiatives. In order to retain Indigenous staff, participants emphasized the need to create opportunities for staff to connect with one another and create a sense of community.
- It was acknowledged that employees need to be able to ask for spiritual accommodation in order to attend ceremonies without fear of reprisal by managers. Participants suggested that managers participate in mandatory cultural awareness training and encourage employees to take advantage of professional development workshops available throughout the university.
- It was noted that more opportunities for career advancement beyond entry-level positions are needed within the university for Indigenous employees.



(left) Students and community members officially open the Wiigwaas Chiman Exhibit in MacOdrum Library.

“Carleton should help develop cooperative family housing for Indigenous students and other non-traditional students.”



INDIGENOUS SPACES

- The Committee heard many times about the need to create additional Indigenous-focused spaces on campus, which could be used for social, academic or cultural purposes. Recommendations provided by participants included constructing a new building to house and consolidate all Indigenous initiatives on campus and expanding existing spaces, such as the Ojigkwanong Student Centre in Paterson Hall.
- According to participants, consolidating Indigenous initiatives, programming, and services should be a primary objective for Carleton. A new building could house many of the services and programs that have already been mentioned, including, but not limited to, ceremonies, mental health services, academic support services and the visiting elders program. It could also house a number of social and academic events, such as student conferences for Indigenous undergraduate and graduate students to present their research, and community feasts. Some participants spoke about the possibility of planning and constructing a communal kitchen in the new space, which would be central to creating a sense of community. They also suggested providing ulus for Inuit students so that they can eat and share traditional foods. Finally, a new building could house the office of the Centre for Indigenous Initiatives, as well as the Indigenous Enrichment Support Program (IESP) Co-ordinator’s office. Ultimately, the Committee heard that a new building would offer countless opportunities for centralizing Indigenous initiatives and support services.
- Participants acknowledged that while the construction of a building may take years to realize, an interim strategy should be considered. Ideas include expanding the Ojigkwanong Centre and creating new offices for the Centre for Indigenous Initiatives. The issue is that the Centre for Indigenous Initiatives and the Ojigkwanong Centre are currently on opposite sides of campus and Ojigkwanong is not currently an appropriate space for many of the activities that are hosted there. Participants suggested that in order to address this, additional spaces in Paterson could be constructed and include a cultural workshop room, a teaching space and a proper kitchenette for feasts. There is a need to be able to meet in an area close to Ojigkwanong without disturbing students who may be studying.
- Paterson Hall could be transformed and renovated so that it could be used for Indigenous initiatives. Rooms and offices could be transformed into social space, space for students to meet with Indigenous faculty members, teaching space and space for engaging in cultural and ceremonial practices.
- While the Ojigkwanong Centre houses a beautiful room for smudging, many consultation participants suggested that there is a need for a designated outdoor space for cultural and ceremonial practices.
- There is a need to develop a more appropriate outdoor space that is protected and secluded, and if possible, has access to the Rideau River. This type of space could also be used for outdoor classes.
- As faculty members begin to incorporate Indigenous teaching methods in their courses, a protected outdoor space will be useful for professors to instruct their classes in a culturally relevant environment.

“It is necessary to create spaces for cultural gatherings and performances that do not look like lecture halls.”



INDIGENOUS VISIBILITY ON CAMPUS

- Increasing Indigenous visibility on campus needs to be a priority. Respect for Indigenous culture, history and people on campus must be promoted more effectively.
- It is important to acknowledge Algonquin culture, history and ongoing presence on campus. Several strategies and suggestions were shared, including showcasing more Indigenous artwork, erecting physical markers and placing a territorial acknowledgement on Carleton’s website homepage. Other suggestions included using the tunnel system to engage Indigenous students in producing art; supporting an art project that is led, planned and implemented by Indigenous students; and commissioning a mural, or a series of murals, to depict the history of the Algonquin people in the Ottawa region.
- There is a need to highlight the location of Ojigkwanong. This could include locating Ojigkwanong on the campus map and placing a large visual marker outside the space to emphasize its location and reflect its importance to Indigenous students. Should

Carleton construct a new building, the Committee heard that it should be named in the Algonquin language. Other initiatives included the raising of Algonquin flags on campus, the inclusion of Algonquin language street signs and on general signage throughout campus.

(below) President Benoit-Antoine Bacon with Grandmother Barbara Dumont-Hill at Convocation.



Staff member Theresa Hendricks
leads a welcoming song.



“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.”



INDIGENOUS TEACHING METHODS AND WAYS OF KNOWING

- From the beginning of the consultation process, CUSIIC discussed incorporating Indigenous ways of teaching and learning into Carleton’s curriculum and academic culture. Beyond simply opening space for Indigenous content in courses, the Committee wanted to hear specific suggestions about how to infuse Indigenous ways of teaching, learning and evaluation. The Committee heard a number of suggestions, including hiring more Indigenous faculty members, increasing the use and resourcing of Carleton’s Collaborative Indigenous Learning Bundles program, and expanding Indigenous content in courses, particularly in the Science, Technology, Engineering and Mathematics (STEM) disciplines.
- A pragmatic, yet powerful, way to create space for Indigenous ways of teaching and learning is to hire more Indigenous faculty members across all Faculties. Current Carleton Indigenous faculty members are already working towards this goal, yet they feel isolated and under-resourced to continue with this challenge. They urged Carleton to hire additional Indigenous faculty members to share this necessary work, since Indigenous faculty members are typically well-versed in Indigenous pedagogies, methodologies and research ethics.
- At the same time, as noted earlier, the Committee heard that Indigenous faculty members, including

new hires, should not be expected to “Indigenize” their departments on their own. This is a collective effort that includes the support of non-Indigenous faculty members, department chairs and senior administration throughout the university.

- Participants recommended that Carleton require cultural and sensitivity training for all faculty and staff. Creating space for Indigenous ways of teaching and learning will require a deliberate strategy of ensuring Indigenous content in courses. Suggestions included incorporating Indigenous content in one individual class throughout a course offering; offering an entire course on Indigenous issues, culture or history that relates to their program of study; and creating a degree requirement to enrol in an Indigenous Studies or Indigenous-themed course.

Certain departments are better positioned than others to meet each recommendation. However, each academic degree program should include learning outcomes related to Indigenous issues, and if possible, relate those outcomes to the program’s overall field of knowledge. Mandatory enrolment in an Indigenous themed course may receive some pushback from some departments, but there may be more reception for this suggestion as departments redevelop their curricula to include Indigenous learning outcomes.

An interim measure could be the utilization of Carleton’s Collaborative Indigenous Learning Bundle (CILB) program. The Committee heard that CILB is an excellent resource to introduce non-Indigenous students and faculty to Indigenous issues in their courses. The Bundles are highly flexible and can be used across a variety of courses and programs to introduce students to introductory topics, such as First Nations, Inuit and Métis histories and culture. Consultation participants noted that the Bundles need to expand the number of topics, which requires further investment and resources to be provided by Carleton.

- Participants acknowledged that students and faculty in Science, Technology, Engineering and Mathematics (STEM) programs might sometimes be averse to Indigenous teaching and learning practices. It is believed that this is due to the entrenched perceptions about the universality of their fields of knowledge. A stronger focus on the social context and ethics of STEM-related research is needed, and departments in the STEM disciplines need to hire more Indigenous faculty.

“Indigenous-specific policies and curricula need to be developed in every faculty to ensure that Indigenous perspectives and knowledge is represented.”



**“WE HAVE TH
WE NEED THE IN**

A group of people are gathered outdoors, many holding and playing hand drums. In the foreground, a person in a red cap and grey sweater is seen from behind, holding a drumstick. To their right, another person in a black t-shirt and cap is also playing a drum. The background shows a large crowd of people, some also playing drums, in an open public space with modern buildings. The text "THE CAPACITY, INFRASTRUCTURE" is overlaid in large white letters at the bottom of the image.

**THE CAPACITY,
INFRASTRUCTURE”**

“We need to spend less time discussing why we can’t change, and more time on why we should and how we can.”



NEW POSITIONS

- The creation of new positions was deemed critical in order to facilitate Indigenous initiatives on campus and ensure they remain on the university’s agenda into the future. The Committee heard that the highest priority positions would be those related to governance, administration and service delivery.
 - Participants acknowledged the need for positions to be established for Indigenous representatives on both the Board of Governors and Senate. The Committee heard this was a matter of equity, since Indigenous voices have historically been marginalized.
 - It was suggested that many committees that require a student representative might also include an Indigenous representative.
 - Carleton must create a number of administrative positions to administer and oversee the implementation of Indigenous initiatives on campus.
 - The Centre of Indigenous Initiatives should become its own department, separate from the Department of Equity and Inclusive Communities, and led by a Director.
 - A new position at the Associate Vice-President level, reporting to the Provost, should be established to ensure that progress continues to be made in achieving reconciliation in the academic sector.
 - There is a need to increase the number of positions for direct student support and program delivery.
 - Participants identified that there is a need for an Indigenous Community Liaison Officer to strengthen relationships between Carleton and the community.
 - The need for a position tailored to curriculum development and staff training was discussed, as well as the importance of having an Inuit cultural liaison.
 - The importance of properly resourcing the Indigenous Enriched Support Program was emphasized. There is a need to create core-funded positions for an Academic Advisor and for the Program Co-ordinator.
 - Participants emphasized the need for an Indigenous counselor to be hired to support Indigenous students.
- (below) Kahente Horn-Miller, Associate Professor in the School of Indigenous and Canadian Studies, provides insight into Indigenous teaching pedagogies at the launch for the Indigenous Learning Bundles Project.



“We need to provide flexibility so Indigenous knowledge holders can be recognized as educators without academic credentials.”



KNOWLEDGE KEEPERS

- A theme that emerged from consultations was the significance of working with Indigenous Knowledge Keepers for cultural programming and teaching. There were a number of recommendations made to strengthen their involvement within the university. There is a need for clear guidelines around the role of Knowledge Keepers within Carleton.
- There is a need to establish guidelines on co-teaching, student supervision and proper compensatory practices in collaboration with the Centre for Indigenous Initiatives and Indigenous communities.
- Consultation participants shared that the process of compensating Knowledge Keepers who come to teach in their classes can be frustrating for faculty members. Due to departmental oversights, an unclear university-wide policy and cumbersome administrative issues, many faculty members end up either paying visiting Knowledge Keepers with personal funds or simply not providing compensation at all. The Committee heard that this is an unacceptable practice and was urged to consider this a priority.
- There are a significant number of barriers often faced by Indigenous community members with traditional knowledge who want to teach at Carleton. Participants shared that Knowledge Keepers should be able to co-teach courses with faculty members, even if they do not have a post-secondary degree, as a way of bringing Indigenous ways of knowing into the classroom.
- Knowledge Keepers should be respected and appreciated for their knowledge of the history, culture, language and traditions of their people. To demonstrate this valuing of Indigenous knowledge, elders and Knowledge Keepers should be allowed to sit on graduate student committees and be allowed to co-supervise when it is deemed necessary. With respect to co-teaching and supervision, the Committee heard that these should not be treated as voluntary services. Instead, much like compensating elders and Knowledge Keepers when they give a guest lecture, a new policy should clarify compensation for elders and Knowledge Keepers who co-teach and/or supervise.
- In addition to a new policy outlining the role of elders and Knowledge Keepers, there is a need for a Knowledge Keepers Council. This council would need to work in tandem with the Indigenous Education Council and provide oversight, guidance and input into policy development and Indigenous initiatives on campus. There would also need to be a relationship between the Council and the Centre for Indigenous Initiatives.



Benny Michaud, responsible for the Centre for Indigenous Initiatives, welcomes students and community members at Carleton's annual Round Dance.

**“WE ARE IN
ALGONQUIN
TERRITORY AND
THIS NEEDS TO BE
REFLECTED IN EVERY
ASPECT OF OUR
UNIVERSITY”**







RESEARCH ETHICS

- Beyond incorporating Indigenous teaching methods and ways of learning into the classroom, participants emphasized the importance of Indigenous research ethics and practices. Many spoke about the need to ensure that all researchers associated with Carleton, including students and faculty members, understand the importance of engaging in ethical research practices when working with Indigenous peoples and communities.
- A number of recommendations were brought forward ranging from ensuring the Carleton University Research Ethics Board (REB) is more rigorous when reviewing proposals that mention or include Indigenous peoples and/or communities, to developing a more rigorous Indigenous Research Institute.
- The REB has a critical function in ensuring Carleton researchers are engaging in ethical research practices. Participants stated that the REB is well-positioned to do this work, and to a certain extent, is already performing this role very well. REB members should receive ongoing/further training on Indigenous ethical research practices, especially for instances where a researcher may be doing research that is situated near an Indigenous community. In these instances, the REB should propose that the researcher to do more community engagement to understand how the Indigenous community perceives the project and its impact on their lives and territories.
- With respect to researchers directly engaging with Indigenous communities, the REB must ensure the researcher's methodologies, research ethics and overall research goals are in line with community standards and expectations. The REB should ensure the final research product will benefit the community as well as the researcher, and furthermore, is conducted in an ethical manner. It was suggested that researchers should ensure that a community's own unique research frameworks (which may include specific protocols and ceremonies) factor into their proposals.
- There is a need for ongoing training for REB members, and if need be, the establishment of a separate Indigenous Research Ethics Board.
- There is a need to develop a more rigorous Indigenous Research Institute. The Institute should offer ongoing training for student researchers, faculty and REB members, and other interested individuals, like the Summer Research Institute that was offered to non-Carleton community members. The Committee heard about the past successes of the Summer Research Institute, and was many to reinvest resources to develop an Indigenous Research Institute that could expand the scope of its services.

“Indigenous knowledge belongs to Indigenous people and there are cultural protocols that must be adhered to. Engaging respectfully with Indigenous people takes time in order to build healthy relationships.”



METRICS: QUALITATIVE AND QUANTITATIVE

Many of the recommendations outlined in this report point to the need for continued engagement in order to better understand both the surrounding Indigenous community and the current Indigenous population on campus.

- In order to develop the necessary strategies, address policies and facilitate relationship building within the Indigenous student population, Carleton will need to know more about where students are from, their program interests, whether they are being admitted into their programs of choice, and if incoming students need financial or childcare support. The data related to program choices would help address admissions policies in instances where burdensome prerequisites are leading to the underrepresentation of Indigenous students in specific programs.
- Carleton would also need to track the number of Indigenous professors working at Carleton, which could inform future recruiting practices. Additional qualitative survey mechanisms would also provide insight into how to retain current Indigenous faculty members.
- There will be a need for ongoing data collection in the future, which raises concerns about Indigenous control and ownership of data and information. Data must be collected from students and faculty on a voluntary basis.
- There must be policies, processes and mechanisms in place that protect the data and privacy of the surveyed individuals.
- Participants suggested that these data should not be sold, but instead be used to support Indigenous students and faculty members to ensure Carleton is a safe place for Indigenous people.
- Although no strategy was offered, consultation participants recommended that the Ownership, Control, Access and Possession Principles must guide decisions going forward with respect to data and data collection and be housed in the Centre for Indigenous Initiatives to address these concerns.

“If we can track students’ academic success and wellbeing over time, then we can provide better supports for them. Spending time reflecting on our process is key.”

Saulteaux Elder Irene Compton sings an eagle song
to open the Kinamagawin Symposium

KED IJICHIGENÀ

CALLS TO ACTION

The **Calls to Action** that are outlined in the next section are 41 Carleton-specific recommendations that were informed by what the Carleton University Strategic Indigenous Initiatives Committee heard through a broad and consultative process. Together, they represent a call to Carleton University to take the necessary steps and implement the actions that will address these calls with the overarching goal of making campus a safer space for current and future Indigenous students and Indigenous faculty members.

NIWANG



COMMUNITY ENGAGEMENT



Whereas the development and implementation of Indigenous initiatives at Carleton requires structured guidelines and frameworks to guide the university in its decision-making capacity to bring these initiatives to fruition. Furthermore, whereas Carleton must establish and develop these initiatives in partnership with Indigenous peoples and communities,

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.



Whereas it is important to provide Indigenous students with useful and valuable information about available programming, services and upcoming events on and off campus to engender networks of support and community. Furthermore, whereas many Indigenous students are connected to online communication channels, including social media sites,

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.



Whereas it is necessary to actively recruit new students to the university. Furthermore, whereas many future Indigenous students currently attend high schools in the Ottawa area,

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 post-secondary.



Whereas it is necessary to actively recruit new students to the university. Furthermore, whereas many future Indigenous students currently attend high schools in the Ottawa area,

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

INDIGENOUS STUDENT SUPPORT: Academic and Cultural



Whereas it is important to provide easily accessible programming and services to Indigenous students on campus. Furthermore, it is important to provide safe spaces for Indigenous students to meet, socialize, study and gather,

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.



Whereas Indigenous student support includes providing access to appropriate spaces to practice cultural activities and ceremonies. Furthermore, whereas the university must meet the cultural needs of Indigenous staff and faculty members,

We call for the designation of appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Initiatives, for the benefit of Indigenous students, faculty and staff.



Whereas the successful development and implementation of Indigenous initiatives on campus requires the collaborative efforts of numerous institutions and departments at the university. Furthermore, whereas institutional collaboration is best achieved when internal communication is frequent, consistent and fairly centralized,

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 Initiatives, the Indigenous Enriched Support Program, the School of Indigenous and Canadian Studies, and the Indigenous Research Institute.



Whereas it is critically important to provide robust, culturally sensitive and appropriate mental health supports for Indigenous students,

We call for the collaborative development of a Circle of Care Protocol for Indigenous students in crisis by the Centre for Indigenous Initiatives, Health and Counseling Services, and the Office of Student Affairs.



Whereas many Indigenous students who attend university are parents. Furthermore, whereas these students have unique needs as students with families and young children,

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

STUDENT EXPERIENCE: RECRUITMENT, RETENTION AND GRADUATION



Whereas many universities have fairly rigid acceptance requirements, particularly in regards to competitive programs. Furthermore, whereas Indigenous applicants often experience unique circumstances, including, but not limited to limited education opportunities, mature student status and limited access to academic prerequisites,

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.



Whereas many Indigenous students who attend Carleton enter through the Indigenous Enriched Support Program (IESP). Furthermore, whereas IESP administrators require additional resources to provide the highest level of support to the Indigenous students who are enrolled in the program,

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.

12

Whereas it is important to provide the opportunity for Indigenous students, staff and faculty members to congregate and share their culture with other members of the university, as well as the broader public,

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.

14

Whereas one of the University's primary roles is to foster the safety and security of Indigenous students on campus. Furthermore, whereas the University must strive to ensure maintaining the safety of Indigenous students in a culturally sensitive and non-confrontational manner,

We call for the establishment of a Carleton University Safety Relations Table in collaboration with the Centre for Indigenous Initiatives, Carleton Safety Services and the Department of Equity and Inclusive Communities.

13

Whereas student success is often dependent on stable housing when attending institutions of higher learning. Furthermore, whereas Indigenous students, particularly Indigenous students attending from remote communities, face unique financial and housing insecurities,

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

WAYS OF TEACHING & LEARNING: INDIGENOUS KNOWLEDGE AND AWARENESS

15

Whereas many Indigenous elders and Knowledge Keepers live in Indigenous communities, or are not affiliated with the University. Furthermore, whereas Indigenous Knowledge Keepers, including language speakers, as well as Indigenous doctoral students, are capable of sharing Indigenous knowledge despite not possessing a PhD,

We call for a best practices review of co-teaching 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.

17

Whereas Indigenous teaching and learning methods often require non-hierarchical spatial settings to facilitate a collaborative and sharing environment. Furthermore, whereas there is limited space at the university to teach and learn in this type of environment,

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.

16

Whereas many Indigenous Knowledge Keepers and community members appreciate the opportunity to share their knowledge, but often take time out of their own social lives, including taking time off of work. Furthermore, whereas Indigenous Knowledge Keepers are not compensated when they share their knowledge, often due to a lack of available funding at the Faculty level,

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

18

Whereas Indigenous languages possess highly complex linguistic and cultural insights, and are understood and spoken by an increasingly aging demographic at the community level. Whereas Indigenous students wish to (re)learn or increase their fluency in their Indigenous language. Finally, whereas Carleton sits on unceded Algonquin territory,

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.

19

Whereas land-based practices are critical to the (re)production of Indigenous culture and identity. Furthermore, whereas Indigenous land-based practices embody highly complex knowledge systems and practices,

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

21

Whereas a key rationale for developing and implementing Indigenous initiatives at the university is to ensure all students, including both Indigenous and non-Indigenous students, leave the university with a basic understanding of Indigenous history(ies) and culture(s),

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.

20

Whereas Indigenous students wish to enrol and participate in science, technology, engineering, architecture, mathematics and linguistics programs. Furthermore, whereas many Indigenous students lack the prerequisites to enter these Faculties and programs,

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

22

Whereas many Indigenous peoples wish to attend university, but must remain in their home communities for a variety of reasons, including financial insecurity, or family obligations. Furthermore, whereas technology and telecommunication networks remove barriers to education, including the need to be physically on campus,

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.

CULTURE, SYSTEMS AND STRUCTURE

23

Whereas the development and implementation of Indigenous initiatives at the university will require the restructuring of existing structures and institutions. Furthermore, whereas the implementation of Indigenous initiatives at the university will require the establishment of new institutions and administrative positions,

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 Initiatives, 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.

25

Whereas faculty, staff, and administrators are able to shape the experience of both Indigenous and non-Indigenous students. Furthermore, whereas many faculty, staff, and administrators have limited knowledge and understanding of Indigenous histories and experiences,

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

24

Whereas there is a need to enhance the visibility of Indigenous peoples, culture and content at the university. Furthermore, whereas Indigenous material culture is very capable of demonstrating and showcasing Indigenous culture and identity,

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.

26

Whereas the development and implementation of Indigenous initiatives at Carleton will require careful deliberation and collaboration. Furthermore, whereas the Indigenous Education Council has been steadily involved in developing Indigenous initiatives on campus for years,

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.

27

Whereas the Carleton University Board of Governors and Senate have important decision-making roles at the university. Furthermore, whereas there is limited Indigenous representation within these two institutions,

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

29

Whereas graduation and convocation ceremonies represent an important moment in the journey of Indigenous students. Furthermore, whereas honouring Indigenous students for successfully completing their degree should include Indigenous cultural protocols,

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

28

Whereas the use and burning of traditional Indigenous medicines, such as sage and sweet grass, is important to the well-being of Indigenous students, faculty and staff. Furthermore, whereas there are inconsistencies between the university's Traditional Medicine Use Policy and the Ontario Human Rights Code,

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.

30

Whereas Carleton sits on the unceded lands of the Algonquin Nation. Whereas the university is an active participant in the extractive market economy. Finally, whereas Carleton has the capacity and decision-making capability to shift towards more environmentally sustainable practices in its operations,

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

RESEARCH AND INNOVATION

31

Whereas there has been an increase in awareness of Indigenous research ethics and practices. Furthermore, whereas Carleton is ideally situated to be a leader in innovative and collaborative research projects with Indigenous peoples,

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.

33

Whereas there is a severe lack of Indigenous representation at all levels of the university, at the staff and administrative levels and in faculty positions. Furthermore, whereas there has been a problematic history with Indigenous self-identification within institutions of higher learning,

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.

32

Whereas Indigenous Knowledge Keepers are often approached by graduate and doctoral students to share their knowledge, or sit on their thesis committees. Furthermore, whereas Indigenous Knowledge Keepers often lack the academic credentials, such as a MA or PhD,

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

34

Whereas many students, Indigenous and non-Indigenous alike, access the library for academic resources with Indigenous content, including texts, films and material culture,

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.



Whereas Indigenous faculty members at Carleton wish to collaborate and strategize to further develop and implement Indigenous initiatives on campus. Furthermore, whereas there are limited opportunities for Indigenous faculty members to meet and gather at the university,

We call for the creation of an Indigenous Faculty Council.



Whereas there is an increasing awareness of Indigenous research ethics, protocols and research practices. Whereas there has been an increasing interest in collaborating with Indigenous peoples as partners in research. Finally, whereas there is a need for the rigorous review of research projects that will inherently affect Indigenous peoples, communities and nations,

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.



Whereas Carleton is ideally situated in the nation's capital. Furthermore, whereas the university is able to be a leader in Indigenous research practices, projects and collaborative relationships with Indigenous communities by building on its strengths,

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

METRICS:

QUALITATIVE AND QUANTITATIVE (STAFF, FACULTY AND STUDENTS)

38

Whereas the development and implementation of Indigenous initiatives at the university will largely depend on existing administrators and staff. Whereas the capacity of senior administrators, and their internal staff, will inherently inform the success of the implementation of Indigenous initiatives at the university,

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

40

Whereas the success of the implementation of Indigenous initiatives at the university is an inherently collaborative strategy that will depend on the careful and deliberate participation of a number of departments and support units,

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

39

Whereas the success of the implementation of Indigenous initiatives at the university can be measured by recruitment, retention and graduation rates,

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

41

Whereas the Calls to Action promote the enhanced visibility of Indigenous peoples, culture, ways of being and teaching and learning methods. Whereas the success of Indigenous initiatives at the university will largely depend on collaborative strategies. Finally, whereas the Calls to Action represents a long-term strategy,

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



Algonquin Language Translation by Joan Tenasco, Algonquin Nation
Report Design by Marc St. Germain, Métis Nation

