



**INDIGENOUS RESEARCH
COLLABORATION DAY**

**”EXPLORING INDIGENOUS
RESEARCH ETHICS”**

**NOVEMBER 6TH, 2020
9AM - 2PM (ET)**

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PROGRAM FOR THE DAY

SCHEDULE

8.55 – 9:00AM	EVERYONE LOG IN TO ZOOM SESSION
9:00 – 9:05AM	OPENING AND WELCOME BY KANONHSYONNE - JANICE HILL, ASSOCIATE VICE PRINCIPAL (INDIGENOUS INITIATIVES AND RECONCILIATION)
9:05 – 9:30AM	KEYNOTE SPEAKER – CELESTE PEDRI-SPADE
9:30 – 9:50AM	PRESENTER – LINDA GRUSSANI (CULTURAL STUDIES)
9:50 – 10:10AM	PRESENTER - ALBA CHAVEZ RAMOS (NEUROSCIENCE)
10:10 – 10:20AM	BREAK
10:20 – 10:40AM	PRESENTER - KIMBERLEY DEBASSIGE (EDUCATION)
10:40 – 11:00AM	PRESENTER - MARTINA JAKUBCHIK-PALOHEIMO (GEOGRAPHY)
11:00 – 12:00PM	PANEL DISCUSSION 1 – WHAT DOES SCHOLARSHIP LOOK LIKE THROUGH AN INDIGENOUS LENS
12:00 – 12:10PM	DISCUSSANT - LINDSAY MORCOM, ASSOCIATE PROFESSOR & CRC IN LANGUAGE REVITALIZATION & DECOLONISING EDUCATION
12:10 – 12:20PM	BREAK
12:20 – 1:20PM	PANEL DISCUSSION 2 – RESEARCH ETHICS IN URBAN INDIGENOUS CONTEXT: MULTIPLE PERSPECTIVES
1:20 – 1:30PM	QUEEN'S ETHICS UPDATES FROM JENNIFER COUTURE, MANAGER, RESEARCH ETHICS COMPLIANCE
1:30 – 2:00PM	WRAP AND CLOSING (JAMES REYNOLDS, SGS, KANONHSYONNE - JANICE HILL, OII)

Hosts and Presenters

Hosts:

School of Graduate Studies - Dr James Reynolds, Associate Dean

Office of Indigenous Initiatives and Reconciliation - Kanonhsyonne, Janice Hill, Associate Vice-Principal.

Keynote: Dr Celeste Pedri-Spade

9:05 AM - Keynote Speaker: Dr Celeste Pedri-Spade



Embodying Relational Anishinabe Ethics in Research

Many Indigenous communities around the world have adopted ethical guidelines to govern the ethical conduct of research related to their cultures and communities. Ethical codes of conduct for Indigenous research often involve core principles of respect, reciprocity, and relational accountability, which respond to both historical and contemporary harms carried out on Indigenous Peoples through colonial research. While arriving at common core ethics principles is important, researchers have a responsibility to carry out research that avoids pan-Indigenous approaches and acknowledges the unique cultural realities of each research community. In her talk, Anishinabekwe scholar Celeste Pedri-Spade reflects upon her personal journey of understanding and embodying relational Anishinabe ethics in her research and artistic endeavours. In sharing what she has learned about where her Anishinabe research ethics 'comes from' she hopes to inspire other researchers to revisit and reflect upon how they approach Indigenous ethics in their research.

Dr Celeste Pedri-Spade is an Anishinabekwe (visual) anthropologist and practicing artist from Lac des Mille Lacs First Nation in northern Ontario. Her primary research interest is in the role of Indigenous visual and material culture in decolonial praxis. In her research and art practice, she explores the role of archives as departure points for privileging the voices, marks and bodies of Indigenous women. She has also conducted Indigenous research related to Anishinabe sovereignty, reclaiming land-based practices, Anishinabe women's oral and visual histories, Anishinabemowin language revitalization, Indigenous methodologies and northern Indigenous health. Celeste and her partner, Ojibwe artist/cultural educator Rob Spade, are raising their four young children together and enjoy doing family art projects and travelling to dance at different powwows in the summer months.

Graduate Student Presenters



9:30 AM - Linda Grussani (PhD candidate, Cultural Studies)

Supervisor: Dr Lynda Jessup

Indigenous Mapping of Curatorial Developments in National Museums over the last 50 years

Studying changes in meaning and space within Indigenous material culture collections across the history of colonial cultural institutions from 1967-2017 on Anishinabe Akì from an Anishinabekwe-Itàniyan perspective. Over the last three decades, the exhibition and display of Indigenous cultural production have increasingly become a priority for museums in Canada and internationally. The purpose of my research is to examine the evolution that has occurred in two major Canadian cultural institutions as a reflection of the changes to the exhibiting of Indigenous art in Canada.



9:50 AM - Alba Chávez Ramos, MD, MSc (PhD student in Neuroscience)

Supervisor: Dr James Reynolds

Nurturing the Seed: A collaborative Journey to Infant Mental Health and Wellness

Early relational experiences lay the foundation for children's developmental trajectories throughout the lifespan. Nurturing the Seed is a collaborative partnership between six self-identified First Nations communities across Canada, the research team at Queen's, and the Infant Mental Health Promotion (IMHP) group at the Hospital for Sick Children to build on the already present passion and commitment Indigenous communities have to their youngest and support families. The goal of the project is to build community capacity and support the work of community service providers in adopting a culturally informed approach to address the developmental needs of their children, promote their development and improve outcomes in Canadian indigenous communities. Nurturing the Seed is a culturally-informed intervention tool that promotes children's development by customizing developmental support planning based on a relational approach (i.e. supporting the caregiver-infant relationship) to address physical, social, and emotional domains, while respecting family's routine and practices distinctive to Indigenous communities.

10:10AM - 10:20AM - BREAK

Graduate Student Presenters Cont'd



10:20 AM - Kimberley Debassige (PhD candidate, Education)

Kimberley is a final year Masters in Education and a first year Doctorate of Philosophy in Education student at Queen's University's Faculty of Education. Kimberley has both a personal and professional commitment in processes involving redefining Indigenous education. As a student she has been moving beyond inclusionary practices which informed her M. Ed research; "Inclusionary Strategies: Linking Anishinaabek Worldview and the Ontario Elementary Curriculum. Moving toward Student Success in an Anishinaabek School"

Abstract:

Kimberley Debassige n'dizhnikaaz, Adik n'dodem, M'Chigeeng miinwa Mnidoo Mnising n'doonjhibaa, Anishinaabe-Kwe n'daaw. As an Indigenous person, an Anishinaabek person educated through public school systems, Ontario post-secondary institutions and graduate studies my schooling experiences were both pedagogically, and experientially absent of not only inclusionary strategies specific to Indigenous ways of knowing, belonging and identity but were void of education around who Indigenous peoples were, and are as well as our contributions to the Canadian diaspora, landscape and story. I not only felt ignored, absent, erased, and invisible as an Indigenous person, but I felt out of place in school. I concluded at an early age that I didn't belong or that this type of education wasn't relevant to my being. I lacked a sense of belonging in school. I had no mentors, peers or identifiers that positioned my presence as an Indigenous person as important. My parents continually pushed me further and even though the provincial and public-school systems ignored my presence, my treaty relationship and continually devalued my being in present day context, I eventually graduated with Honours from an Honours program in Native Studies. I decided that I refused to continue to believe it was simply because I was Indigenous, and I refused to accept the full responsibility on how to shift that perspective. This led me to look and listen more closely to what teachers were bringing into the classroom.

I choose to do my research in my home community of M'Chigeeng First Nation, within the elementary school. This Band run school created a school environment that I finally felt comfortable in, that recognized my gifts and skills as a community member and as an Anishinaabe-Kwe. I choose to sit with teachers and speak with them one on one employing Indigenous research methods. I asked 5 teachers, both Indigenous and non-Indigenous, a set of questions: What are inclusionary strategies? What do Inclusionary strategies consist of in this school? What challenges and successes have you faced in engaging in inclusionary strategies? What does success look like? What can teacher education programs offer teacher candidates to better prepare them for teaching Indigenous students? The findings involved story around the importance of culture, language, their own story, community, relationships, and recognition of the importance that Anishinaabe students know that they belong and that they have a position in the world that is vital to the continued nation to nation relationship building that will see them standing strong and proud negotiating new terms to old relationships in a post TRC environment .



10:40 AM - Martina Jakubchik-Paloheimo (PhD candidate, Geography)

Martina is a first year PhD student, joining the HEC lab in the fall of 2019. Martina has passionately been working to bridge understanding between Indigenous Knowledge and Western perspectives in the resource sector in Canada. Currently partnered with an Indigenous community in the Ecuadorian Amazon her doctoral research is helping to preserve indigenous ways of knowing placed in their traditional ancestral territories. The purpose of this work is to examine whether an alternative approach to mining development can uphold the value intentions of the Ecuadorian concept of Buen Vivir, provide economic opportunities and mitigate neocolonial violence that accompanies commercial mining practices in Latin America.

Panel Discussion 1

11:00 AM - 12:00PM

What Does Scholarship Look Like Through An Indigenous Lens

Panelists: will be our student presenters

Moderator: Dr James Reynolds, Associate Dean, School of Graduate Studies

Discussant: Dr Lindsay Morcom, Associate Professor & CRC in Language Revitalisation and Decolonizing Education.



12:00PM - 12:10PM

Dr. Lindsay Morcom (Ardoch Algonquin First Nation) is an assistant professor in the Faculty of Education and coordinator of the Aboriginal Teacher Education Program. She earned her Master's degree in Linguistics at First Nations University through the University of Regina in 2006. She then completed her doctorate in General Linguistics and Comparative Philology as a Rhodes Scholar at Oxford University in 2010. She is an interdisciplinary researcher with experience in education, Aboriginal languages, language revitalization, and linguistics.



12:10PM - 12:20PM BREAK

Panel Discussion 2

12:20 PM - 1:20 PM

Research Ethics In Urban Indigenous Context: Multiple Perspectives

Moderator: Dr Aleksandra Bergier, Research Advisor, Indigenous Initiatives, Office of the Vice-Principal (Research)

Panelists:

Julian Robbins, PhD, (born and raised in southwestern Ontario, Canada) is a mixed ancestry person with Mi'kmaq heritage (Eastern Canada). Julian completed a PhD in January 2014 where he focused on First Nations self-determination in the health field with particular emphasis on traditional health and healing. Dr. Robbins joined the OFIFC as a Research Associate in January, 2017. In his current role, he enjoys utilizing his experiences within Indigenous community to help further articulate and apply OFIFC's community driven research framework.

Angela Salamanca is of mixed heritage (mestizx) from the Colombian Andes and has called Ontario home for twenty years as an uninvited guest on Haudenosaunee and Anishinaabe territory. Angela continues to learn about their responsibilities as a guest on this territory and about the treaties that inform her responsibilities to the Indigenous caretakers—past, present and future-of this land.

Angela has been a Researcher at the OFIFC for just over 2 years, and as part of their work supports OFIFC's Research Ethics Committee, as well as projects related to education, gender diversity, youth wellbeing, ending gender-based violence and program evaluation. Angela has over a decade of experience working with and learning from Indigenous communities on Turtle Island. Angela earned an MEd in Urban Indigenous Education from York University and a BA in Globalization Studies from Huron College (Western University).

Panel Discussion 2 Cont'd



Carlos Sanchez-Pimienta, BA, MSc (he/him). Carlos is a cis-gendered Mexican mestizo man of colour, and a non-invited guest living on traditional Anishinaabe and Haudenosaunee territory. In his work as a Senior Research Associate at Centre for Environmental Health Equity, Carlos facilitates research with community organizations in support of their work on Indigenous-led public health, urban sustainability, and healthy housing.



Kim Anderson, Metis, is an Associate Professor in the Department of Family Relations and Applied Nutrition at the University of Guelph where she holds a Canada Research Chair in Indigenous Relationships. Much of her research is community partnered and has involved gender and Indigeneity, Indigenous feminisms and critical Indigenous masculinities, urban Indigenous peoples and decolonizing work in the academy. Her single-authored books include *A Recognition of Being: Reconstructing Native Womanhood* (CSPI, 2nd Edition, 2016) and *Life Stages and Native Women: Memory, Teachings and Story Medicine* (University of Manitoba Press, 2011). She enjoys doing oral history work with Elders and has co-produced the memoir of Anishinaabe Elder and artist Rene Meshake entitled *Injichaag: My Soul in Story. Anishinaabe Poetics in Art and Words* (University of Manitoba Press, 2019).

Queen's - Ethics Updates

1:20pm - 1:30pm

Jennifer Couture, Manager, Research Ethics Compliance, University Research Services

Wrap Up and Closing

1:30pm - 2:00pm

Dr James Reynolds (School of Graduate Studies) and Kanonhsyonne - Janice Hill (Office of Indigenous Initiatives and Reconciliation)