



FOR FUTURE GENERATIONS

ENRICHING GLENDON'S BILINGUALISM WITH A MEANINGFUL COMMITMENT TO INDIGENOUS TRUTH AND RECONCILIATION

A Glendon Indigenous Advisory Committee Report 2021

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York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.



INDIGENOUS EDUCATION



32.8 percent of Indigenous families live in low income situations compared with the average for all Canadian families (12.9%). In 2016, the unemployment rate for Indigenous people aged 25 to 64 (13%) was over four times the rate for non-Indigenous people (3%).

Only 9.8 percent of Indigenous people have a bachelor's degree compared to 29.3 per cent of the non-Indigenous population



Between 2006 and 2011, First Nations communities grew by 32 per cent, Métis communities increased by 17 per cent and Inuit communities increased by 65 per cent while the average population growth in Ontario was 5.7 per cent

As of 2016, 42 percent of the Indigenous population was under the age of 25. There would be a 401 billion dollar economic benefit economic benefit, if Indigenous students who wanted to were able to pursue a university education



Source Statistics Canada 2016

Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation. (Honouring the Truth, Reconciling for the Future, p. 234)



Embracing the Two-Row Wampum Belt at the historic National Colloquium on Canada's Indigenous Language Policy (2016) organized and hosted by Glendon Faculty. From left to right: Jean Michel Montsion, Ian Martin, Maya Chacaby (Anishinaabe), Amos Key jr. (Onkwehonweh)

ABOUT THE GIAC

GLENDON INDIGENOUS AFFAIRS COUNCIL

The Glendon Indigenous Affairs Council is made up of Indigenous and non-Indigenous faculty, members of staff, and students. It was mandated in 2017 by the Principal as the first Objective of the Glendon Indigenous Strategy (see Appendix A)

The purpose of the GIAC is to realize the commitments made by the institution to Indigenous peoples



GOALS

IMPLEMENTATION OF THE GLENDON INDIGENOUS STRATEGY

The GIAC was mandated to act in an advisory capacity to the Principal as a means to support the goals of the Glendon Indigenous Strategy. The Strategy consists of seven key objectives:

1. Creating a Glendon-based collegial structure for advancing indigenous affairs (GIAC)
2. Positioning Glendon with regards to the TRC recommendations on post-secondary education, specifically

[TRC Recommendation 10]
Increase participation of First Nations, Métis and Inuit peoples in shaping and implementing Glendon's Indigenous Strategy.

[TRC Recommendation 10]
Focus on retention and success of students, develop culturally appropriate curricula, and continue to support the teaching of Aboriginal languages as credit courses.

[TRC Recommendation 13 & 16]
Focus on already existing assets in Aboriginal languages and explore the possibility of expanding these resources.

[TRC Recommendation 57]
Enhance student knowledge in the history of Aboriginal peoples, especially in public and international affairs.

[TRC Recommendation 57] Include skills-based training in intercultural competency, conflict resolution and anti-racism for students, staff and faculty.

[TRC Recommendation 62] Foster college-wide discussions within academic and non-academic structures as a first step to educate students, staff and faculty on the TRC recommendations, and to find ways to integrate indigenous knowledges into academic and non-academic matters.

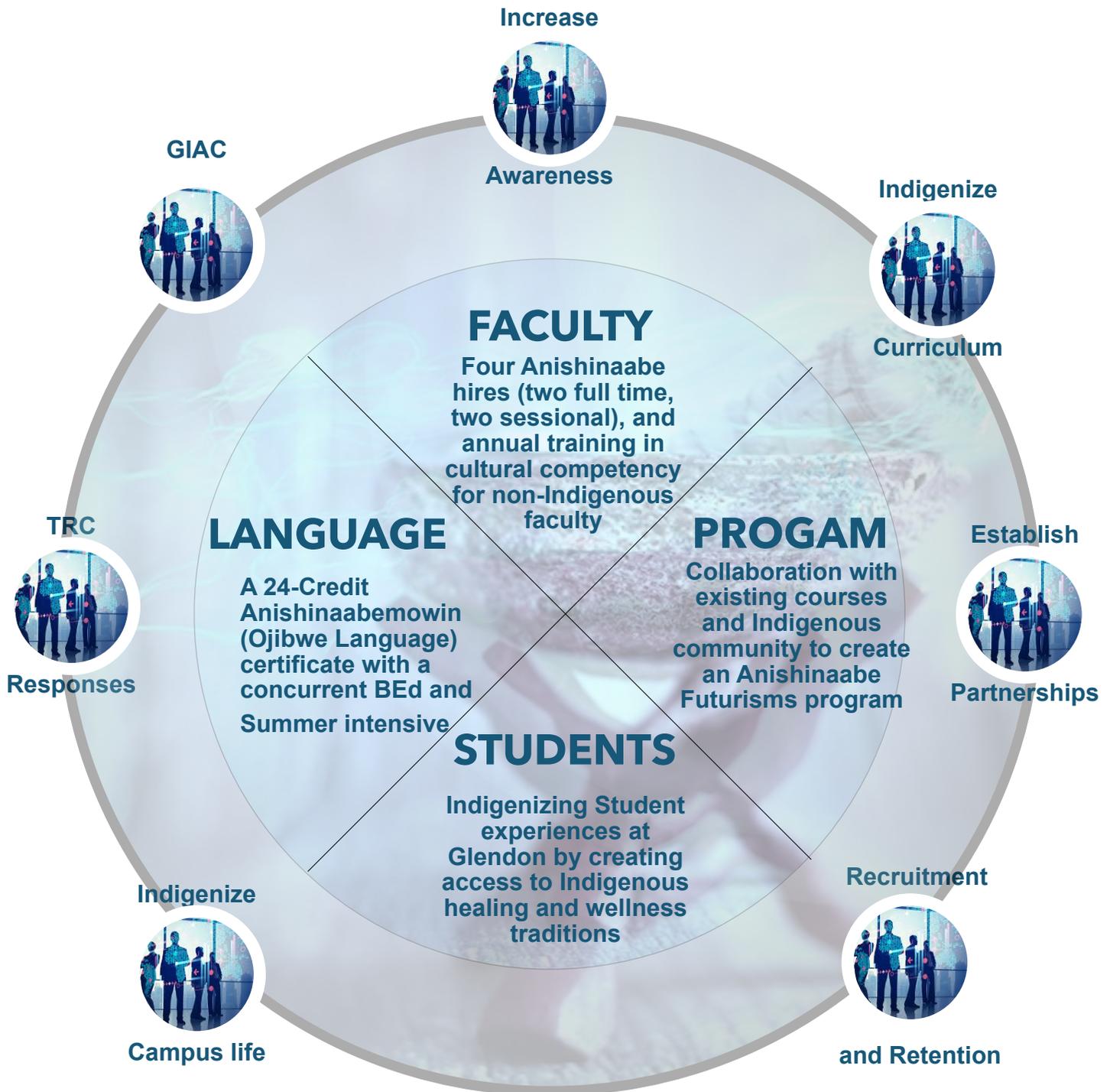
3. Increase awareness of Indigeneity and cultivate respect for Indigenous peoples, cultures and issues at Glendon
4. Recruiting Indigenous students, staff and faculty and ensuring academic success
5. Establishing partnerships that enhance the GIAC goals of decolonization and indigenization
6. Indigenizing curricular offerings and content
7. Indigenizing campus life

To date, the formation of the GIAC is the only goal within the Glendon Indigenous Strategy that has been fully achieved.

THE GIAC RECOMMENDS FOUR CRITICAL ACTION POINTS TO SUPPORT THE GLENDON INDIGENOUS STRATEGY

FOR FUTURE GENERATIONS

GLENDON'S INDIGENIZATION FRAMEWORK



The Glendon Indigenous Strategy's seven recommendations with the GIAC's four action points



EAST: PROGRAMMES

DEVELOPMENT OF A UNIQUE UNDERGRAD CERTIFICATE PROGRAMME THAT COMBINES ANISHINAABEMOWIN, AND THE LIBERAL ARTS WITH A FOCUS ON ANISHINAABE FUTURITIES

“Indigenous futurity” is an interdisciplinary praxis that considers how indigenous revitalization movements can and do operate in resistance to the trope of Indigenous peoples and Indigenous life ways as only being relevant as a “specimen of study” from the colonial viewpoint, or as relegated to a frozen in time past, with no presence in contemporary theory.

A central objective of Indigenous Futurities is to examine intersections of Indigeneity and decolonization with the liberal arts through Indigenous worldview and philosophies. Indigenous Futurities takes into consideration Indigenous community-based/community-driven learning priorities, with high-context experiential learning that promotes positive change in the trajectory of Indigenous well-being. This interdisciplinary field would explore artistic, cultural, economic, geographic, historical, literary, and political dimensions of Indigenous Futurism studies. while also investigating the arts, economies, geographies, histories, literatures, politics and psychologies of Indigenous life ways.

This remotely delivered certificate would focus on Anishinaabe language and culture, designed in partnership with Glendon Sociology and with select Anishinaabeg communities who are interested in attaining post-secondary through community-driven approaches. This way, Indigenous communities play a key role in designing a program that their community members apply to. The goal of the program is to create a unique process and practice to not only increase Indigenous student recruitment and retention, but to establish long term relationships with Indigenous communities for all Glendon students to engage with via practicums, work exchanges and community events through the program.

In 2020, a pilot program was conducted in partnership with Nokiiwin Tribal Council where both Tribal Council staff and Glendon students in the “Introduction to Aboriginal Peoples of Canada” class were able to take part in a community-driven curriculum. Both students and Tribal Council members had opportunities to engage in collaborative inquiry and mentorship. Nokiiwin Tribal council would like to expand this opportunity in partnership with Glendon to be available to more community members in remote reservations. Existing courses from a number of Glendon programs are already viable for this certificate.



SOUTH STUDENTS

INDIGENIZING STUDENT EXPERIENCES AT GLENDON BY CREATING ACCESS TO ANISHINAABE CULTURE-BASED SUPPORTS

In April 2021, a group of 55 students at Glendon, many of whom are racialized, Indigenous, Queer, and/or Disabled, assembled to discuss what student wellness means. Through hosting five (5) three-hour assemblies, the students designed a “Glendon Student Wellness Framework”. (See Appendix).

The GIAC is including this report as a discussion paper to open up faculty-wide conversations about better supporting all students, especially Indigenous students. While many of the recommendations from the students fall beyond the purview of the GIAC, it was important to include a student generated document -- as it is -- in full, in their words.

In addition to the Student Wellness Framework, Indigenous students currently registered at Glendon have identified a need for an Indigenous Education Counsellor that can help them navigate both the university program requirement, skills development, and tutoring, advocacy for course accommodations and assist with issues such as band funding. A Glendon focused culture-based support service is needed for Indigenous (and other marginalized) students that aims to provide wholistic supports at Glendon where student needs are met by multiple, qualified, accessible, culturally sensitive actors in student and academic services, including an expanded wellness centre.

Other Indigenous student supports include the development of an Indigenous languages option for meeting the bilingual requirement as well as Indigenous community-based practicum options that aim to increase student experiential learning and develop deeper relationships with Indigenous community, thereby increasing Glendon’s profile as an institution committed to reconciliation.

WEST LANGUAGES

A 24-CREDIT ANISHINAABEMOWIN (OJIBWE LANGUAGE) CERTIFICATE WITH A CONCURRENT BACHELOR OF EDUCATION IN ANISHINAABEMOWIN AND A 3-WEEK SUMMER IMMERSION INTENSIVE

The GIAC proposes the following certificate programs with the following courses options provide a combination of selections between Anishinaabemowin, Indigenous futurities, and a teaching stream:

1. Certificate in Anishinaabemowin:
 - 1.1. 24 credits in language would be the minimum. 30 credits in language would lead to an Advanced Certificate in Anishinaabemowin Language.
2. Major, Minor, Specialized Honours Degrees in Indigenous Futurities:
3. 42 credits and 48 credits (24 or 30 in language and the rest in 'futures') could be part of a 120-credit B.A. Major or Specialized Honours in Indigenous Futurities with focused streams
 - (b) B.A. in Indigenous Futurities (bi) general B.A.
 - (b2) language-teaching focus
 - (b3) community revitalization focus
 - (b4) translation/interpretation focus

Also, Double majors / Major-Minor combinations can be designed for special interest streams within the Indigenous Futurities certificate

- (a) a Language Revitalization Stream could draw upon the existing Linguistics and Language Studies' Specialized Honours Program in Language Endangerment, Revitalization and Documentation,
- (b) a Teaching Stream Certificate parallel to D-TEIL (with practicum), and
- (c) Digital Literacies stream to encourage digital media production, both print and video.

LANGUAGES AND PROGRAM DESIGN

INDIGENOUS FUTURITIES DESIGN PROPOSAL BY YEAR OF STUDY

B.A. Major and Specialized Honours Program in Anishinaabe Futurities

Year 1

*3 credits Ojibwe (F) + *3 credits Ojibwe (W)

6 credits Intro to topics in Anishinaabe Futurities

6 credits COMMON CORE

Year 2

*3 credits Ojibwe (F) + *3 credits Ojibwe (W)

3 credits Topics in Anishinaabe Futures(F)

3 credits in Language Endangerment (W)

6 credits COMMON CORE

Year 3

*3 credits Ojibwe (F) + 3 credits Ojibwe (W)

3 credits Intro to decolonization of Canada (F)

3 credits Language Policy (W) for community development

3 credits Language Learning (W)

Year 4

*3 credits Ojibwe Mastery F + 3 credits Ojibwe Mastery

3 credits Case Studies in Canada's Indigenous Languages (F)

3 credits Master Class Ojibwe: Special Topics

3 credits Teaching Ojibwe (W)

Note 1: This framework does not include electives, or the extensive EE dimension of the program, nor does it distinguish between remote, in person, and blended learning opportunities, which will be necessary to ensure accessibility to the program.

Note 2: This framework is open to the creation of special interest streams: (a) language revitalization stream, (b) Anishinaabemowin Teacher Preparation Stream (c) Anishinaabe Digital Literacies Stream

LANGUAGE SUMMER INSTITUTE

A FULSOME RESPONSE TO THE TRC

In addition to the fall/winter sessions, we need to develop a summer session intensive language program / language camp along the lines of those offered by the University of Minnesota, Middlebury College and elsewhere. Funds for this project could be applied for from Canadian Heritage, in conjunction with an Indigenous governing body. The objective is to come as close as possible to reach the '10,000 hours' of concentrated language immersion to achieve mastery in the language. Scholarships essential.

This summer institute can also provide practicum hours for students interested in the teaching stream.

This discussion is based on the 2020 survey (See Appendix), of 'powerful models' of Canadian Universities which have responded to the Truth and Reconciliation Commission's Call to Action:

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

In 2016, Glendon responded to Calls 13, 14 and 15. In 2021, which is the preparatory planning year for the United Nations Decade of Indigenous Languages 2022-2032, it would be appropriate to put in place a 10-year Action Plan. If Glendon were to follow the UN framework, a version of the above certificate+degree program could be put in place as a Phase One (2022-2025), after which a three-year review would be conducted in 2026, and the results of that review would be used to develop a Phase Two (2027-2032), scaling up and incorporating results of the review.

Resources required: For the first phase, we estimate that three more hires are necessary; one in the research stream; CLAs. Specialization: language PLUS disciplines. External funding would be required to mount the summer program and to offer scholarships to Indigenous students.



NORTH FACULTY

FOUR ANISHINAABE LANGUAGE AND CULTURE HIRES AND ANNUAL TRAINING IN CULTURAL COMPETENCY FOR NON-INDIGENOUS FACULTY

York University and Glendon have recognized their responsibilities to support Indigenous knowledges and specifically Indigenous languages in numerous public declarations and statements, including the Indigenous Framework for York University: A Guide to Action and the Glendon Indigenous Strategy. The Glendon Faculty Council has voted in favour of the principles of the Glendon Truth and Reconciliation Declaration on Indigenous Language Policy, affirming responsibilities that Glendon has formally promised to uphold. This includes principle six of the Truth and Reconciliation Commission investigating the genocidal residential school system; principle six affirms: “Post-secondary institutions must develop programs in Indigenous language studies with a view to promoting full oral proficiency and literacy in Indigenous languages, with certification through college and university diplomas and degrees in Indigenous languages.” To meet these responsibilities and to replace the departure of a full-time tenure track Indigenous hire, the Glendon Indigenous Affairs Council is requesting a full-time tenured or tenure-track position in Anishinaabemowin. In addition, the GIAC is requesting two additional CLA Anishinaabemowin language and culture teachers, so supporting the development of a full complement of Anishinaabemowin language and culture courses at the Glendon Campus

For the first phase, we estimate that three more new hires are necessary in addition to the vacant “Indigenous hire” position already allocated. Of the new positions, we recommend one in the research stream; two in the teaching stream. Specialization: Ojibwe language PLUS disciplines. Priority disciplines to cover the program proposal would be in visual Arts, Canadian Studies, Linguistics, Education, and/or Sociology. External funding would be required to mount the summer program and to offer scholarships to Indigenous students.

We need to immediately fill the vacant Indigenous hire position. This hire should include Ojibwe language proficiency while also meeting the pre-existing hire description. A slight modification of the previous posting to include some level of proficiency in Ojibwe (as part of the bilingual descriptor) would be needed.



NEXT STEPS

PROGRAMS

Review all existing remotely delivered courses that would be complimentary to an Anishinaabeg Futurities certificate. This can lead to the long-term development of an undergrad programme as part of Glendon's commitment to the UN decade on Indigenous languages.

This remotely delivered certificate would focus on Anishinaabe language and culture, designed in partnership with Glendon Sociology and with select Anishinaabeg communities who are interested in attaining post-secondary through community-driven approaches.

STUDENTS

Increase Indigenous access to post-secondary through a remotely delivered program. The goal of the program is to create a unique process and practice to not only increase Indigenous student recruitment and retention, but to establish long term relationships with Indigenous communities for all Glendon students to engage with via practicums, work exchanges and community events through the program.

LANGUAGES

Implement an Indigenous languages option for meeting the bilingual requirement

Initial development of a Certificate in Anishinaabemowin. Ensure that current course offerings remain remotely delivered. This initial development can include a micro certification.

FACULTY

Immediately fill the vacant Indigenous hire position. This hire should include Ojibwe language proficiency while also meeting the pre-existing hire description. A slight modification of the previous posting to include some level of proficiency in Ojibwe (as part of the bilingual descriptor) would be needed.

MIIGWECH

Thank-you from the Glendon Indigenous Affairs Council to the following people and to all those who have supported the GIAC since it was established:

Professor Yann Allard-Tremblay (now at McGill University) for leading the GIAC from 2017-2020.

Professor Maya Chacaby for taking up the leadership in September 2021.

Professor Joanna Robinson and the Sociology department for understanding the value of Indigenous knowledges by welcoming and supporting Indigenous hires to the campus.

Professor Ian Martin and Amos Key Jr. Vice Provost, Indigenous (Brock University) along with the Centre for Language and Cultural Contact for supporting the second Indigenous languages colloquium December 6-8, 2019.

Professor Amanda Ricci for organizing both speakers for the 2020-2021 academic year.

The Keele and Glendon administration for funding an artwork by Tania Williard, now commissioned, and to Emily Changuur (now curator at Queens University), Professor Lisa Myers (Keele) and Professor Marc Audette (Glendon) for vital support in commissioning and supporting the artist through the process.

Professor Jean-Michel Montsion for instituting the land acknowledgement as part of our regular introduction to Faculty Council, as a reminder of our obligations to the Indigenous peoples whose lands we are on.

Dr. Elaine Gold at the Canadian Language Museum for support for Indigenous language initiatives and travelling exhibitions.

The students in Maya Chacaby's class who have provided thoughtful suggestions about how to make the Glendon Campus a welcoming environment for all.

The Glendon faculty for unanimously supporting the Indigenous position that enabled Professor Maya Chacaby's hire.

President Rhonda Lenton for securing funding for the GIAC activities.

Past and present members of the GIAC including Randy Pitawanakwat from the Centre for Indigenous Student Services, Professors Ruth Koleszar-Green and Sean Hillier, representatives of York Indigenous Council, Professors Marc Audette, Colin Coates, Elaine Coburn, Ian Martin and Amanda Ricci.

MIIGWECH

A hand holding a bowl of mixed berries with a glowing blue aura. The background is a soft, out-of-focus blue and white, suggesting a natural setting. The bowl is filled with a variety of berries, and the hand is positioned as if presenting the bowl. The overall mood is serene and natural.

2021 GIAC MEMBERS

Colin Coates

Ian Martin

Marc Audette

Maya Chacaby

Elaine Colburn

Amanda Ricci