

Ann Tierney, ViceProvost & Dean of Student Affairs (Provost Delegate)

Jill Scott, Vice-Provost Teaching & Learning

Sam McKegney, Professor, Faculty of Arts & Science

Donato Santeramo, Department Head, Languages, Literatures & Cultures

Armand Ruffo Professor, Faculty of Arts & Science

Lea Keren, Social Issues Commissioner, Alma Mater Society

Lauren Winkler, Deputy Commissioner, Indigenous Affairs, Alma Mater Society

Deputy Commissioner, Indigenous Affairs, Alma Mater Society

Lydia Brant, President, American Indian Science & Engineering Society (QAISES)

Mirelle Lapointe, Ardoch Algonquin First Nation

Jason Lebland, Executive Director, Tungasvvingat Inuit

Robert Rittwage, Correctional Services Canada

Adam Hopkins, Vice-

Updates

accepted. ATEP has worked with partners at Kenjigewin Teg Educational Instituteto develop a proposal for a one site multi-session teacher education program in language education. This program would target teachers already teaching the language and would consist of a term with ATEP and obtaining practicum credits at their current school. The proposal has been submitted to the ministry. If successful, ATEP would extend the program to other sites.

Co-Chair Brant Castellano commented that it is very encouraging that the university and its partners have come up with an alternative program strategy.

Dr. Santeramo updated the Council regarding the Indigenous Minor. To date 35 students are enrolled which is 15 over the target of 20.

Two

Consultations continue in November. Topics include: Indigenous Faculty/Staff and Indigenous Research; Academic Programming; and Awareness and Climate. Dr. Scott encouraged Council members to attend and be part of the storytelling, which is part of the re-dress, as well as to invite others to join the consultations. The

Discussion of Indigenous issues at

Issues discussed included the need to sustain Indigenous languages, isolation and individualism among students under stress, representation on decision-making bodies, Indigenous issues should not always rest with Indigenous community members. Other ideas included symbolic acts throughout the university, e.g. drumming at the orientation week sidewalk sale, alumni participation in the H

Are all communities represented on ACQU?
(Pikwanagon, Sharbot Obaadjizoan, urban
Indigenous peoples)
More participation on ACQU from university
administrators
Normalize dialogue around Indigenous issues

How can the university further embed a focus
on the needs of Indigenous students, faculty
and staff when undertaking strategic planning
exercises in the areas of academic,
operational, recruitment and campus
planning?

Prioritize Indigenous knowledge

Prioritize the

Prioritize an embedded focus on the needs of

when undertaking strategic planning exercises

Increase awareness of Indigenous issues

Involve Aboriginal community members in
planning exercises

The Centre for Teaching and Learning should
focus on embedding Indigenous knowledge into
curriculum

Be mindful of how Indigenous teaching happens

Recognize the variety of languages

Increase engagement among Aboriginal alumni

Resources and priorities: a

	<p>Traditional Indigenous Knowledge Centre</p> <p>Traditional medicine garden / sacred space</p> <p>Treaty Research and Learning centre</p> <p>Incorporate Aboriginal culture in campus activities (i.e. Drumming circle at Orientation events, at convocation)</p> <p>Expansion of Four Directions to house next door should happen quickly</p> <p>More hubs</p> <p>Create campus spaces that welcome prospective students</p> <p>Four Directions should be in a more visible space on campus</p> <p>Subsidy for Aboriginal students to live in Brant House</p> <p>Dedicated Indigenous space in selected departments / faculties to make it easier for Aboriginal and non-Aboriginal students to network and come together within disciplines</p> <p>Do we have a facility that students can see themselves in? Perception is everything</p> <p>Aboriginal ceremony and healing space</p> <p>Hold an Iroquois social dance with mandatory stomp dance at Orientation</p> <p>Space for large gatherings with a large kitchen</p> <p>Friendship Centre for Aboriginal community members</p> <p>Increased visibility will lead to increased awareness and understanding of Indigenous issues</p> <p>Campus is unwelcoming for Aboriginal students</p> <p>New tipi cover and move to more visible space</p> <p>Aboriginal residences</p> <p>More space for Four Directions and Aboriginal Access to Engineering</p> <p>Make it easier for Aboriginal people to connect across disciplines</p> <p>Integrate visual presence across all of campus, not just Four Directions</p> <p>Have more visibility, the more people think, see and hear, the more comfortable they will be with other cultures</p> <p>Longhouse for Indigenous teaching and learning</p> <p>Create spaces of openness, so that Aboriginal students feel they have respect and a voice here</p> <p>When we think about teaching students from Aboriginal communities, it should seem as though</p>
--	--

Create opportunities for distant Aboriginal

Need to hear from students

More projects between university and communities

Support more interaction and resources

Opportunities for informal meetings can build relationships

Focus on integrating knowledge of Aboriginal

Indigenous research highlighted

Make connections with Indigenous and Northern Affairs Canada and other funding agencies

Curriculum development, in every faculty, how do we integrate that

Open learning, how do we use the concept, how do we use that as a bridging tool

Teams of students could go into communities to engage with youth and provide assistance

Leverage Algonquin land claim tie that into what can we do that is informal or formal lead to open language course which can bridge to universities

Identify Aboriginal communities to assist in planning for orientation week activities (programming, northern food provisions, etc.)

Increase partnerships with First Nations Technical Institute

Conduct an environmental scan of services and partnership in Kingston

Understand how communities are divided and brought together / colonial government