

**Indigenous Education Council  
Wednesday June 8, 2022  
1:00 to 3:00 PM  
Minutes**

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**Attending:**

Michael Cooke  
Glenn Vollebregt  
Amanda Tarbell  
Ross McMillan  
Helena Neveu  
Sheila Lafrance  
Shirley Chiasson

**Absent:**

Heather Green  
Holly Brant  
Jessie Pengelly  
Kayleigh Jordan-MacGregor  
Katie Lamarche

**Guests:**

Shelley Aylesworth-Spink  
Shannon Hall  
Tracy Coady (recording)

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**Welcome**

The IEC members and guests were welcomed to the meeting by Amanda Tarbell and Shannon Hall; Amanda and Shannon invited Helena Neveu to open the meeting. Helena opened the meeting.

**Notes from the IEC Meeting of February 24, 2022**

The group reviewed the notes from the IEC meeting of February 24, 2022, especially the results of the SWOT analysis.

**Motion:** that the IEC accepts the minutes as presented.

Moved: Shirley Chiasson

Seconded: Shannon Hall

**Motion carried.**

**Discussion items**

- 1.1 To receive advice from the community members on how SLC can support the needs for postsecondary education in their respective communities.

## Indigenous Learning Outcomes (ILO's) from Confederation College:

- The membership was asked to endorse the ILOs in principle so the college can move forward to adopt them in building curriculum and other goals
- The college has been using them informally. For example, Shannon and Helena met with a Vet Tech faculty who wants to embed IWKB into her animal behaviour curriculum; from local indigenous knowledge, relationships with animals, role of animals in lacrosse, Shannon and Helena encouraged the faculty to look at creation stories from a spectrum of indigenous communities; faculty wants to look at how we interact and relate to animals.
- Academic programs come up for review every 5 years, offering an opportunity to change course outlines to embed the ILOs, but they can be used in the interim before course outlines are changed. This approach, with phased changes, can start with current course content, move up to course outlines and curriculum and then to program standards (provincial).
- The ILO agreement is a tool to build competency for faculty to weave IWKB into their current practices and highlights the opportunity to build strategies for curating resources for faculty, writing course outlines, and empower/train the faculty to build IWKB into the classroom.
- Helena offered the perspective of how the college community is eager to be hands on for events, to participate and make the change happen.
- A meeting is scheduled for June 10th with Confederation College, on the formal approach to accepting the ILO's. The group discussed how the acceptance or agreement will be handled within SLC (i.e., who will sign the agreement) and how it could be incorporated into the IWKB Action Plan. It was decided that the agreement could be a supporting document and included with the goals and actions.

**Motion:** that IEC endorses the Confederation College Indigenous Learning Outcomes in principle to support the work being done at SLC.

Moved: Shannon Hall

Seconded: Helena Neveu

**Motion carried.**

### 1.2 To receive advice on the College's proposed Indigenous Ways of Knowing and Being Action Plan

Michael Cooke shared a draft IWKB Action Plan and gave an overview of the document. He is seeking advice from the IEC members to evaluate the goals and actions.

Glenn confirmed that SLC is committed to incorporating IWKB in the college's strategic plan.

Discussion points:

- Missing items: external stakeholders need to be expanded
- Number of indigenous students needs more discussion, what is the flow of indigenous students through the college
- What supports are available for indigenous staff – needs more discussion
- Can we assign people to gather the needed additional information? Create sub-goals for recruiting, retaining indigenous staff? What are we doing once we've recruited students and staff?

**ACTION:** IEC members will attest to the current state of each goal, providing an inventory of activity, and add background information approximately one month prior to the next meeting.

**Goal 1:** external community activity/connection - Michael for background

**Goal 2/7:** provide info on student population - Shirley and Ross

**Goal 3/4:** current state of indigenous staff, leadership – Grant (invite to participate)

**Goal 5/8:** land-based education/curriculum, embed student: Shannon, Andre, and Michael (as VPA), Theresa

**Goal 6:** spaces: Shirley, Jessie and Ross, Beth Sills

**Goal 7:** student retention – Shelley and Michael, Katie Lamarche

**Goal 9:** research: Michael and John Conrad

**Goal 10:** awareness: expand from faculty/staff to non-indigenous students, alumni, “community awareness” – Shelley, Grant, Helena, Kathy O’Brien (alumni)

**ACTION:** create a new goal: embed student focus

**Goal 11:** relationships – Glenn, Kathy O’Brien – community councils, sponsor community events, chamber of commerce breakfasts, contribute to Downie Wenjack, work most closely with local organizations to build sense of community

**Goal 12:** structure/policies – Grant

**ACTION:** combine goals in related areas to streamline the plan: staff and leadership, student recruiting and retention, land-based learning, and curriculum

- Assign goals to work on
- Break out into 2 groups, identify 3-5 long- and short-term priorities, timeline the actionable activities, reprioritize and advance the plan, tie to Action Plan goals
- **See Appendix A for break-out group results**
- Incorporate the breakout group priorities into the action plan, gives the chance to look at how we might take some of the actions and make them broader, i.e., visible symbols, specific actions, such as when we renovate spaces, how can we incorporate representation; for new spaces (blue wing, tech/trades building,
- In September, call each committee member to get any questions they may have about the action plan, draw their attention to the document, the goals, the actions, connect and receive feedback.

**Motion:** that the IEC revise the draft IWKB Action Plan, gather background data and input, and call out to members in September for input and feedback.

Moved: Amanda Tarbell

Seconded: Glenn Vollebregt

**Motion carried.**

1.3 To consider how to maximize the guidance and influence of the Indigenous Education Council and to show respect for the gifts the members bring.

Shannon Hall sought advice from the community IEC members on how to support each other, meet PSE institutional needs, strengthen what SLC is doing for IWKB Indigenous Learning outcomes, for the IEC members to move us forward.

### **Next Meeting**

**ACTION:** hold the next meeting in Brockville

Date to be decided.

### **Closing**

Closing by Helena – in praise of good work, embrace change and travel safe.

## APPENDIX A – BREAK OUT GROUP DISCUSSIONS

### Break-out Group #1: Shannon, Shirley, Sheila, Glenn,

- Mentoring, bringing people together
- Short-term objectives/goals (within the fiscal year):
  - Increase visibility (artwork, flag poles)
  - Tree planting – took place ~20 years ago, suggested a commemorative activity instead
  - Student representative on IEC
  - Policy changes: students, staff, food/feast
  - Deepen relationships, sponsorships
  - Increased visibility of Indigenous spaces
  - Tutors, partners
  - Mandate of Kairos Blanket Exercise and Coursera Course to be completed by all staff and faculty by Summer 2023
  - Land-based training Indigenous orientation
- Long-term objectives/goals:
  - Percentage of indigenous faculty (retention)
  - Language course
  - Feeder programs
  - Deepen relationships
  - Mentor program
  - Indigenous team (WI budgets), tutors
  - Bridging and partnerships

### Break-out Group #2: Amanda, Michael, Helena, Shelley, Ross

- Community Engagement: reaching out to help those in need, celebrating successes
- Community Engagement: **visual representation** – flags, art, raise visibility in our communities
- Food – barriers to bringing indigenous food on campus: food services contracts, health and safety [policies]; how can we tie to **land-based learning**
- Policy: commitments from contracted agencies to include IWKB
- Land-based learning, cultural imperatives (Friendship, Love and Kindness), create welcome; when [the culture] is represented, it creates opportunities to learn, to understand, to connect, (goal 1) **strengthen ties to community** (seed keepers); engage; opportunity for **indigenous/cross-cultural learning**
- Land based learning: plants, medicine walks
- Learning outcomes that relate to career fields – build skill, confidence with hands on learning