

Annual Indigenous Research Collaboration Day – Virtual via Zoom

Date: November 5, 2021

Time: 9am – 3pm

Online

Introduction: At their heart, the United Nations Sustainable Development Goals are a call to action to take care of each other, and of our environment. Queen's University is deeply committed to thoughtful, intentional, and vigorous action toward these goals. When we chose a theme for this year's Indigenous Research Collaboration day, the United Nations Sustainable Development Goals were an ideal fit, as these core values are embedded in

10:00am - **Break (15 min)**
10:15am

10:15am – **Research Presentations by Graduate Students, Postdoctoral Fellows & Faculty**
11:15am

Session 1 – Reduced Inequality (moderator – Mika Henry)

Kacey Dool - Eugenics in Colonial "Canada": Sterilization, Settler Colonialism, and Reproductive (In)Justice.

Elisha Corbett - Truth and Representation: Murdered and Missing Indigenous Women, Girls, and Two-Spirit Peoples in Canadian Mass Media

Dr. Tina Dacin - Sustain the Future with Imprints of the Past

How the Session discussion and Q&W will work: think about the following points:

Relevance – How can we incorporate Indigenous approaches to overcome systemic barriers around gender and equity at various levels in research?

Respect – How can we promote inclusion of and sustain the successes of women, gender-diverse, and equity-deserving individuals in research?

Reciprocity – How can we centre the voices of women, gender-diverse, and equity-deserving individuals in the practice of research and create more space for knowledge sharing that is not Eurocentric?

Responsibility – What is your specific role to play to move the work forward in terms of the above three Rs?

Session 2 – Quality Education (moderator - Aleksandra Bergier)

Jackson Pind –Quality Education through the Decades at Queen's University (1841-2021)

Kenneth Gyamerah - Examining the Critical Role of African Indigenous Knowledge System in Promoting Quality Education in Ghana

Alice Johnston - Decolonizing Grades 7-10 STEM Instruction: The Generation of Guiding Principles and Discovery of Unanticipated Outcomes

11:15am–
12:15 pm

How the Session discussion and Q&W will work: think about the following points:

Relevance – How can we implement Indigenous ways of knowing at Queen's as a best practice to improve education quality and student success outcomes?

Respect – How can we respectfully engage with land based learning and local Indigenous communities to decentralize the Eurocentric practices relating to research, teaching and learning?

Reciprocity – How can we meaningfully build relationships with local Indigenous communities that are not extractive but more relational and mutually beneficial?

Responsibility – What is your specific role to play to move the work forward in terms of the above three Rs?

Lunch Break

12:30pm–1:00pm – **Musical performance by Danton & Nicholas Delbaere-Sawchuk**

Session 3 – Good Health and Well being (moderator – John Kabanda)

Tyler Twarowski - Dead Reckoning at the End of the World: an exploration on using Métis traits and adaptations to help navigate critical times

Jodi Mae John - Exploring Kanyen'kehá:ka (Mohawk) values and relationship building with healthcare providers in Kenhtè:ke (Tyendinaga)

Brittany McBeath - Indigenous approaches to promoting planetary health

Olivia Franks - Grounding Meals on Wheels Programming in Community Voice and Perceived Wholistic Health in Wahta Mohawk Territory

- 12:15pm-
1:00pm **How the Session discussion and Q&W will work: think about the following points:**
- Relevance** – How can we overcome systemic barriers in our health care systems that are related to Indigenous health disparities and inequities?
- Respect** – How can we respectfully engage with Indigenous communities to improve health outcomes and move beyond western clinical professional models of care?
- 1:00pm –
2:15pm **Reciprocity** – How can we centre Indigenous voices in the creation of health care practices through meaningfully building relationships with local Indigenous communities?
- Responsibility** – What is your specific role to play to move the work forward in terms of the above three Rs?
- 2:15pm -
2:55pm **Group discussion, facilitated by Lindsay Brandt and Yunyi Chen (Centre for Teaching and Learning).**
- What is your Responsibility?
- 2:55pm –
3:00pm **Closing Remarks by Tara MacDonald, Conclusion of event.**

will build on efforts to Indigenize social constructs such as the educational academy and health care in Canada. Indigenization is an intentional, culturally sensitive and appropriate approach to adding Indigenous ideas, concepts, and practices into programs. Indigenizing our society is key to sustainable survival. By foregoing Indigenization, we are missing out on millennia's worth of ways of living successfully in this world, both socially and ecologically. Incorporating the use of metaphor and learnings from ancestors is a way of bringing Indigenizing elements into a non-Indigenous setting to contribute in a meaningful way and bring Indigenous worldviews to bear. A case study will illustrate efforts of Indigenization at a mainstream mental health organization, designed to transform the way the organization goes about its work. As this research took place at an organization simultaneously facing worldwide pandemic, homelessness crisis and opioid epidemic, the implications of findings may be significant, as it demonstrates even with these critical events, it was still possible to create the groundwork to Indigenize.



Jodi Mae John (2jmj1@queensu.ca)

Jodi John is Mohawk , Bear clan from Tyendinaga Mohawk Territory where she has been living and working as a Registered Dietitian and Certified Diabetes Educator for 10 years. Jodi has a Bachelor of Science degree in Biology/Psychology from Trent University as well as a Bachelor of Science in Nutrition from McGill University. She is a second year PhD student in the department of Geography and Planning working with Dr. Heather Castleden. Her research interests include Indigenous health and Indigenous research methodologies.

Exploring Kanyen'kehá:ka (Mohawk) values and relationship building with healthcare providers in Kenhtè:ke (Tyendinaga): Addressing the United Nation's Sustainable Development Goal Three, Good Health and Wellbeing

Prior to European colonization Indigenous peoples thrived within our own knowledge systems. Today however, in Canada Indigenous peoples have lower life expectancy than the general Canadian population and have higher rates of chronic

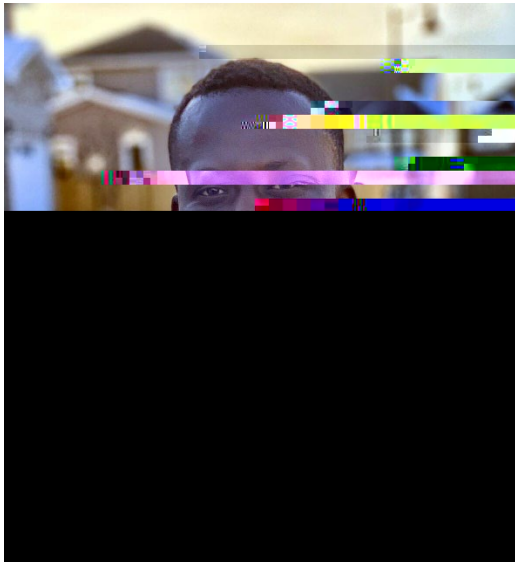
disease such as diabetes, cardiovascular disease, and cancer. Indigenous peoples also suffer higher rates of complications, and poorer outcomes of chronic disease requiring long-term engagement in healthcare. Recently the government of Canada

Presentation Abstract

The 2030 Agenda for Sustainable Development, adopted by the United Nations in 2015 provides 17 Sustainable Development Goals positioned to promote planetary health and global prosperity. The third sustainable development goal is to ensure healthy lives and promote well-being for all at all ages. Conventional conceptualizations of health promotion in Canada have been shaped by seminal documents published in 1986, including the Epp Report titled *Achieving Health for All: A Framework for Health Promotion* (Epp, 1986) and the *Ottawa Charter for Health Promotion* (World Health Organization, 1986). Since its inception, health equity, social justice, community empowerment, and self-determination have been central to health promotion practice and research. However, conventional health promotion has not and cannot truly achieve these goals because it is situated within a larger context of systemic racism, and colonialism that devalues the lives of Indigenous people. Research approaches that challenge these colonial systems and seek Indigenous liberation are often described as 'decolonizing'. Current understandings of health promotion are being challenged by these approaches.

relationship between current food practices and wholistic health among Indigenous older adults remains sparse. This presentation will discuss a community-based participatory research project that addressed the community-identified need of understanding how the community Meals on Wheels (MOW) program can nourish the perceived wholistic health of the older adults it serves on-reserve in Wahta Mohawk Territory. Utilizing an Indigenous epistemological stance of the Two Row paradigm and guidance from Wahta's Community

We must fully understand our past, before being able to effectively integrate the United Nations Sustainability Development goals. Relying on research both at Queen's University Archives, and the Library and Archives of Canada. this presentation will look to the past with an Indigenous perspective to help bring clarity to what it means to provide quality education in 2021.



Kenneth Gyamerah (kg120@queensu.ca)

Kenneth Gyamerah is a PhD student at the Faculty of Education, Queen's University. Kenneth's PhD research explores the critical role of African Indigenous knowledge systems (AIKS) and African Indigenous pedagogies (AIP) in decolonizing Primary Education in Ghana.

Examining the Critical Role of African Indigenous Knowledge System in Promoting Quality Education in Ghana

Quality Education has been perceived as the potential driver to achieving sustainable development, prosperity and reducing all forms of inequalities. Education is inextricably linked to all UN 17 global goals and thus, a crucial cog in achieving sustainable development. Yet in Ghana, evidence from Education sector reports indicate that most primary school students are failing to achieve minimum proficiency in reading, writing and basic arithmetic despite spending between four (4) to seven (7) hours in school every day for six years or more, a situation described as a global learning crisis. For decades, the country has been expending much effort at reforming the education sector to improve the quality of educational provision. Whilst these reforms may have succeeded in improving access to education especially in girls' education, learning outcomes have not kept pace. Over the years, the Ministry of Education in Ghana, under the direct influence and pressure from international aid agencies, development partners and educational policy entrepreneurs often resort to reforms that entail borrowing Euro-centric ideas from beyond their borders as examples of best practice. This uncritical adoption of perceived best practice in curriculum and pedagogic choice from

Europe and North America excludes, marginalises and alienates Ghanaian students as they fail to include Ghanaian students cultural, linguistic and historical experiences, identities, their Indigenous knowledge and ways of knowing. Drawing from my current doctoral research at the Faculty of Education, Queen's University, this presentation explores the critical role of African Indigenous Knowledge systems in promoting Quality Education in Ghana

Alice Johnston (alice.johnston@queensu.ca)

Alice Johnston is a Ph.D. candidate in the Faculty of Education whose research examines the decolonizing potential of land-based learning in K-12 STEM education. Alice is also the Indigenous Knowledge/STEM program coordinator for the Queen's University Biological Station.

Decolonizing Grades 7-10 STEM Instruction: The Generation of Guiding Principles and Discovery of Unanticipated Outcomes

Within Canada, research indicates that Indigenous learners are vastly underrepresented in STEM subjects. As a result, there are lower than average numbers of Indigenous peoples employed within and an underrepresentation of Indigenous knowledge in STEM fields. Additionally, STEM fields suffer from the lack of inclusion of Indigenous perspectives. Because Western science, by design, prides itself on being value-free, it struggles to address moral questions regarding how nature should be treated. Combining Indigenous knowledge with the tools of Western science can enable Western science to be applied in a manner that addresses questions of "good or bad," "right or wrong" in regard to environmental management. This presentation examines the process through which diverse stakeholders, with funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) PromoScience program, worked together to produce decolonized grades 7-10 STEM resources intended

Reduced Inequality

Kacey Dool (12kd2@queensu.ca)

Kacey Dool is a PhD Candidate in the Department of Cultural Studies at Queen's University in Katarokwi/Kingston. Having received both a BAH and MA from Queen's University, in Philosophy and Religious

Elisha Corbett (elisha.corbett@queensu.ca)

Elisha Corbett is a fourth year PhD candidate in the Department of Political Studies and was a Senior Researcher with the National Inquiry into Missing and Murdered Indigenous Women and Girls. She is of Irish and Cherokee decent, currently living in on the unceded territory of the Algonquin peoples in Gatineau Quebec. Her doctoral research compares how mass media and Indigenous media cover and frame murdered and missing Indigenous women and girls and Two-Spirit peoples.

Presentation Title: "Truth and Representation: Murdered and Missing Indigenous Women, Girls, and Two-Spirit Peoples in Canadian Mass Media"

Presentation Abstract: In June 2019, The National Inquiry into Missing and Murdered Indigenous Women and Girls found that the disproportionate and distressing violence Indigenous women, girls, and Two-Spirit people experience is genocide. Mass media representation of missing and murdered Indigenous (ndc- 7i)191ndc- 7il (s723.348 0 6.006 Tc.1 (e)1.(s(a)7.6 (

the University of Cambridge, a Visiting Professorial Fellow at the University of Melbourne and the Winspear Scholar at the University of Victoria.

Sustain the Future with Imprints of the Past

In partnership with the Canadian Council for Aboriginal Business (CCAB) we are exploring entrepreneurship in Indigenous contexts especially in the area of food traditions and agriculture. We apply the lenses of cultural and social entrepreneurship and ask the following questions: (1) how can we better understand the challenges and opportunities facing Indigenous entrepreneurs? And (2) is there a role for social entrepreneurship in facilitating opportunities for Indigenous entrepreneurs? Some of the organizations we hope to partner with include Three Fires at Caldwell First Nation, CharGer Foods and Charles Catchpole, Spirit Bear Coffee and Mary Manette Seafood. In particular, we examine the link between cultural imprinting and the role of entrepreneurs as custodians of tradition.