
Indigenous Education Council

Meeting Minutes

Wednesday March 29th, 2023

9:30-11:30 AM

Cornwall Campus/River Room

ATTENDING:	Shannon Hall (co-chair)	St. Lawrence College
	Helena Neveu	St. Lawrence College
	Glenn Vollebregt	St. Lawrence College
	Shelley Aylesworth-Spink	St. Lawrence College
	Ross McMillan	St. Lawrence College
	Mary Ann Lyons	St. Lawrence College
	Shirley Chaisson	St. Lawrence College
	Katie Lamarche	St. Lawrence College
	Kayleigh Jordan-MacGregor	Downie-Wenjack Foundation
	Lacey King	PSE Officer for Tyendanaga
	Sandy Maracle	PSE Counsellor for Mohawk of the Bay of Quinte
	Paulina Giles	St. Lawrence College (student)
	Holly Brant	St. Lawrence College
	Tracy Coady	St. Lawrence College (recording)
ABSENT:	Becky Smoke (co-chair)	Iohahi:io Akwesasne Education and Training Institute
	Nathan Sunday	Akwesasne Training Program
	Martha Kane	St. Lawrence College (student)
	Bradley Box	St. Lawrence College (student)
GUESTS:	Kathy O'Brien	St. Lawrence College
	Megan Sheppard	St. Lawrence College
	Louise Chatterton	St. Lawrence College
	Grant McMichael	St. Lawrence College

Agenda Items:

1. Welcome in a good way – Knowledge Keeper

Helena Neveu shared that the new quilt created by Martha Wilson is ready for the Downie Wenjack Legacy Space on the Kingston campus, with images from the 7 Grandfather Teachings: love, respect, bravery, truth, honesty, humility, and wisdom. The tipi project for the Kingston campus is also almost ready, and both projects will be followed by similar projects on Brockville and Cornwall campuses.

2. Introduction of new members and guests:

New members of the IEC were introduced: Lacey King, PSE Officer for Tyendinaga; Sandy Maracle, PSE Counsellor for Mohawk Bay of Quinte; Liv Rondeau, LDSB; missing is Nathan Sunday, Akwesasne Training Program.

Guests to the IEC meeting from the College Executive Team: Louise Chatterton, interim SVP Academic, Megan Sheppard, SVP Corporate Services, Kathy O'Brien, SVP Strategy, Communications & Advancement, Grant McMichael, VP Belonging, People & Culture

3. Review of Minutes of last meeting of 2 November 2022:

It was noted that the Downie-Wenjack Legacy space on the Kingston campus will be in the front entrance foyer rather than outside executive suite.

IT IS MOVED that the minutes of the IEC for 2 November 2022 be accepted as amended.

MOVED: Shirley Chaisson

SECONDED: Katie Lamarche

4. Adoption of the Indigenous Learning Outcomes (ILOs) Signing – Wampum String Completion (see ADDENDUM 1 for background)

Shannon Hall provided the background on the ILOs from the Negahneewin Council at Confederation College, the protocol to use them, and her connection with colleagues there that began the adoption process last spring. The agreement was finalized on 24 February 2023 via virtual meeting between the two IEC's, as SLC formally accepted the gift of the ILOs from Confederation College. As part of that process, instead of a written agreement, the two college Presidents used wampum strings instead, as agreed upon at the February meeting. In the event that one of the Presidents left their role at their college, their successor would also etch the string to continue the living agreement.

The beaded leather pouches to hold the wampum strings were made by Shirley Chaisson. Members and guest shared their thanks and admiration for her work. Glenn carved his mark on the wampum string, as done by his counterpart at Confederation College. The wampus string and pouch, with supporting documentation will be displayed on the Kingston campus.

Decision Items

5. Terms of Reference – review the ToR for the 2023-2024 academic year

Upon review of the existing Terms of Reference for the coming academic year, it was determined that the document required updates to the membership names. This was to be completed by the next meeting of the IEC.

IT IS MOVED THAT the decision to accept the Terms of Reference for the 2023-2024 academic year be deferred to the next meeting of the IEC, pending an update to the membership list.

MOVED: Shirley Chaisson

SECONDED: Holly Brant

6. CET Work Plan for the IWKB Action Plan – CET members will present on the six goals of the work plan:

Last year, members started a SWOT analysis to make the council into a more action-oriented

body; they created an action plan to allow the council to guide and support Indigenous Ways of Knowing and Being (IWKB) at St. Lawrence College. The College Executive Team were tasked with these action items for their areas of responsibility.

6.1 STAFF Increase presence and leadership roles of Indigenous staff – Grant McMichael

- Interview process: influenced by hiring managers, the action focus is on Belonging, Equity, Diversity and Inclusion (BEDI), moving to a more institutional format that eliminates biases, that includes storytelling and lived experience in the hiring process. This was used in the current SVPA search. The college is updating JFS to reflect basic requirements and experience/equivalencies; self-identification is not currently in place, but is being worked on with a document process, with consideration for privacy. The BPC department is trying to identify biases that stop candidates from getting through the process, trying to manage systemic barriers, and expand networking to more diverse communities and their networks.

Question: are the postings going to local indigenous job boards? Yes, and Grant is open to feedback on where jobs are posted. Now that there is budget for BEDI, word is getting out that SLC is dedicated to BEDI values in jobs.

Question: is there an indigenous voice is developing the BEDI recruiting process? Grant will share the network and seek input from the SLC Indigenous Team/IEC to identify systemic barriers, on candidate inclusivity.

Question: how does SLC become a place that attracts indigenous talent? The college needs indigenous voices.

There is a 12-lesson program at UA, 30 staff have attended; more strategic PD, i.e. Coursera program, to drive initiative around learning and development;

Question: will the college pay for the certification? If it's part of our core strategy, the college should pay for certification. Lifeworks courses are available, but were not communicated well. It may require a move away from "just in time" communications, and to be better at scheduling and communicating.

The Legacy Spaces and Schools resources will be a great complement to this work as well. The Learning Connection Conference at SLC has proposals for land based learning sessions this year.

- A protocol was drafted, framework drafted to be shared for feedback, with a commitment/statement from the college on why we're doing this, to talk about what's happening, and to raise awareness.
- Works in progress: succession planning, including diversity; informed development, know key employee candidates and external community candidates; holiday closures – giving options for non-Christian holidays
- On-boarding indigenous staff – under development: Carmen Law is working on this
- Budget for supporting initiatives of BEDI with resources is now in place
- Integrated calendar of dates, events, etc.; there is a need for core dates that happen every year, foundational things that contribute to the cadence of the organization; BPC department is working with the Comms team to make this happen

ACTION: Please send any employment postings to Mohawks of the Bay of Quinte, Post-Secondary Education Department and we can share, it will be shared with our networks and MBQ platforms (request from Lacey King)

6.2 LEADERSHIP Ensure active/connected Indigenous Education Council – Glenn Vollebregt

- IEC: the goal was to get IEC started again, and for it to be chaired by members of the

- indigenous team rather than college management – accomplished. There is adequate resources available for IEC to cover travel and hybrid meetings. The college leadership will bring TRC items for IEC their input. The college also committed to an annual evaluation by IEC of the progress made by SLC, during the Spring/Summer meeting.
- The commitment to Indigenous Ways of Knowing and Being (IWKB) came from the SLC Board of Governors, as part of the strategic plan. Glenn keeps the Board of Governors informed of initiatives, challenges, and progress.
- Question: do student representatives on IEC receive any recognition? This is a new role, but a good idea; it could be part of a micro-credential. ACTION: this will be taken to the SLC Indigenous Circle for discussion

6.3 COMMUNITY Build active/reciprocal relationships with Indigenous communities – Kathy O'Brien

- Overall, having active and reciprocal relationships with its communities is a major focus for consolidation tri-campus; like the events calendar, there is a challenge in accessing information to update invitation lists
- Sponsorship of local events – this needs to be intentional and will need IEC's advice; Debbie Rogers will reach out to IEC members for ideas and opportunities for community involvement. The college has done direct advertising in the past but needs to expand its community connections. There is a need to map out the events over the year and be planful in the college's approach to events. Convocation is the largest celebration of the academic year; Mary Ann Lyons sits on the convocation committee, and is planning for IWKB to be included in the ceremonies.
- ACTION: Kathy will send parameters of sponsorship to IEC as an information item
- Suggestion (Becky): partnering with lohahi:io to create an "Across the Borders" tour. There are Instructors that lohahi:io utilizes from SLC for their programs; it would be great to have the SLC Administration, Instructors, etc. take a tour (with a luncheon) of the lohahi:io campus to experience and learn about the territory.

6.4 STUDENTS Increase recruitment and retention of Indigenous students – Kathy O'Brien

- Having annual enrolment targets has not been the focus at SLC, but the college is fortunate to have Katie Lamarche as the Indigenous Student Recruiter, who takes a holistic approach in how she goes into communities. Her goal is to understand the communities and their culture and build relationships, then introduce them to SLC values.
- The current goal to put in the supports to provide students that do come to the college avenues to success, all the way to completion of their programs.
- Long-term enrollment planning to include indigenous student retention.
- 2022-2023 was the first in-person recruitment season since COVID, Katie began working with a collective group of indigenous recruiters from Ontario and Quebec colleges, universities and CEGEPS, who travel together from September to December; each week, one of them organizes visits from their connections, to schools during the day, evening sessions with community, parents, etc., using presentations and Q/A at the end, offering information, options; the recruiters are not competing against each other, but work collectively to show students what is available to them. This respectful, caring approach to the student/learner's journey is a sustainable way to build awareness in the community.
- Youth Hub – opportunity to offer training/prep for PSE over the 3-year transition period.

- Question: where are the gaps? Indigenous programming, pathway programs for students from alternative schools, indigenous housing, indigenous Student Success Facilitator, visual representation (art, legacy spaces, etc.). A suggestion was made for handbills that showcase indigenous staff on each campus, perhaps a double-sided insert for the viewbook. At the college Open House events, students gravitated toward the residence pamphlet as the least intimidating/wordy.
- Website – under consideration
 - Competitive programs – what are the barriers? Currently, indigenous students need a status card; the college is looking at ways to modify that criteria, to include acceptance with support from a community leader, or proof of application for status card.
 - The PeopleSoft system will be able to get a better sense of the indigenous student population at SLC, but there are multiple ways for students to self-identity. Suggestions were made to count sponsorship letters, or to flag/identify the student manually when a sponsorship letter is received. Do sponsorship letters come ahead of time? The college would need them before the early acceptance deadline in February. Linking the sponsorship would lift the barrier, and everyone would have the information.
 - Remove barriers for students in Quebec and the US – there is a commitment to explore this and determine what barriers exist. If an indigenous student applies from the US, they need a transcript assessment (\$75 fee). SLC needs to tweak the communications so that applicants know that the fee can be waived as in-house assessment is now possible; Katie is working on removing barriers in their decision-making process, and helping applicants navigate the application process.
 - Expand learning opportunities to include alternative learning formats, recruiting resources and strategies for financial aid. Create more customized options for Orientation.
 - Peer mentors are part of the wrap-around supports, from pre-application to program completion/alumni
 - ACTION: Katie and Mary-Ann are missing from the Indigenous team on the SLC website, Tracy to correct this.

6.5 SPACES Create/improve Indigenous spaces – Megan Sheppard

- Tipi project on Kingston campus is well underway and should be ready to go up in a few weeks. The college is committed to building tipis on Brockville and Cornwall campuses, with budget support, and a completion goal of Spring 2024, thanks to Helena for her teaching and support of this project.
- Indigenous Centre (IC)s: there is now capital budget for the Cornwall IC, which needs access to outdoor space. As part of the Brockville renovation, a first-floor space for an IC is becoming available, 2023-2024 fiscal year will begin the design phase.
- Bio-diversity study informing landscape management plan in Kingston, studies underway for Brockville and Cornwall; moving existing trees, additional plantings; many cities have tree registries, can work with local preferences. The college is beginning work on campus masterplans for all 3 communities, which will inform placement of its trees.
- Physical spaces: There is a need for updated computers in the ICs. Wayfinding is needed for all campuses and will incorporate IWKB. In working on the concept developed with Helena, new wayfinding should be in place for Fall 2023; the concept started with Wellness and IWKB and uses pictograms; it was Helena's idea to use the 7 Grandfather Teaching in Kingston for the seven wings of the campus; Brockville will utilize pictograms based on the Longhouse, and Cornwall will use images depicting the Lost Cities. The Downie-Wenjack Legacy Spaces are underway on all three campuses; a

quilt is being created for the Kingston space, and space in or near the libraries on Brockville and Cornwall spaces are identified to house their spaces; Helena is working with students and faculty on creating welcoming spaces; resources are available for faculty, and referrals: <https://downiewenjack.ca/our-work/legacy-schools-programs/> . Prizes can be won for getting additional faculty to register as a Legacy Schools educators; ACTION: Shannon will promote the Legacy School resources on the SCTL website.

- ACTION: set up consultation meetings with the indigenous team

6.6 ACADEMIC Embed IWKB in curriculum – Louise Chatterton

- The Academic division is committed to the adoption/implementation of ILOs, embedding them program by program. The program reviews and program development processes will be updated to include the ILOs as well. Including these changes in the cyclical review process allows time for learning and understanding, rather than checking things off a list. This allows for an earlier timeframe for process implementation, but a longer timeframe for deeper learning/understanding.
- Land-based educational requirements: the PPDR team is mandated with program reviews and new program development; while Fall 2023 may not be feasible [for full implementation] with the arrival of a new SVPA, there is activity in this area; the Behavioural Psychology program has incorporated a land-based learning component in their Spring 2023 semester, which will allow a review of what was successful and what needs more work for the future. The division is gathering resources for practices for improving and developing in the wider sector, IPEC (Helena attends) is a reciprocal resource.
- Program Advisory Committees – indigenous representation on PACs: as there are more than a 100 PACs the question becomes how to balance the needs of the PACs with the repeated asks to the community representatives to be the voice on multiple committees; what are the program priorities? In terms of implementing IWKB into programs it is important that the college ensures that it is meaningful to ask our community knowledge keepers to come in and share their positionality. It is important to have indigenous voices on the PACs of the programs who graduate service providers to the indigenous communities: Nursing, SSW, PFP, Environmental Technology; ACTION: Louise will refine the language in the workplan to determine an order of focus and for implementing PAC changes.

7. Next meeting of IEC

The next meeting will be in Kingston in late May or early June. Date to be communicated as early as possible.

ADDENDUM 1: Wampum Agreement between Confederation College and St. Lawrence College

Provided By: Shannon Hall, Ed. Developer/Curriculum Consultant of IWKB @ SLC.

Historically, the wampum was used for official purposes like treaties and ceremoniously used to lift the hearts and minds of the people. Wampum was also presented to leaders to guarantee a message or a promise, thereby creating a safe environment and solidifying trust.

As our institutions advance Indigenous Ways of Knowing & Being and in staying true and in alignment with traditional practices, we offer these wampum strings as evidence of St. Lawrence College's IEC receiving the ILO as a gift from the Negahneewin Council and acknowledge our promise to continue to follow the protocol set out and give credit to Negahneewin Council as the creators and originators of the Indigenous Learning Outcomes in our use of them.

The wampum strings:

There are two strings side by side, one string represents SLC & the other represents Confederation College.

There are seven purple beads to represent the seven Indigenous Learning Outcomes and our reminder of the 7 gifts that have been shared & received by the respective Colleges.

The white beads surrounding the purple beads represent the peace and friendship that surrounds the sharing/receiving of the ILO. The white beads are also our reminder to embrace these gifts as we move forward in using them to advance IWKB with peace and friendship in our hearts and minds and to share this understanding/agreement with all whom participate in using the ILO at SLC.

We offer this agreement to both presidents and ask you each to mark the stick with a knife to acknowledge that you have received the message and accept the agreement—

The wampum strings are made from all things natural from the earth, thereby making this agreement a living agreement—Should a president leave their role at the institution, their role is to share this agreement with the next person, and she/he shall mark the stick to indicate her/his acceptance and so on and so forth.