



IPEC Minutes

October 10, 2024

Office of Indigenous Initiatives

General Meeting: 10:00 am to 2:00 pm, held at the Wampum Learning Lodge, Classroom 0220

Present	Affiliation
Danielle ALCOCK	Southwest Ontario Aboriginal Health Access Centre, Representative
Christy BRESSETTE	Associate Vice Provost/Vice President Indigenous Initiatives, Office of Indigenous Initiatives
Candace BRUNETTE-DEBASSIGE	Assistant Professor, Faculty of Education
Paula CORNELIUS-HEDGEPEETH	Community Relations/Space Coordinator Wampum Learning Lodge, Western University
Lorraine DAVIES	Associate Vice Provost, School of Graduate and Post-Doctoral Studies (SGPS)
Debbie DOLSON	Chippewa of the Thames First Nation, Post-Secondary Education Councilor
Ian DUCKWORTH	Southern First Nations Secretariat, Post-secondary program
Rick FEHR	Professor, Indigenous Studies Department, Western University
Ashley KEWAYOSH-SAMUEL	Student Opportunities Coordinator, Indigenous Students Centre, Office of Indigenous Initiatives
Myrna KICKNOSWAY	Visiting Elder to provide Traditional opening
Darlene MARSHALL	Caldwell First Nation, Employment and Training/ Post Secondary
Lissette OCHOA	Academic Advisor for Indigenous Students, Pre-degree and Pathways, Western University
Ashley SISCO	Guest Speaker: Sisco Consulting
Jennifer SLAY	Dean of Equity, Decolonization, Inclusivity and Diversity, Kings University College
Laura SPERO	Aamjiwnaang First Nation, Post-Secondary Education Councilor
Jesse STAATS	Guest Speaker: Boise University/University of Toronto
Claudia ZAVITZ	Indigenous Student Association President – Western University

Regrets**Affiliation**

Kathleen ANDERSON	Metis Nation of Ontario
Deborah ARMSTRONG	Nokee Kwe, Program Director
Bernita BRIGHAM-JACOBS	Bkejwanong Territory, Post Secondary Coordinator
Al DAY	N'Amerind, Executive Director
Regna DARNELL	President's Appointee, Faculty of Social Science
Dean DOXTATOR	N'Amerind, Apatisiwin Youth Coordinator
Natalie FLETCHER	Fanshawe College, Indigenous Student Success Manager
Mindy GILL-JOHNSON	Saugeen First Nation, Education Administrator
Cody GROAT	Indigenous Studies Director's Representative
Joe HENRY	Dean of Students, King's University College
Sean HOOGERP	Indigenous Initiatives Coordinator at the affiliates – Huron, King's, and Brescia.
Riley KENNEDY	Student Senate Member Representative
Veronica KING-JAMIESON	Mississauga of the Credit, Councillor
Constance KYLE	Graduate and Postdoctoral Studies, Administrative Assistant
Otsistonkie LAZORE	Indigenous Relations Coordinator University Student Council
Melanie MOLNAR	Associate Registrar, Student Success Registrar's Office, Brescia University College
Melinda MORADIPOUR	Administrative Coordinator
Rick MONTURE	Grand River Post Secondary Education Office
Jenna MORRISON	Caldwell First Nation, Employment and Training/ Post Secondary
Erica NEEGANAGWEDGIN	Director Indigenous Education, Assistant Professor, Faculty of Education
Geoff READ	Provost and Dean of Arts and Social Science, Huron University College
Chantelle RICHMOND	Acting Director, Indigenous Studies Faculty of Social Science
Bette SUMMERS	Oneida Nation of the Thames, Director of Education
Bill TICHENOFF	Chippewa of Kettle and Stoney Point, Education Principal/ Program Manager
Guy WILLIAMS	Fanshawe College, First Nations House Manager
Deanne VAN TOL	Western Research Development

1. Traditional Opening – Myrna Kicknosway

2. Welcoming address – IPEC co-chairs Christy Bressette and Debbie Dolson (Interim Co-Chair)

- Jody Noah has stepped back as chair of IPEC, hence Debbie stepping in
- Agenda approved by all.

3. Guest Speaker: Jesse Staats – Aboriginal Education Council – Ontario Institute for Studies in Education, University of Toronto

- Presented on his PhD thesis: Indigenizing university governance in Ontario and the importance of having Indigenous councils.
- Total of 24 interviews expected: 12 internal and 12 external, areas of research and how councils engage in and out of communities. 22 participants to date.
- Transparency: better understanding of internal processes and share in discussions
 - i. Regular access for councils to the board, senate, and president of universities in order to see a better, stronger collective
 - ii. Access to the president (one on one) is important to engage with the community more, and access to different developments that affect those communities and committees.
- What are the inclusion criteria, enrolment of undergraduate and graduate indigenous students, proximity to communities, specifically Ontario?
 - i. Membership and relationship for positive practice: meetings with university presidents with no agenda to foster good discussions and inter-relationships.
- What is the recruitment for research like?
 - i. Open to increase to 30 participants either internal or external with IPEC members – end of the month is the cut off to complete interviews, contact Jesse in the next few days
 - ii. Soliciting advice from a variety of people based on a wide spectrum, both Indigenous and Non-indigenous
- University interviews and community engagement: what determines good communication, how to improve engagement?
 - i. Transparency: being on the outside of decisions makes it hard for the council to be part of the decision making – shared information is necessary
 - ii. Big initiative outside of council to Indigenize external involvement at the ground level is ideal
 - iii. Strategic plan for academic year: email/handout update for info sharing + next big ideas

4. Office of Indigenous Initiatives Updates

- Role as director of Indigenous Education in Indigenous Studies may be needed to become a “Chair” to gather monthly (more flexibility)
- IPEC & OII members and staff: core people changes

- i. Brent and Candace are relocating from Western; impact will change and will be felt in Indigenous Education: more updates during this transition time before she leaves
- Faculty- changes and plan to fill the membership on IPEC
- Appointment of director: dean – moving back to a chair for the months (2024-2025) and then introduce a new director in the new academic year.
- Learning coordinator, Lori George (permanent position that needs to continue) report to director is encouraged
- MPED – 2 cohorts simultaneously, 3 people end April 2025; 8 new students (July)
 - i. Different instructors with vacancies; community-based program
- Personal/Professional: Research project with Sally Keyowash and Tom Keyes – Oral history Indigenous Founding (at Western?) – 2023, now in later stages: commitment continued despite leaving
- Bundles project – continued availability
 - i. She’s just a phone call away to support and benefit students and faculty

5. OII Updates – Allyship Guides

- Commemorating TRC: good turn out and orange shirts in communities and outside – goal to educate and bring awareness
 - i. Allies really made good strides to help lift the burden of TRC and past trauma: a desire to grow and pass responsibility to them that allows OII, WLL, or ISC staff to do what they need to do personally and through their communities
- Katie Big-Canoe helping with research and allyship
- Applying to Indigenous position: claim to Indigeneity affirmed – proof of membership, statement of relational positionality
 - i. Draft policy: refining the information and more comprehensive – a living document that allows for changes and impact from political stuff
- Preference to hire local Indigenous, and then national, and then global: selection and affirmation
- Implement for ISA membership? Indigenous Students comfort and experience is important – imposter syndrome and sense of belonging
 - i. Policy applied to student who will be receiving monetary gain
 - ii. Trying to prevent ethnic fraud and affirming those who do apply that they fit our desired selections
- Does this apply to the general list - Northern, southern, central Ontario - for students who don’t know what or who their communities are, and provide more support to them?
 - i. Ways to handle that already, but can be problematic for our own people

6. Indigenous Student Centre updates

- New staff in September – Arielle Bressette (enrolment recruitment) and hoping to hire an Indigenous recruiter.
 - i. Kelly Nicholas returning after leave (OII and ISC)
 - ii. Director position vacant for 14 months now: needs to be filled

- Sara Mai – update on curriculum and pedagogy – RWK visit, tickets available
- Updates from Kings
 - i. Sisco partnership to create Indigenous ways of knowing -allyship
- Transportation to get to Wampum – taxi chips to use without paying – King’s students, faculty, and staff; chits are available at Jennifer’s office: W146, or security – Yellow taxi specifically
 - ii. Seeking guidance to invite an Indigenous Individual to be on their own council: how to fill that position respectfully
- Information about the commitment of the position: duration of the council term, honoraria. Zoom options, compensation for travel...
- Send to IPEC to send out to their networks
 - i. Demographics survey – who is on campus (Kings) – 8 who identify as Indigenous
 - ii. NOTR event: art exhibit “Medicines we Carry;” write up and portrait; in library
 - iii. Liz Akiwenzie speaker – honour of Indigenous MMIWG

7. Indigenous Student Association Updates:

- All positions have been filled, including graduate students, allyship coordinators, and added 7 positions working off of the principles of allyship
 - i. Event commissioner
 - ii. Guidance coordinator
 - iii. 2 first year reps.
- Better relationships with space OII, ISC, WLL,
- Support Atlohsa – winter coat drives and good
- Winter vendor market (possibly at the Wampum?)
- Bounce and shared google doc,
- Cultural workshops to promote on the channel – weekly events, VP of communication (Indigenous news) Mindful Mondays, bi-weekly
 - i. Information to be shared with everyone from IPEC
- Connect with other students – Luncheons Oct 29th – tacos and pupusas
- Collaborative – share and benefit with all students: Annual Pow Wow – end of school year prior to exams
 - i. Small \$ amount Feb/March to help fund the Pow Wow
- Organize and engage with local high schools to show positions in post-secondary
 - i. Lissette can help (ISSAP)

8. Guest Speaker - Ashley Sisco: Power Point presentation for an Indigenous research allyship guide

- Support everyone to conduct research respectfully; Compliment tool kit for allyship – build upon it
- Identify areas of information that can be done by settler faculty without burdening Indigenous staff with questions, expecting answers: they can google and do their own labour to learn more

- 7 researchers at Sisco – Neesa Nahmabin for support; 2024 – OII connect to specific research
- Gather input: roles and responsibilities of involvement and indigenous/ally research
 - i. How to support properly: address concerns, be respectful, and have good intentions
 - ii. Not formal – used for development and to support staff with how to approach and ask for help: how it is used in public or conferences
- Opt in/opt out – no pressure to contribute
- Responsibilities and Challenges - For non-Indigenous in their role of allyship research
 - i. assumptions vs actual connections; external and internal communities (university); no prior biases or expectations; patience, the needs of the community may take a bit to change; not a strict timeline in contrast to researchers' timelines; Don't over-promise and conduct with a false pretense
 - ii. full transparency; community involvement from the very start
 - iii. Respecting the right to refuse – humility; awareness of occupying spaces: leadership vs support; Full consent & transparency from start to finish: “just because you can, doesn't mean you should” mentality
 - iv. Research expands beyond community, research ethics: but still have relationship afterwards (not a one and done)
 - v. Full responsibility about policy knowledge and working within it - See the final report and data – accountability and share the data with the communities – who can access, own, and use the data
- Circle back with Katie about data usage and sovereignty
 - i. Be supportive in regard to energy and resources with community; don't take away from it; Stand up to institutions when community directions and needs do not align with guidelines
- What questions do communities receive? Example: what is IR, what is missing? Is anything out of place, need to be included? Proactive before the questions - create safe space for communities – good relations and respect; Give a checklist before approaching, and learn cultural appropriate process, *and then* research – “what and where do I start?”
 - i. Transactional nature of research – invasive to Indigenous communities; nuance in greater dimension – discomfort in an academic setting; relationships governed what you get from others – should it be addressed? Step away from capitalist resources; “extractive research process”
- Language of research – music, creative, expand upon to be more inclusive
- List helpful resources on OII webpage - 2 guides – engage with Indigenous Students, and Engage with communities; Elders + honoraria – researchers need to include this in the budget if they need to include community
- Make it definitive = prepare before research; Orient as a human being before researcher
 - i. Lack of connections leads to community out-reach failure/not great ways – need to address alignment with community needs
- Need to be active in changes for decolonizing ethics and research – something to explore with the guide
 - i. Supports: how can post secondary institutions support better?
 - ii. Interpretations vary and are subjective – any recommendations for improvement?
- Explore own relationality/positionality; self-reflection as researchers to create connections
 - i. Responsibility and respect – make it definitive, but don't duplicate haphazardly

- Timeline and next steps
 - i. November 2024 – Draft of guide
 - ii. December 2024 – Final version of guide
 - iii. March 2025 – Presentations/Conference style
- What they want to accomplish, try to think from an Indigenous perspective – being and knowing; approach issues as Indigenous led – things might be better in the long run
- Timeline and types of research takes more time than what might be granted for researchers; Building relationships and establishing a good trust before research
- Checklist at beginning, credentials needed?
 - i. Co-researcher/sponsor for Indigenous researcher
 - ii. End- just as important – show and explain to community the good or bad results of the research, and ways to improve, and then how to implement it = Reciprocity
- community directed research projects and being clear about what it entails
- Role and what that looks like
- Reach out to Ashley Sisco directly possibly to circulate a PDF version of the presentation today. Her email is: ashley@siscoconsulting.ca
- All shared information is good: availability of documents if/when Katie's is available as a resource
 - i. Experience in own community – heartbreaking but whole environment department had access to documents with non- Indigenous people
 - 1. Community was prepared – respected with information
- Acknowledge nature of past researchers and results; beyond research: model being a champion for better practices and policies
- Working with funding: co-researchers need to develop it better; people are not following policies and it needs to be addressed
- Pre-screening and formalized vetting processes

9. Final remarks/End of Meeting

- Wampum Learning Lodge Updates:
 - i. 2nd anniversary of Wampum – Nov 4th plans made
 - ii. Nov 5th - tacos everyone welcome
 - iii. Nov 6th – Chantelle Richmond Book launch
 - iv. Nov 7th – working on it
 - v. Nov 8th – 3rd annual round dance
- Memorial after December due to time constraints – community event
 - i. Process of revolutionizing education to serve community – doesn't suit western style: micro-credentials; Make it stackable to a university degree; Allow access into continuing education; Need a process to administrate this special admission process vs just ad admin. Process; Prior learning assessments – framework from IPEC to Western to remove barriers to education if chosen by community members; At no cost: separate for non-Indigenous people = where revenue comes in – create a project manager position
 - ii. Grave sites – need other tools and software to develop that research as well
 - i. Up to senate: credentials to community members?
- Increase Kings involvement with OII and resources

- i. Continuing conversations: university pace is slow but, in the works,
- SAGE coordinator position is vacant
- ISSAP promotions – January intake to continue into summer: love to be at talks now...
- Treaty to create a “homeland” (Somerset township) - Possibility to discuss further
- Land Acknowledgement re-address
 - i. Do we include the mention of clans and tribes that are gone (ancient)?
 - ii. Make the distinction rather than get rid of it, to commemorate their place in this world previous to now.
- Proposed – IPEC meetings in communities 3 times a year out of 4, instead of hosted at Wampum – to discuss at next meeting?
- Hosting communities for schools and university students – opportunity to meet other administrators