Present: Affiliation:
Candace BRUNETTE Special Advisor to the Provost, Indigenous Initiatives
John DOERKSEN Vice-Provost (Academic Programs)
Regna DARNELL President’s Appointee representing the Faculty of Social Science; Western University
Al DAY Executive Director, N’Amerind Friendship Centre
Brent DEBASSIGE Director, Aboriginal Education; Western University
Debbie DOLSON
Joe HENRY Dean of Students, King’s College
Myrna KICKNOSWAY Indigenous Services; Visiting Elder, Western University
Jody NOAH Southern First Nations Secretariat
Janice FORSYTH Director of First Nations Studies
Jennie MASSEY Associate Vice-President, Student Experience
Adrean ANGLES Indigenous Liaison, Schulich School of Medicine and Dentistry
Ashley KEWAYOSH SAMUEL Indigenous Services; Program Coordinator
Laura SPERO Chippewas of the Thames member

Regrets: Affiliation:
Amanda MYERS Indigenous Services; Community Enhancement
Genevieve SHAW Indigenous Services; Administrative Coordinator

Traditional Opening
Myrna Kicknosway provided a traditional opening for the meeting.

Approval of Agenda
- Agenda was approved

Update on Director Search
- Jennie updated on the Indigenous Services Director search
- Priority for University, consulted with Candace on Request for Proposal (RFP) for search group, had two responses and completed scoring. Legacy Bowes was successful and will be moving in the search process forward.
- In process of establishing search committee, and Jennie welcomed recommendations for others to serve
- Once job posting is released, Jennie would welcome people to share posting through networks to get a strong pool
- Doing our very best for person in place by January 1 2019
- Staff are doing the best in the meantime. Jennie is managing with Candace’s help, and meeting with Jennie periodically in an advisory capacity only.

**Indigenous Faculty Cluster Hire**

**Guest:** Karen Campbell, Vice-Provost (Academic Planning, Policy & Faculty)

*This is a working draft for discussion, and will be continuously updated as discussions progress.*

**Principles**
- The recruitment process needs to comply with the Faculty Collective Agreement (FCA) and the Ontario Human Rights Code
- The recruitment process needs to be acceptable to the Indigenous community

**FCA Considerations/Search Committee**
- Search Committee will be composed as per Appointments Articles
- Roles/responsibilities include:
  - Defining the position(s) and construction ad(s)
  - Reviewing applications
  - Recommending candidates to the relevant Appointments Committee(s)
- If Appointment unit is unknown, clause 5.14 directs that the Search Committee composition include Deans of the Faculties where the Appointment could reside plus 3+ members appointed by Provost
- Within the Provost’s 3+ appointments, he would include member(s) from among our Indigenous faculty after appropriate consultation
- This FCA-prescribed Search Committee can be expanded to include a non-voting advisory member recommended by the advisory group outlined in the bullet below

**Advisory Group to the Search**
- Having an Advisory Group was suggested by the ISP implementation Task Force; the bullets below reflect the suggestions arising from that discussion
- Include representatives from IPEC, an Elder, others (the advice of IPEC will be sought on who should be on the Advisory Group and the process for consultation)
- Advise on:
  - position descriptions, candidate characteristics, and search strategies
  - principles related to Indigeneity and community connectedness
  - suggest when training is needed for the Search Committee, others

**Ontario Human Rights Code**
- Because the search will be restricted only to Indigenous scholars, this search will be a “Special Program” under the Ontario Human Rights Code
- Western will apply to the Human Rights Commission in order to create this Special Program
- Director of Western’s Office of Faculty Relations is examining case law surrounding self-identification (e.g. have any lawsuits arisen elsewhere in regards to identification issues?) – this information will be provided to the Advisory Group as it may be helpful for the discussions on identification

Other Advice from the ISP Implementation Task Force
- “Pipeline” recruitment (PhD in progress) may be a good way to recruit individuals with strong potential; we have template processes for either of the following:
  - Faculty position offer with a delayed start date
  - Offer for immediate start but conditional upon completion of PhD by a specified date; tenure clock can start when PhD completed

Thoughts/Suggestions brought forward by IPEC:
- Gathering input today on ideas prior to meeting with Deans in early October
- Cluster hires becoming more popular, and because the regular hiring process not neutral and has prevented Indigenous scholars from accessing faculty positions. This approach has been successful in opening doors and access for Indigenous scholars.
- University of Windsor and University of Guelph advertised cluster hires for 5 Indigenous scholars, ended up hiring 6
- As part of Western’s Indigenous strategic plan, priority is to increase Indigenous representation in staff and faculty
- Canadian Association of University Teachers (CAUT) released data on Indigenous representation -- 1.4% of university teachers are Indigenous, Western is at 0.5% currently
- We are moving in the right direction, needs to be thought of as a step forward in longer term strategy, it’s a start
- Incremental adjustments to budget will be made going forward
- Any procedures will be defined by Search Committee
- Will apply for waivers for anything varies from Collection Agreement
- Training for search committee: targeted winter school in December, available to Department chairs, Deans, targeted to senior leaders, start to leadership having understanding key cultural issues they need to be aware
- We need Indigenous peoples, how to identify if they are Indigenous is challenging, we also need Indigenous scholars across institution, and need to attract them early as the demand is high in higher education yet the supply is low
- When we do search and ask for applicants in specific areas, we limit that pool. Ancestry is important. Instead of confirming Aboriginal documents, practice has been allowing individuals to self-declare or self-identify. Community may have different ideas about other parameters to determine Indigeniety for example community connectedness Lived experience is another declaration. Need to clarify what will be considered and accepted.
- Have to be conscious of the challenges that Indigenous scholars will face once they arrive, welcoming space needs to be ready so they have a good experience.
- When we spoke to Deans, hot topic in moving with cluster hire, do we identify we have critical mass of scholars in First Nation Studies, do we say this directly in the ad Indigenous that certain program and faculties are a priority or leave it open? Some deans not ready to welcome Indigenous scholars in their faculty.
- Difference hiring practices at other universities, for example not all define Indigenous the same (some look at Indigenous globally, others nationally First Nations Metis and Inuit). It will be important for Western to be clear so we attract a large enough applicant pool.
- Advisory Group and Search Committee same group? No, Search Committee composed according to Collective Agreement. Advisor Group includes members of community, broader, IPEC, elder, need this representation to get it right.
- Where do we put Indigenous scholars? From First Nations Studies POV, it is difficult. Would love to see them all over university, but because of funding model, already struggling,
- Concerned about First Nation Studies suffering, funding model needs to be reviewed.
- Concerned Indigenous scholars not welcome in some Faculties where they will not be set up to succeed.
- Deans feel First Nations is well set up for Indigenous scholars.
- Law has ad out for an Indigenous hire at the moment in Indigenous law, no response, plus. Health Science and Schulich see importance of building in health sector. Other Faculties like Music cannot see a space right now but welcome opportunities in the future.
- How do we identify the markers that signify a Faculty’s readiness to welcome an Indigenous scholar? Need to identify readiness markers
- It was recommended that all incoming Indigenous scholars have alternative workload if they are expected to do extra strategic planning related service.
- Localized s service related to the Indigenous strategic plan creates extra demands.
- Hard to find faculty to support Indigenous research to ensure support for students so many of these requests get placed on Indigenous faculty members.
- Western needs to build on its strengths. There is nothing preventing other Faculties from hiring Indigenous faculty members, but it would be smart to support the Indigenous academic programs that are in place now, and grow them.
- For example, Faculty of Education – is well poised as they have demonstrated growth attracting more Indigenous students, and people are noticing Western
- Hiring is so crucial, it is important to build capacity, inter-departmental relationships are important
- When new scholars arrive, demands are enormous, expected to be involved in a lot of areas, don’t want them to be overwhelmed, expected to involved in community, hard to say no when asked
- In terms of mobilizing Indigenous strategic plan effort, allies must demonstrate they are listening to Indigenous peoples and helping them navigate institutional processes, ensuring Indigenous representation is attached to each process, it is appreciated
- Provost indicated interest in considering a proposal for an Indigenous pre doctoral fellowship, program similar to program at Queens, gives doctoral candidates an opportunity to study on campus, teach a university course, get a research stipend, with
support, with possibility to engage with a Faculty and Department that they could apply to in the future. Candace is exploring this proposal.

- Other places to focus is staff recruitment, if staff self-identifies through other applications, could Western guarantee an interview? This commitment could help an increase talent pool for hiring Indigenous staff.
- The search committee for the cluster hire will be in place sometime this Fall, posting ad by January

**Indigenous Learning Space Planning – Focus Group section**

Guest: Ashley Sisco, Sisco Consulting facilitated the following focus group.

- Candace Brunette shared a new project that she is leading that involves engaging Indigenous and non-Indigenous communities in the development of Indigenous Learning space for Western.
- The community engagement process is being developed and will be conducted to determine what the space needs are at Western. Candace will be conduct an inventory of what spaces exist on campus? She will also be inviting students, alumni, staff, faculty and community partners to provide input through meetings, focus groups and an online survey. The short-term goal is to gather feedback and write a report with recommendations to the Provost.
- Candace has hired Ashley Sisco to help with facilitating focus groups.
- Ashley facilitated a focus group with IPEC members.

**Summary Notes from FGs with IPEC & IS**

### Theme # 1 – Values & Physical Characteristics

1. What values need to be reflected in the Indigenous Learning Space?
2. How can these be reflected in its location and physical characteristics?
### Location Ideas:

- Accessible to campuses and to outdoor space
- Close to UCC

<table>
<thead>
<tr>
<th>Values</th>
<th>Physical characteristics &amp; Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>To main campus &amp; affiliates, outdoor space, river, space for sacred fire, technology to connect with communities, after hours</td>
</tr>
<tr>
<td>Sustainability, land conservation &amp; energy efficiency</td>
<td>Rooftop garden, top certification for efficiency</td>
</tr>
<tr>
<td>Responsiveness to Indigenous knowledge systems, cultures &amp; values &amp; cultural safety</td>
<td>Indoor and outdoor space, space for local communities, Indigenous architecture &amp; symbolism (landscaping as well), medicine garden, multifunctional space, opportunity for wayfinding, murals &amp; artwork</td>
</tr>
<tr>
<td>Indigenous people (staff and Elder in residence)</td>
<td>Dedicated space for Elder, mentoring programs, social and classroom learning,</td>
</tr>
<tr>
<td>Welcoming, home-like, non-institutional, anti-colonial environment</td>
<td>Kitchen &amp; food, comfortable furniture (soft couches and chairs for lounging), natural lighting, plants, play areas (and social areas for all ages) and child care</td>
</tr>
<tr>
<td>Connection to land &amp; physical activity</td>
<td>Outdoor space, soft surface pathway connecting different spaces, inclusion of special places, bike parking, large windows</td>
</tr>
<tr>
<td>Local Indigenous naming &amp; languages</td>
<td>Naming of space, rooms, and places, signage in local languages, dedicated space for language learning</td>
</tr>
<tr>
<td>Community relationships</td>
<td>Ability to engage community in events and connect using technology</td>
</tr>
<tr>
<td>Other</td>
<td>Soundproof, multifunctional</td>
</tr>
</tbody>
</table>

- Prominent space
- Ground-level
- Parking lot across from Talbot Hall
- Parking lot across from Delaware Hall
- By the butterfly fields (Brescia & Huron)
- Two spaces – 1) IS administration & programming, 2) learning & social
**Theme # 2 – Needs, Wants & Functional Capacity**

*Immediate Needs:*

3. What are the immediate needs of Indigenous students, staff and faculty in terms of a space for learning?

4. Does the current IS space meet these needs?

5. If not, what kind of space is needed?
   - IPEC - not aware of IS having been used for learning in the past
   - IS – not enough space to run current programming
Future Needs & Wants:

6. What would an ideal Indigenous learning space include and look like?

<table>
<thead>
<tr>
<th>Needs &amp; Wants</th>
<th>Functional Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Space to study</td>
<td>Quiet, dedicated study space</td>
</tr>
<tr>
<td>• Ability to bring family (especially children)</td>
<td>Indoor &amp; outdoor place space, spaces for all ages to hangout, staff to provide supervision (childcare)</td>
</tr>
<tr>
<td>• Home-like environment</td>
<td>Bigger kitchen (island) &amp; food, space to cook, eat and socialize, ergonomic furniture (comfort)</td>
</tr>
<tr>
<td>• Space for ceremony</td>
<td>Proper ventilation, outdoor space for sacred fire, security, consistency with codes and policies</td>
</tr>
<tr>
<td>• Space for Elder</td>
<td>Dedicated space with ability to smudge, soundproof for counselling,</td>
</tr>
<tr>
<td>• Meeting space (boardroom)</td>
<td>Hold meetings, circles and small events</td>
</tr>
<tr>
<td>• Storage</td>
<td>More storage space for IS</td>
</tr>
<tr>
<td>• Space for large events</td>
<td>Large space with movable furniture, modular space with movable furniture, modular</td>
</tr>
<tr>
<td>• Ability to connect with community</td>
<td>Space to engage community and technology</td>
</tr>
<tr>
<td>• Indigenous residence</td>
<td>Dedicated residence for Indigenous students, with family housing and close to Indigenous learning space and/or IS space (if two)</td>
</tr>
<tr>
<td>• Classroom space</td>
<td>Space for classroom teaching (indoor and access to outdoor) with technology to connect with those in communities</td>
</tr>
<tr>
<td>• Indigenous library</td>
<td>Space for students to access Indigenous resources</td>
</tr>
<tr>
<td>• Tutoring &amp; work study</td>
<td>Private space for tutoring &amp; work study</td>
</tr>
</tbody>
</table>

Theme # 3 – Engagement Process

7. How else can Western engage students, staff and faculty in the process of planning the creation of an Indigenous Learning Space?
8. Are there any other groups we should engage?
9. How can we best engage these groups?

- Urban Indigenous community (N’Amerind, Atlohsa, No Kee Kwe, SOAHAC)
- All faculty, students and staff (non-Indigenous allies)
- High school students (TVDSB & other boards)
- Alumni & grad students
• Planning committee to oversee the development of the space

**Theme # 4 – Other**

10. Is there anything else you would like to add about the creation of an Indigenous Learning Space?

• Not just brick and mortar but also landmarks that speak to Indigenous people
• More and bigger spaces
• Do not separate staff from students
• Storage space for IS

If you have any questions about the Indigenous Learning Space Project

Please contact me at: ashleysisco@uwo.ca or 519-494-8130

Or

Candace Brunette-Debassige at cbrune2@uwo.ca or 519-661-3117