



## IPEC Minutes

April 17, 2025

### Office of Indigenous Initiatives

General Meeting: 10:00 am to 2:00 pm, held at Council Chambers of Chippewas of the Thames First Nations

#### **Present**

Sarah BELLEAU

Christy R. BRESSETTE

Paula CORNELIUS HEDGEPEETH

Lorraine DAVIES

Ian DUCKWORTH

Rick FEHR

Mindy GILL-JOHNSON

Sean HOOGERP

Andrea JIBB

Betsy KECHEGO

Terri KING

Joe MISKOKOMON

Melinda MORADIPOUR

Desmond MOSER

Melissa SCHNARR

Laura SPERO

#### **Regrets**

Danielle ALCOCK

Deborah Armstrong

#### **Affiliation**

Post-Secondary Coordinator, Delaware Nation

IPEC Co-Chair; Vice Provost/ Associate Vice President Indigenous Initiatives, Office of Indigenous Initiatives

Director, Indigenous Engagement and Wampum Learning Lodge, Office of Indigenous Initiatives, Western University

School of Graduate Postdoctoral Studies (SGPS), Associate Vice Provost, Western University

Post-Secondary Secretariat, Caldwell First Nation

Director, Faculty, Indigenous Studies, Western University

Education Administrator, Saugeen First Nation

Indigenous Initiatives Coordinator at Huron College

Director of Healing Services, Atlohsa Family Services

Elder, Chippewas of the Thames First Nation

Faculty, Institute of Indigenous Learning, Fanshawe College

Chief, Chippewas of the Thames First Nation

Administrative Coordinator, Office of Indigenous Initiatives, Western University

Assistant Dean, Faculty of Science, Western University

SAGE Coordinator, Indigenous Student Centre, Western University

Aamjiwnaang First Nation, Post-Secondary Counsellor

#### **Affiliation**

Jordan's Principle Program Manager, Southwestern Ontario Aboriginal Health Access Centre (SOAHAC)

Programs Director, Nokee Kwe Occupational Skills Development Inc. Representative

Arielle BRESETTE	Manager, Indigenous Admissions and Enrollment, Indigenous Initiatives, Western University
Emilie Campbell	Thames Bluewater Metis Community Council, Métis Nation of Ontario
Regna Darnell	University Faculty Member Appointee, Faculty of Social Science
Debbie DOLSON	IPEC Co-Chair; Post-Secondary Counsellor, Chippewas of the Thames First Nation
Natalie Fletcher	Indigenous Student Success Manager, Fanshawe College, Indigenous Learning Centre
Renae Hill	Interim Executive Director, N'Amerind Friendship Centre Representative
Jeff HUTTER	Deputy Provost, Faculty of Science, Western University
Ashley KEWAYOSH-SAMUEL	Student Opportunities Coordinator, Western University
Rick MONTURE	Post-Secondary Education Office, Six Nations of the Grand River
Lauren POETA	Communications Coordinator, Indigenous Initiatives, Western University
Jennifer SLAY	King's University College Representative
Lacey Smith	Post-Secondary Coordinator, Munsee Delaware Nation
Bette Summers	Director of Education, Oneida Nation of the Thames
Bill Tichenoff	Director of Education, Kettle and Stony Point First Nation
Jolene Whiteye	Education Manager, Eelünaapéewi Lahkéewiit
Claudia Zavitz	President, Indigenous Student Association, Western University

- 1) Introductions
- 2) Ground Penetration Equipment Training and Archival Work – Presentation by Theodore Albert and Brandon Graham
  - a. Mount Elgin Residential School Investigation – operated from roughly 1851-1946
    - i. Estimates of students attending – 900 -1200, but might actually be considerably higher
    - ii. Students came from 22 different First Nations, including COTTEN
    - iii. Average 100 enrolled each year, highest enrollment 169 in 1926
  - b. A broad reach of research – several documents from different institutions
    - i. Library & Archives Canada
    - ii. United Church of Canada Archives
    - iii. National Centre for Truth and Reconciliation
    - iv. CITRIX Database
  - c. Indexing or organizing information collected, precise guards for recall of different types of information
    - i. Financial information pertaining to Mount Elgin operations

- d. Archival materials – census records
  - i. Approximately 1350 students attended Mount Elgin have been identified – search continues
  - ii. Over 300 people associated with the Mount Elgin residential school have been identified
  - iii. Letters, reports, financial information
  - iv. Blueprints
  - v. Maps
  - vi. Photographs
- e. GIS database – for unmarked graves (investigation)
  - i. Aerial drone surveys
  - ii. LiDar (Light Detection and Ranging)
  - iii. GNSS (Global Navigational Satellite System)
  - iv. Magnetometer Survey
  - v. Ground penetrating radar survey
- f. GPR – COTTEN acquired own machine with some help from Western (education & training)
  - i. Greatly improved/maintaining updates
  - ii. Long process (distance wise) – but supplemented with archival clues to map things together
  - iii. Some limitations
- g. COTTEN driven project – data sovereignty in staying in community
- h. Next steps: Continue archival research and tech-based field work, continue historical research, continue with community engagement and council updates.

### 3) Christy R. Bressette – Affirmation Policy Document

- a. Tracking ethnic fraud – engagement with Indigenous communities has led to this policy
- b. Western will ratify this document
- c. Identification of Indigeneity is no longer a volunteer basis
- d. Applies to anyone who will receive financial gain from Western
  - i. Graduate students
  - ii. New employees (contract or otherwise)
- e. Anyone who claims Indigeneity and indigenous roles must provide citizenship and membership
- f. A step-by-step process of recruitment (decision tree)
- g. Aligns with federal guidelines and reports on Indigenous citizenship and membership (within all universities in Canada)
- h. Safe guard for relationships at Western
  - i. It may be uncomfortable, but it is necessary for protection and good relations.
- i. Legal team to review (externally as well), and jurisdictional groups (MNO)
- j. A list will be updated and maintained with strict confidentiality safeguards for Indigenous applicants
  - i. Once on the list, the applicants will not need to be asked over and over – to help prevent reduplication of people on the list
- k. Q&A Document for clearer navigation and questions
- l. Approval (ratification) next month

### 4) University and College Updates

- a. Need more engagement with communities
- b. Allyship guide will be available soon

- c. Language learning courses – funding ends in August
- 5) IPEC Sub-committee Updates
  - a. Smaller group
  - b. 3 meetings so far
  - c. Significant updates are needed: mission, goals, mandate, IPEC reporting, membership, decision-making
  - d. Next meeting will focus on membership, decision-making, and reporting
- 6) Desmond Moser
  - a. Working with Jessica Haye
  - b. CMO course – Land-based learning and stewardship starting in May, running for 4 weeks
    - i. Week 1 – Land
    - ii. Week 2 – Water
    - iii. Week 3 – Beings
    - iv. Week 4 – Indigenous Agriculture
  - c. Open to band members
  - d. Western Certificate – still needs to be worked on
  - e. Language and terminology of the course – might connect with Sara Mai Chitty for guidance
  - f. Clint Jacobs is integral for the course and learning
    - i. 13 Moons Dayna and Glen McDougall
    - ii. Oneida
    - iii. Environmental Staff
    - iv. Upper Thames Conservation Authority
  - g. Each nation is provided a stipend to support their time at CMO course – Western supporting the budget as well
  - h. Essential training for potential jobs – western certificate to promote/uplift training
  - i. Cultural sensitivity training with Albert Doxtator for non-Indigenous instructors
- 7) Terri King
  - a. Indigenous academic Unite Program
- 8) Ian Duckworth
  - a. Wrapping up end of year administrative work
- 9) Rick Fehr
  - a. Wrapping up year as director of Indigenous Studies
  - b. Highest indigenous faculty hire/retention (9)
  - c. Creative thinking to design out story-program – learning outcomes “who we are” to grow
  - d. Facing administrative challenge: divided between departments faculty who are “split” between passion and other requirements – potential for joint or sole focus options?
  - e. Needs more direction for 2-year update
- 10) Melissa Schnarr
  - a. 2.4% Indigenous population achieve a B.A.
    - i. Education needed in future for better capacity with community
  - b. Locations of Indigenous spaces on Western campus – good, but is it enough?
  - c. Graduate school after a gap or later in life – harder financially to complete
    - i. Masters or PhD thesis take on average 5-8 years to complete
    - ii. Funding runs out after 5

iii. Responsibilities in life are not normally factored into this funding, especially for later in life

d. Funding opportunities for Mature students need to be provided or at least brought to the table to support our Indigenous students and their community obligations

11) Lorraine Davies

- a. Lack of Indigenous graduate students, so leadership and guidance are needed to improve that
- b. Would like to book a meeting to discuss this further

12) Arielle Bressette

- a. Indigenous graduates for April 2025 = 44!!
- b. Wrapping administrative work in ISC
- c. Mini U Staff hiring
- d. March 22 – Open house – we saw 7 families come in to tour the space and campus.
  - i. Significant increase!