

U Inuit Nunangat **niversity**

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Workshop Report

May 2015

Workshop Organizing Committee

Inuit Nunangat University
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Prepared by Sheena Kennedy and Kelly Black
On behalf of the Workshop Organizing Committee

Acknowledgments

On behalf of the Inuit Nunangat University organizing committee, we would like to thank the workshop participants, first and foremost, who actively and respectfully engaged in meaningful and constructive discussions during the two day meeting. This would not have been possible without the skilled facilitation of Karla Jessen Williamson of University of Saskatchewan. She created a safe space for dialogue and debate. We would also like to thank Joyce Arnardjuak from the Nunavut Arctic College for her administrative and logistical support, and Sharon Edmunds-Potvin and Jeannie Arreak-Kallualik from Nunavut Tunngavik Inc., for their support in the days leading up to the workshop. Merci beaucoup to the Francophone Centre for allowing us to use your facilities as a home base during a very busy time in Iqaluit! None of this would have been possible without the financial support of Nunavut Arctic College and ArcticNet.

Inuit Nunangat University Organizing Committee

Terry Audla (Inuit Tapiriit Kanatami)
Sheena Kennedy Dalseg (Carleton University)
Peter Ma (Nunavut Arctic College)
Natan Obed (Nunavut Tunngavik, Inc.)
Thierry Rodon (Laval University)

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Overview

This report summarizes the discussions at the Inuit Nunangat University Workshop, which took place over a day and a half on March 18th and 19th 2015 at the Francophone Centre in Iqaluit, Nunavut. The purpose of the Inuit Nunangat University workshop was to bring together key stakeholders to discuss and develop a roadmap for the creation of a university in Inuit Nunangat. Nunavut Arctic College, Nunavut Tunngavik Incorporated (NTI), Inuit Tapiriit Kanatami (ITK), and a group of ArcticNet researchers from Carleton University and Laval University jointly organized the meeting. Dr. Karla Jessen Williamson (University of Saskatchewan) served as facilitator.

Although invitations were sent to a wide range of stakeholders across all four regions of Inuit Nunangat - Nunavut, Nunavik, Nunatsiavut and the Inuvialuit Settlement Region¹ - the majority of workshop participants were from Nunavut. An employee of ITK was present at the meetings representing the four regions. A complete list of workshop invitees and participants is appended.

¹ The list of all those who were invited is appended.

DAY 1 Introductions and Opening Remarks

The first afternoon of the workshop was dedicated to introductions, opening remarks and presentations. Opening remarks were made by ITK President Terry Audla and Nunavut Minister of Education Paul Quassa as well as representatives from the Ilitturvik University Society, and the members of the organizing committee. A brief summary presentation of the workshop background paper was given by Sheena Kennedy Dalseg.²

Participants were asked what they wanted to achieve during the workshop, and there was some initial discussion about what the development of a university could mean for Inuit in Canada. There was consensus among the discussion group that a university that meets the needs of Inuit is much needed and the group expressed a strong desire that a university be created that is open for all Inuit in Canada. The group also agreed that the best location would be in Nunavut Territory and that it made sense that a university in Inuit Nunangat be opened in Iqaluit, Nunavut.

The background paper for the workshop identifies 5 main functions of universities:

1. Access to teaching and learning in a variety of disciplines;
2. Communities of learners, knowledge holders, and knowledge creators;
3. Independent centres of inquiry and critical engagement;
4. Engines of economic growth and development (employment, research and development, innovation and entrepreneurship, reduce “brain drain”);
5. Sites for social, linguistic, and cultural continuity and development

Participants identified a number of additional functions or roles that a university in Inuit Nunangat could play:

1. Decolonization
2. Repatriation of Inuit archival records and incorporation of Inuit knowledge
3. Mutually beneficial knowledge exchange including cross-cultural peer review
4. Social justice and social change
5. Creation of stronger connections and exchanges amongst all Inuit in Canada
6. Elimination of barriers to employment for Inuit
7. Potential of fulfilling the implementation of the Nunavut Land Claims Agreement

² The background paper was sent to all invitees in advance of the meeting. Copies of the workshop background paper are available upon request. Please contact Sheena Kennedy Dalseg: sheenakennedy@gmail.com.

Before breaking for the day, Karla asked participants to share their visions for an Inuit Nunangat University. Each participant wrote or drew their vision on a piece of paper, and these were affixed to the wall for the remainder of the meeting. A selection of these statements follows:

- *A university in Iqaluit where Inuit and non-Inuit want to go for higher learning based in excellence.*
- *A university based on Inuit culture and language; one that meets the needs of Inuit in Canada today and tomorrow.*
- *Innovation, Arctic Science, Knowledge, Reflexivity, Flexibility, Leadership, Creativity, Responsiveness (to student needs).*
- *United (uniting Inuit in the circumpolar world), Respectful, Strengthening, Growing (individuals and university).*
- *Centre offfor Inuit mastery, excellence, philosophy, worldview, sociology, holistic approach to prepare for the coming season/changes.*
- *Stimulating intellection self-determination.*



DAY 2 In-Depth Discussions

The second day was divided into four sessions. Participants were put into small groups of three to give each participant the opportunity to engage with as many people as possible throughout the day. During each session, participants were asked to discuss a set of questions and then report back to the main group. The discussion questions for the first session were adapted from the background paper and focused on foundational aspects of the university:



Ann Hanson, Kirt Ejesiak and Laakkkuluk Williamson Bathory.

nature and scope, governance, funding and other resources, location, programs and potential partnerships. The second session focused specifically on central questions about the place of Inuit knowledge and language(s) in the university. After lunch, participants were asked to identify guiding principles and other aspects that they wished to see incorporated into the mandate and enacting legislation for a university. In the final session of the workshop, the group reflected on the meeting and made suggestions for next steps as the process of creating a university in Inuit Nunangat moves forward.

While each session began with a set of questions, the discussions were full and dynamic. Rather than reporting on the day chronologically or session by session, we have tried to capture the essence of the discussions, broken down by theme or topic area.

Nature and Scope

Will the university be an Inuit Nunangat University, a University of Nunavut, or a (Pan) Territorial University (College)?

Participants agreed that the institution should be an Inuit Nunanganni³ University based at first in Nunavut but accessible to and benefitting all Inuit in Canada, and beyond. Participants agreed that it should be a new institution with an independent governance structure. This means that the university will be independent from government and Inuit organizations. It will be important, however, that the university establish partnerships with the territorial colleges and other post-secondary education initiatives in the North (e.g. Pirurvik or Piquqsilirivik), as well as with southern universities.

³ Inuit Nunanganni University means a university “within the lands of” the Inuit.

Who is the university designed to serve and what are the desires and needs of this population?

Participants agreed that the Inuit Nunanganni University aim to serve Inuit students from the four Inuit regions and elsewhere in Canada but that it should be open to and inclusive of all Inuit and other Canadians, as well as other Inuit in the circumpolar north and students from around the world.

Recognizing that the post-secondary student population in Nunavut may not be the same as at southern post-secondary institutions and that some Inuit students may be coming to education later in life, the participants also felt it was important that the university be open to students of all ages as well as non-formal learners and teachers. Both personal and academic supports for students will be needed, including housing, childcare, health and counselling services, as well as a preparatory program that would be offered to students transitioning from secondary to post-secondary education who may not have the academic or social skills needed to succeed.

Participants also mentioned that a gendered focus will also be important, specifically a strategy for reaching male students since the post-secondary student population in Nunavut and elsewhere in the Arctic is predominantly female.

An Inuit Nunangat University should also be attractive to non-Inuit students, including in highly specialized fields such as marine biology, law, health, environment or cold-weather engineering as well as in Inuit cultural studies.

Legislation and Guiding Principles

Like colleges, public universities are created by an Act of provincial or territorial legislation. The Act sets out the mandate, guiding principles, and governance structure of the institution. Participants engaged with examples of university legislation from the circumpolar world and Indigenous universities, including the University of Greenland, First Nations University of Canada, the University of Northern British Columbia, and Sami University College in Norway. As mentioned above, institutional independence was strongly recommended and was thought to be critical for an

“We are the land, we are the water, we are the skies”

Base decision-making in ancestral knowledge of Inuit.

For the continuity of Inuit identity we recognize Inuit laws, traditions, ethics, customs, protocols and governance processes.

The university reinforces our ongoing inherent right to self-determination and the preservation and protection of the Inuit way of life.

We see education as a holistic process that includes the whole family.

We recognize and affirm the UN Declaration on the Rights of Indigenous People that asserts our right to control education in our languages and in the manner appropriate to our culture.

Inuit Nunangat University. In order to achieve this, it was emphasised that the enabling legislation must create an arms-length relationship between the university and government (as well as other stakeholders), and it must identify mechanisms for protecting independence and a supportive mutually beneficial relationship.

Participants were asked to suggest some guiding principles for the university legislation. Participants agreed that the enacting legislation should provide a simple framework for the institution to ensure flexibility for new ideas and experience as the university evolves and grows. Some of the key words, phrases, and concepts that arose from the discussion on the guiding principles for the university included:

- Independence
- Education and research rooted in Inuit language and knowledge
- Enhancing Inuit knowledge and knowledge holders
- Excellence in Inuktitut and English
- Equality and inclusiveness
- Collaborative
- Decolonizing
- Respect and responsibility
- Critical thinking
- Enhancing human capacity
- Mentorship
- “We are the land, we are the water, we are the skies”

Participants were also asked to suggest wording for the enacting legislation. Some participants suggested that inspiration be drawn from existing sources such as the Illituvik Society and the National Strategy for Inuit Education. Others suggested their own wording. Two examples of possible wording appear in the text boxes above and below.

Sample Wording for Legislation

WHEREAS profound knowledge is the common heritage and future of all people, our lands, waters and skies,

THEREFORE; Let there be a university founded at _____

With the legal rights and capacity of a living person governed by a council of not less than five nor more than ten inclusive of all its constituent parts independent from its funding and founding agents

Dedicated to teaching, research, collection and distribution of knowledge and to the creation of public dialogue and of spaces for learning, respectful of the knowledge of our peoples and languages, founded in the principles of our heritage.

This institution shall create and confirm ways to acknowledge the learning and achievements of our peoples.

This charter takes effect upon its ratification by knowledge holders.

University Governance

How should the University be governed?

Good leadership and independence from government and the private sector are critical to the success of any university. Workshop participants agreed that the creation of an independent university in Inuit Nunangat should be the first priority. As one participant noted:

In Nunavut, we don't have the space to have open debates because you either work for the government or you work for the Inuit organizations, and [so] you're suppressed. I think this new institution needs to have that space. So right off the bat, we need to have an independent organization. That's not to say there's not a role for government, the College, or these other organizations because we need them - we can't do it without them - but the fundamental has to be that it's an independent organization. That's the minimum.

An Inuit Nunangat University will have many stakeholders, including public governments, Inuit organizations, research units, industry players, faculty and staff, Inuit Elders and knowledge holders, students, and the people living within the geographical boundaries served by the university. Designing systems of internal and external governance for the university that are inclusive of these voices while also maintaining the integrity of the university's independence will be critical to the success of the university.

A majority of southern Canadian universities have a Chancellor, President, various Vice-Presidents, a Board of Governors and a Senate. The Board of Governors is usually a mixture of administrators, community members, faculty, students, and university staff. There are typically both appointed and elected members. Appointed or community members tend to be drawn from prominent representatives of business, industry, and philanthropy. The university Senate, which deals with academic matters, program creation, and evaluations, generally consists of faculty, staff, students and university administrators (i.e. the President and Deans). Senates and Boards of Governors are meant to serve as a check and balance for one another. The Board of Governors deals primarily with financial matters, while the Senate is tasked with academic governance. Despite their different mandates, the two bodies are expected to work together to run the university.

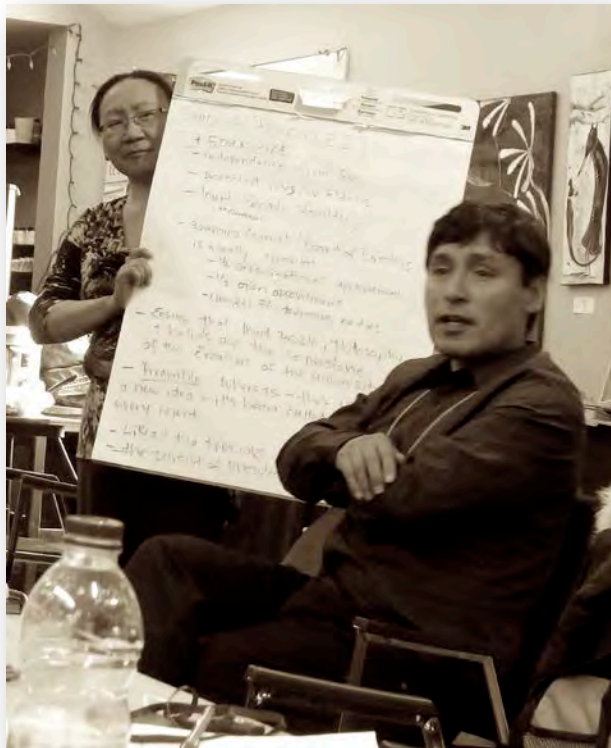
Participants agreed that an Inuit Nunangat University would not necessarily have to follow the conventional university model but that it must create a system of governance that allows the institution to maintain its independence. Moreover, participants felt strongly that a prominent role for Inuit Elders and knowledge holders, as well as Inuit languages be protected and enshrined in the governing documents for the university.

The background paper highlights several circumpolar and Indigenous examples of universities that may serve as inspiration in helping decide what the governance model should look like for an Inuit Nunangat University in Canada.

The Place of Inuit Knowledge and Languages

The creation of a university offers an opportunity to think about how to design and operate multi-lingual, multicultural, and decolonizing institutions in the 21st century. It offers an opportunity to move beyond the so-called “cultural inclusion model,” in which Inuit knowledge and language is incorporated into the dominant Euro-centric framework, and to move toward situating Inuit knowledge and language within the very foundations of the institution.

Participants were asked to think about the place of Inuit knowledge and languages in the university, and to consider how the university could promote, maintain, and strengthen Inuit knowledge and languages. In general, participants agreed that Inuit knowledge and language should be the foundation of the university, and that courses in Inuit knowledge and language should be mandatory for all students. Participants were clear that a university in Inuit Nunangat should not simply replicate the structures and tendencies of southern universities.



Jeela Palluq-Cloutier and Kirt Ejesiak reporting back to the group.

Rather, the university should embrace the opportunity to serve as a decolonizing force in the northern regions of Canada. Its structures and operations should be based in Inuit knowledge and languages.

Participants noted that Inuit knowledge and language are living and are, therefore, constantly evolving. Inuit knowledge must be recognized in its own right as scientific, as opposed to simply “traditional.”⁴ Inuit ways of learning and teaching must be incorporated into university structures, programs, and practices.

Determining how best to incorporate Inuit knowledge and language(s) into the university will be an ongoing learning process. The legislation and governing documents of the university must create the space for this learning to occur.

⁴ Laakkuluk Williamson Bathory suggested that the term “ancestral knowledge” be used in place of “traditional knowledge.”

What will be the role of Inuit Elders and knowledge holders?

Participants agreed that Inuit Elders and knowledge holders have a prominence in the university, and their involvement be enshrined in the governing documents for the institution, including the enacting legislation. It was also suggested that Elders and knowledge holders be included in the design and creation of the university as the process unfolds.

Some participants noted that Inuit Elders and knowledge holders be recognized and compensated as equals with professors in the university. The Akitsiraq Law School is a good model for this, as is the Sami University, which formally recognizes Elders as experts through faculty appointments with equal pay and status to academically-trained professors. Mechanisms should be put in place for Elders and other experts to build connections with one another in order to strengthen the university as a place of collaboration, innovation and decolonization.

Some participants also suggested, however, that while it is important to respect Elders and knowledge holders, it is also important that the university be a safe space for questioning and possibly challenging traditional or ancestral knowledge. The university offers an opportunity for faculty, students, and citizens more generally to critically engage with all types of knowledge and systems of beliefs and values.



Madeleine Redfern and Nikki Eegeesiak.

In what ways can or should the university promote, maintain, and strengthen Inuit language, knowledge, culture and values?

Participants agreed that the university promote, maintain, and strengthen Inuit languages, cultures, knowledge and values. Placing Inuit languages and knowledge at the academic and research core of the university is one way to do this, as is ensuring that Inuit Elders and knowledge holders have a protected role in the institution.

Funding and Resources

How will the university be funded?

Typically, Canadian universities are funded by provincial governments supplemented by federal grants, tuition fees, and fundraising. All participants agreed that an Inuit Nunangat University would need a blended public/private funding formula, with contributions from the federal government, the Government of Nunavut, the Inuit organizations, private sector, and foundations.

Regardless of how the university is funded, it will be important for the institution to maintain its independence. In addition to governance and legislative methods, another way to safeguard institutional independence is to establish an Inuit Nunangat University Foundation through which funders could provide endowments to the university. These endowments could cover operating costs, as well as a scholarship fund, such as the Inuit Education Trust envisioned by the National Strategy for Inuit Education (2011) to offset tuition fees and other costs for students.

Participants supported the idea of having very low or no tuition fees (as well as other student incentives - housing, childcare, etc.) for Inuit students to encourage Inuit student enrolment and retention in the university.

What other resources are needed?

In the short-term, a small number of classrooms and administrative offices will be needed, as well as housing for students and faculty. In the longer term, the construction of a dedicated university building must be considered. Universities often house public and private archives, libraries, laboratories, gathering/ceremonial spaces, and other projects of national, regional or cultural importance. Participants agreed that a university campus could serve as an important hub and connection point for Inuit from around the world.

The number of faculty and staff needed at the start will be small. Many universities began with only a handful of professors and students. Participants agreed that there are currently enough Inuit with PhDs and other graduate-level training to start a university. These individuals, coupled with experienced administrators and perhaps a small number of trusted and experienced non-Inuit faculty members, could allow an Inuit Nunangat University to open its doors within two years.

During the workshop, participants were asked to identify individuals whom they thought would be good candidates for various positions at the university: faculty, chancellor, president, board of governors, and the senate. These lists are appended.

Location and Land

There are both political and practical considerations in choosing a location for a university. Participants agreed that the university's main campus should start in Iqaluit but that over time, it would be desirable to open campuses in other communities within Nunavut, and regions across Inuit Nunangat (Nunavik, Nunatsiavut and the Inuvialuit region). The experiences of the northern colleges, as well as some of the universities in the circumpolar world, show that a multi-campus system is feasible but comes with its own set of challenges.

Some participants also mentioned the role that distance education could play in ensuring wider access to the university across the North. Advancements in and access to interactive digital technology and distance-learning techniques will make it possible for students and teaching staff to access the university and one another remotely but recent research has shown that distance learning is best seen as a supplement to, rather than a replacement for, on-site education.



Laakkuluk Williamson Bathory and Lisa Koperqualuk.

Ann Hanson suggested that the university be built on the land outside the city limits of Iqaluit, to ground the institution in the Arctic environment and Inuit homeland. She also recommended each region set aside land for the university and that this land be protected against any future resource development or other extractive activities. There are challenges with building the University or portions of the campus and associated buildings on any un-surveyed and undeveloped areas. Building roads and extending basic municipal services to new areas of land may be cost prohibitive, at least in short-term, and could cause undue delays.

Madeleine Redfern suggested that the university could have some of its buildings on Inuit Owned Land on Federal Road, which would show real commitment towards the University, higher education and socio-economic investment. This area is centrally located and could be connected to services e.g. road, power, water/sewage, etc. with relative ease. Furthermore, the Qikiqtani Inuit Association (QIA)/ Qikiqtaaluk Corporation recently prepared a draft land use plan that incorporates both public and cultural institutions, daycare, playgrounds, housing and commercial uses. The plan was presented to the City of Iqaluit for review and approval in principle. Anne Crawford stated the City of Iqaluit might be prepared to donate land for the University, in an undeveloped area situated between Iqaluit and Niaqungu (Apex).

In the short-term, participants agreed that the University should start small, using existing resources.

Academics and Research

Most of the circumpolar and Indigenous universities, such as the ones covered in the background paper, began with a very small number of programs, drawing on existing resources and expertise, and gradually expanded over time. In some cases, it took decades to grow while in others they were able to expand at a faster pace. There are already a number of undergraduate and graduate programs, as well as several active research units operating in Inuit Nunangat, many of which could form the basis for a university. While it is important to build on existing strengths, it will also be important to identify areas where research and expertise are urgently needed.

What programs should the university offer at first?

Participants agreed that Inuit studies and linguistics should be at the core of the university's academic and research programs, and that the university should start with courses currently being offered in Nunavut to build on successes and strengths. Many programs were discussed in the small groups, reflecting the diversity of interests and needs across Inuit Nunangat. Participants agreed on the following programs:

- Inuit Studies
- Fine Arts
- Linguistics
- Political Science (including Indigenous governance)
- Education
- Health
- Natural Science
- Law

It was also suggested that professional programs such as law, accounting, engineering, medicine, nursing, and journalism could be offered on a rotational basis (i.e. every 3-4 years). Regardless of the program, participants felt strongly that courses should be rooted in the land and environment because these are central to Inuit history, values, and beliefs.

What areas of research and expertise are urgently needed in the North?

There were many areas suggested, most of which fell under the disciplines mentioned above. Both undergraduate and graduate programs in the fields listed above will be important to ensure that the university is able to facilitate northern-based research and train northern researchers.

Participants stressed the fact that the university could bring together existing research groups (Pirurvik, Avataq, Qaujigiartiit Health Research Centre, Kitikmeot Heritage Society, etc), and

thus gain access to Canadian research funding from the three federal granting agencies (Natural Sciences and Engineering Research Council, Social Sciences and Humanities Research Council, Canadian Institutes of Health Research), CHARS, and other large funders. In general, there was agreement that the university promote and facilitate research designed by Inuit, for Inuit, based on the information needs and desires of Inuit. Moreover, it was stated that researchers based at the university should commit to conducting research that is useful, first and foremost, to Arctic peoples. One participant noted that the European tradition of “knowledge for knowledge’s sake” does not align with Inuit beliefs and values, and as such should not be promoted or supported by a university in Inuit Nunangat.

Proposed Names for the University

Participants were asked to suggest possible names for the university. Participants felt it was important to choose a name that reflected the core values of the university. In addition to an Inuktitut name for the university, the name *Inuit Nunanganni University Kanatami (INUK)* was suggested. Some of the suggested names included:

<i>Silattuqsarvik</i>	A place to become wiser
<i>Ilimmarvik</i>	Derives from a verb <i>ilimmaqtuq</i> referring to shamans having an out of body travel to learn about the ongoings from other far away places.
<i>Silatturvik</i>	A place to go and get wise
<i>Pirurvik</i>	A place to grow
<i>Isummirvik</i>	A place to get ideas
<i>Ikurrarvik</i>	Using a stool to reach higher
<i>Ingalangaittuqsiurvik</i>	Standing in an elevated place where you can see the landscape, or see far distances
<i>Ilimmaqtikkut</i>	Academics, higher learning, excellence/mastery; referring to shamans
<i>Qilak</i>	The term was used in reference to shamanic knowledge prior to Christianity.

Conclusions and Next Steps

Over the two days of the workshop it became clear that participants shared much in common. These shared visions arise from a strong desire to see action taken on the Canadian Arctic university idea.

Importantly, the workshop broke down perceived barriers to realizing an Inuit Nunangat University. Specifically, participants acknowledged that the university will not be everything to everyone in its initial stages - **it must first start small, but engage with big ideas**. The kind of openness, collaboration, and coordination seen in this workshop will be essential to future discussions.

While a university may start small, it need not start from zero. Workshop participants agreed that an inventory or environmental scan of experts, programs, resources, and facilities should be completed to determine what means already exist within Inuit Nunangat. As well, it will be useful to gather input from government departments (provincial, territorial, and municipal), Inuit organizations, industry and residents about what their needs and priorities are for post-secondary education and research in Inuit Nunangat. Participants agreed that an independent working group should be formed over the coming months to undertake some of this preliminary work.

It is essential that together with an independent working group, the Government of Nunavut and Inuit organizations work collaboratively to build support and consensus throughout Inuit Nunangat. Ongoing conversations and meetings, both formal and informal, should be taking place with stakeholders in order to bring an Inuit Nunangat University closer to reality.

On April 29, 2015 Karla Jessen Williamson and Sheena Kennedy Dalseg co-led a special session at the Nunavut Sivuniksavut NS@30 Conference held in Gatineau, QC. The purpose of the special session was to share the results of the Inuit Nunangat University Workshop with conference delegates, many of who expressed interest in participating in the ongoing discussions around starting a university in the Arctic. More than 100 delegates attended the session and after listening to a brief presentation by Karla and Sheena, delegates were asked to identify some possible guiding principles for a University. These ideas were collected at the end of the session. It was encouraging that the suggestions made by this larger group mirrored, almost exactly, the overarching themes and guiding principles identified by workshop participants in Iqaluit in March.

Leadership from the Government of Nunavut is needed in the drafting of enacting legislation that is in keeping with an independent institution based in Inuit values. Enacting legislation will allow for the formation of various structures, including a Board of Governors and a university foundation, that create a university.

Overall, the workshop demonstrated the shared commitment of a diverse plurality of people and organizations to the creation of a university. By sharing and documenting their comments and ideas, an Inuit Nunangat University has the very real potential to become a reality.



The Inuit Nunangat University Workshop participants:

Back row (L to R): Kelly Black, Kirt Ejesiak, Chris Douglas, Anne Crawford, Thierry Rodon, Sheena Kennedy Dalseg, Laakkuluk Williamson Bathory;

Middle Row (L to R): Lisa Koperqualuk, Gwen Healey, Jeela Palluq-Cloutier, Naullaq Arnaquq, Nikki Egeesiak, Becky Mearns, Jeannie Arreak-Kullualik;

Front Row (L to R): Mary Ellen Thomas, Karla Jessen Williamson holding her granddaughter Arnatuk Williamson Bathory, Ann Hanson, Peter Ma, and Madeleine Redfern.

Appendices

Appendix A: List of Invitees and Participants

Invitees and Participants (in alphabetical order)	
<i>Attended</i>	<ul style="list-style-type: none"> • Naullaq Arnaquq, PhD candidate, UPEI; • Jeannie Arreak-Kullualik, Policy Analyst, NTI (Organizing committee) • Terry Audla, President, ITK; Chairperson, National Committee on Inuit Education. • Kelly Black, PhD Candidate, Carleton; • Keith Chaulk, Director, Labrador Institute; • Anne Crawford, Secretary/Treasurer, Ilitturvik University Society; • Chris Douglas, Pirurvik • Sharon Edmunds-Potvin, Cultural Development, NTI (Organizing committee); • Nikki Eejesiak, Executive Director, Coalition of Nunavut District Education Authorities; • Kirt Ejesiak, President, Iliturovik University Society; • Ann Meekitjut Hanson, former Commissioner of Nunavut; • Gwen Healey, Executive Director, Qaujigiartiit Health Research Centre; • Sandra Inutiq, Language Commissioner, Government of Nunavut; • Karla Jessen Williamson, (Ph.D) Assistant Professor, University of Saskatchewan; • Sheena Kennedy, PhD Candidate, Carleton University (Organizing committee); • Lisa Koperqualuk, FCNO and Saturviit; • Peter Ma, President, Nunavut Arctic College (Organizing committee) • Rebecca Mearns, Master's student, Carleton University; • Maatalii Okalik, Department of Executive and Intergovernmental Affairs, GN • Jeela Palluq-Cloutier, National Inuit Languages Coordinator, ITK • Paul Quassa, Minister of Education, Government of Nunavut; • Madeleine Redfern, President, Ajungi Arctic Consulting; • Thierry Rodon, Laval University (Organizing committee); • Mary Ellen Thomas, Executive Director, Nunavut Research Institute; • Laakkuluk Williamson Bathory, Master's student, Director of Qaggiavut Society.

<p><i>Invited (but unable to attend)</i></p>	<ul style="list-style-type: none"> • Frances Abele, Carleton University; • Pauloosie Akeeagok, President, QIA; • Nellie Cournoyea, Inuvialuit Regional Corporation; • Charlie Evalik, President, Kitikmeot Inuit Association • Leena Evic, President, Pirurvik Centre; • Louise Flaherty, Director, Inuit Languages and Culture, Nunavut Arctic College; • George Hickee, MLA Iqaluit-Tasiluk, Legislative Assembly of Nunavut; • Karen Kabloona, Ilitturvik University Society; • Harriet Keleutak, General Secretary, KSB; • Lars Kullerud, U. Arctic; • Jodie Lane, Education Manager, Nunatsiavut Government; • Teevi MacKay, Jane Glassco Northern Fellow • Shuvina Mike, Ilitturvik University Society; • Alicia Nalukturuk, President, KSB; • Jim Nasso, Chairman, Agnico-Eagle; • David Ningeongan, President, Kivalliq Inuit Association; • Natan Obed, Director, Social and Cultural Development, NTI; • Jonathan Palluq, Director, Piqqusilirivik Cultural Learning Centre; • Jackie Price, PhD Student, Scott Polar Institute; • Qajaq Robinson, Lawyer, BLG; • Mary Simon, Co-Chair, Canadians for a New Partnership • Colleen Swords, Deputy Minister, CHARS; • Stephen Traynor, Acting Regional Director General, CanNOR; • Jobie Tukkiapik, President, Makivik; • Fiona Walton, UPEI; • Mitchell White, Jane Glassco Northern Fellow • Dave Wilman, Ilitturvik University Society.
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Appendix B: Recommendations for Key University Positions

Please note that this list is not intended to be exhaustive or fixed, rather it is meant to show the human capacity that exists in Inuit Nunanganni to undertake the process of creating and operating a university.

Key University Positions	
<i>Chancellor</i>	<p>Names:</p> <ul style="list-style-type: none"> • Mary Simon • Siila Watt-Cloutier • Peter Kilabuk • Karla Jessen Williamson • Zebedee Nungaq • Ann Hanson • Aqqaluk Lynge • Carl Puju Olsen • Duane Smith • Nellie Cournoyea • Lillian Elias <p>Notes:</p> <p>Must be Inuk or strong ties/connection to Inuit not only in Canada but in the circumpolar world.</p> <p>Let us keep an open mind - Do we need one? Why? If this is an Inuit worldview institution?</p> <p>Could have co-Chancellors, to involve high profile southerners like Adrienne Clarkson or Michaelle Jean.</p>
<i>President</i>	<p>Names:</p> <ul style="list-style-type: none"> • Mary Simon • Dalee Sambo • Sandra Inutiq • Karla Jessen Williamson • Siila Watt-Cloutier • Zebedee Nungaq • Jeannie Arreak-Kullualik • Okalik Egeesiak • Eva Aariak • Martha Kyak <p>Notes:</p> <p>Resident in Nunavut ready to work with all</p> <p>Who/what exactly is a president?</p> <p>A creator that can build relationships and partners</p>

<p><i>Board of Governors</i></p>	<p>Names:</p> <ul style="list-style-type: none"> • Leena Evic • Eva Aariak • Jeela Palluq • Naullaq Arnaquq • Becky Mearns • Ann Hanson • Kirt Ejesiak • Nikki Egeesiak • Jeannie Arreak-Kallualik • James Nasso <p>Notes:</p> <p>Public calls for participation</p> <p>Limited role for industry</p> <p>Inuit corporations</p> <p>Inuit organizations</p> <p>People with proven governance skills</p> <p>Learners and knowledge holders, and language users</p> <p>Fathers, mothers, grandparents</p> <p>Must be inclusive of learners, faculty and governors</p> <p>All members of the Illiturvik society</p> <p>Inuit council participation</p>
<p><i>Senate</i></p>	<p>Names:</p> <ul style="list-style-type: none"> • Karla Jessen Williamson • Heather Igloliorte • Thierry Rodon • Gwen Healey • Naullaq Arnaquq • Okalik Egeesiaq • Carl Puju Olsen • Nellie Cournoyea • Lillian Elias Keith Chaulk <p>Notes:</p> <p>Multi-lingual folk</p> <p>Age/gender/ balance/origins/ geography</p> <p>Reps from 4 regions</p> <p>Academic advisors to assist with process</p> <p>Students of the university</p> <p>Inuit council with reps from Inuit regions and knowledge holders</p>

<p><i>Faculty</i></p>	<p>Names:</p> <ul style="list-style-type: none"> • Naullaq Arnaqaq • Miriam Aglukkaq • Meeka Arnakaq • Becky Mearns • Gwen Healy • Elisapee Ooteeva • Raigilee Piunjituq • Jaypeetee Arnakak • Sylvia Cloutier • Julia Ogina • Louise Flaherty • Eva Aariak • John Amagoalik • Meeka Kilabuk • Ellen Hamilton • Madeleine Cole • Karla Jessen Williamson • Laakkuluk Williamson Bathory <p>Departments and Institutes</p> <ul style="list-style-type: none"> • Inuit studies • Anthropology • History • Land and survival • Uqausiliviniq - Language studies, dialects • Inuit literature and writing • Astronomy • Political science (traditional leadership, relationships with people, role of elders, role of men, women, children, camp, community) • Fine Arts/performing arts (performing and production) • Law • Health • Natural sciences • Philosophy and religion • Foster development of more Inuit professors; as many Inuit professors as possible in all disciplines. • Use of existing resources such as the Igloodik Oral History project.
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Appendix C: Possible Independent Working Group Members

- National Committee on Inuit Education
- Kativik School Board
- ITK
- Avataq Cultural Institute
- Independent Inuit (Karla, for example)
- Pirurvik
- NS
- NTI
- Inuit with university degrees (MAs, PhDs)
- Iqaluit Elders' Society (Pairigait Tigumijut)
- Illituvik Society
- DEAs
- Arts societies (whoever's active)
- Consult with Elders and knowledge holders
- Other Inuit regions
- College grads
- Qaggiavut Society (www.qaggiavut.ca)
- Akitsiraq Law School Society